

**EMPOWERING YOUTH THROUGH ENTREPRENEURSHIP SKILLS
TRAINING: THE CASE OF MAKANGARAWE WARD**

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**A DISERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF COMMUNITY
ECONOMIC DEVELOPMENT OF THE OPEN UNIVERSITY OF
TANZANIA**

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CERTIFICATION

I, the undersigned, certify that I have read and hereby recommend for acceptance by The Open University Tanzania, a project titled “*Empowering youth through Entrepreneurship Skills Training : The case of Makangarawe ward* “ in partial fulfillment of the requirement for the award of the degree of Masters in Community Economic Development (MCED) of the Open University of Tanzania.

.....

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Date.....

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DECLARATION

I, Venerose D. Mtenga, hereby declare that this project titled “*Empowering youth through Entrepreneurship Skills Training: The case of Makangarawe ward*” is my own original work towards a Masters Degree in Community Economic Development (MCED) of the Open University of Tanzania and that, to the best of my knowledge it has not been submitted by any other person for the award of any other degree of the university and will not be presented to any other university or higher institution of learning for a degree or similar award.

Signature

Date.....

DEDICATION

I dedicated this project to my beloved Husband Mr. Domician Mtenga and my Children Agnes, Albert, Allen and Anneth.

ACKNOWLEDGEMENT

I would like first of all to thank the almighty God for providing me with strength and capacity that enabled me to accomplish this piece of work successfully. Secondly, special thanks also go to Dr William Pallangyo (PhD) who devoted so much of his time, not only in supervising this work, but also for coaching and advising me on how to execute this task.

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ABSTRACT

This project aimed at building capacity of Makangarawe youth for self employment creation through establishment sustainable IGAs. During CNA different participatory methods including focus group discussion, interviews, questionnaire survey, direct observation and documentary review were used to collect data related to problems facing youth and potential employment creation opportunities. Findings revealed an existence of several problems including unemployment, lack of capital, globalization issues, lack of entrepreneurial culture and skills, HIV/AIDS and drug abuse, lack markets and market information and lack of empowerment programmes. However, through Pair-wise Model, lack of entrepreneurship skills and culture was identified as the most critical problem. In this regard, it was decided that provision of entrepreneurship skills training would be the best alternative in solving such problem. In the course of project implementation 145 youths were trained and 18 out of them established an economic group named Makangarawe Tumaini Economic Group (MTEG) and identified manufacturing of Soap, Poultry, Fumigation and bee-keeping as their major IGAs. Project Monitoring and Evaluation activities involved all key stakeholders. It was envisage that through capacity gained, YCRC would use the training manuals for further training to meet high demand for this training in Makangarawe. In addition, MTEG members would be role model to train their fellow youth and sensitize them to engage in IGAs as a source of employment and income generation. The project recommends that skills training promote youth employability hence the Government and all stake holders should create conducive environment for youth to access necessary skills and support services needed to make them employable.

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LIST OF ABBREVIATIONS

CSOs	Civil Society Organizations
CBOs	Community based Organizations
CCM	Chama Cha Mapinduzi
CYP	Commonwealth Youth Programme
ILFS	Integrated Labour Force Survey
ILO	International Labour Organization.
IGAs	Income Generating Activities
ICT	Information Communication Technology
MKUKUTA	Mkakati wa Kukuza Uchumi na Kuondoa Umaskini
MEO	Mtaa Executive Officer
NGOs	Non Governmental Organizations
NYEAP	National Youth Employment Action Plan
NEP	National Employment Policy
NEDCO	National Entrepreneurship Development Company
NYDP	National Youth Development Policy.
NSGRP	National Strategy for Growth and Reduction of Poverty
NEEP	National Economic Empowerment Policy
NECP	National Employment Creation Programme
PAYE	Plan of Action for Youth Empowerment
SMEs	Small and Medium Enterprises
STIs	Sexually Transmitted Infections
SPSS	Statistical Package for Social Science

TOT	Training of Trainers
WCDO	Ward Community Development Officer
WEO	Ward Executive Officer
WDC	Ward Development Committee
YADF	Youth Anti- Drug Foundation
YCRC	Youth Counseling and Rehabilitation
YEGs	Youth Economic Groups

CHAPTER ONE

1.0 PARTICIPATORY NEEDS ASSESSMENT

1.1 Background Information

Participatory Needs Assessment was conducted at Makangarawe Ward in order to find out key challenges facing youth that hinder them from accessing employment, and rather establish solutions for these challenges in a participatory manner. Various stakeholders were involved in this exercise including youth themselves, community leaders from district, ward and sub - ward levels, youth organizations existing in this area and parents. Primary and Secondary data were collected by the use of different methods and tools.

Focus Group Discussions (FGD), Interview, questionnaire and direct observation by the researcher were used in collection of primary data and for the secondary data, various documents were reviewed including books, reports, journals, internet. Some of these documents were obtained from Ward Executive Office (WEO) and Ward Community Development Office (WCDO). Data analysis was done by using Statistical Package for Social Science (SPSS) method for statistical data while content analysis was done for descriptive information.

Findings revealed that there were six main challenges facing youth in Makangarawe Ward including lack of capital, unemployment, lack of entrepreneurship culture and skills, Drug Abuse and HIV/AIDS, lack of access to information and lack of programmes for youth empowerment at ward level. In a participatory manner, prioritization and ranking of those challenges was made by using a Pair-wise

ranking model which revealed that the key challenge facing youth in Makangarawe ward is *Lack of entrepreneurship culture and skills*. This finally called for training project to impart entrepreneurial skills and change the mind set and attitude of the youth in order to empower them for self employment creation.

1.2 Community Profile

1.2.1 Geographic Location and Administrative Structure

Makangarawe ward is located in Temeke Municipality, in Dar es Salaam region. To the East, the Makangarawe ward is bordered with Azimio Ward, while to the west it is bordered with Vituka ward. In the south it is bordered with Buza Ward and in the north is bordered with Tandika Ward. The Makangarawe ward has four (4) mitaa namely, Makangarawe, Uwazi, Yombo Dovyva and Msakala. The ward has two open spaces namely Makaburi and Makangarawe (Appendix iii: a sketch map of Makangarawe Ward).

Leadership of the Makangarawe ward is comprised of Ward Executive Officer (WEO) who is the Chief Executive Officer and Administrator in the ward. Politically, the ward is headed by the Councilor who is normally selected by people during national election period. There is a Ward Executive Committee(WDC) comprised of the government technical staff and coordinators of key sectors including Health, Agriculture, Education, and Community Development, all Mtaa Executive Officers (MEOs) and heads of all government institutions situated in the ward. The councilor is the Chair person of this Committee while the WEO is the Secretary. This committee is vested with responsibility of coordinating all social and economic activities and peace maintenance in the ward.

At Mtaa level there is a Chair person who is the political figure in charge of representing the community at ward level. There is also a Mtaa Executive Officer (MEO) who is an employee of Temeke Municipal Council in charge of all technical matters at Mtaa level. MEO discharges his duties by assistance of small committees responsible for Peace and Security, Disaster, HIV/AIDS, Education, political, environmental and health issues. This structure facilitates mobilization and coordination of community activities and decision making processes but also link the ward with District in various development issues as shown in appendix iv.

1.2.2 Demographic Features

Makangarawe ward has a total number of 5,823 households. The population was 57,772 among which 28, 844 were females and 28,928 were males. Young people between the ages of 15 – 35 were 7,420 where by 4,009 were boys and 3,411 were girls (National Population and housing Census 2002). Majority of people in Makangarawe ward represent the actual living standards of people in urban periphery settings. According to the WEO, only few people (about 30%) own valuable assets like houses and vehicles. Most people are therefore renting rooms from a few land lords existing in the community. Yet most of houses are built in a very poor standard, overcrowded, with no electricity and water supply and sewage disposal is a big problem as well.

Peoples' income (about 70 percent) is very small and not enough to sustain their basic needs. It is not possible for most of families to have three meals per day. Cloth, shelter, education and health care for many families is a problem. Generally, the

majority of people in this ward are poor living in very poor environment. Garbage are thrown randomly since there is no proper garbage collection system. Some houses have no toilets, and for those which have, the toilets are in pathetic condition. This cause pollution and thus endanger people's health as in most cases results into eruption of epidemic disease such as cholera, diarrhea, malaria and fungal diseases. A lot need to be done to rescue this situation. Figure 1 is one of the toilets captured by the researcher in one of the residential area in Makangarawe sub ward.



Figure 1: A picture showing residential buildings and type of toilet in Makangarawe

Source: Researcher, 2012

1.2.3 Economic Activities

According to the Ward Executive Officer (WEO) explanation, most of the community members are engaged in informal petty trade activities. Very few are employed in formal sector including the government institutions like Temeke Municipal Council, Temeke Hospital, ward Offices, primary school and dispensaries. Many families earn their lives through petty business including”

Mama lische”, selling of buns (chapatti), ripe bananas and other fruits, ground nuts, sweets, ice-cream and some operate retail shops/ kiosks.



Figure 2: Petty traders in business selling varieties of food commodities alongside new Makangarawe road

Source: Researcher, 2012

It was also noted that the newly constructed Tandika – Airport road which passes through Makangarawe, has increased business activities especially in transportation sector whereby Motorbikes (Bodaboda), Bajaji, taxi, and commuter buses commonly known as “Daladala” are now becoming dominant besides tailoring, welding and motor repair activities.

1.1.4. Youth Employment Status

There are many young people in jobless corners commonly known as “Vijiwe and Camps”. Only few youth are engaged in income generating activities especially on

transport sector, like bodaboda and Bajaj. Most of them were just loitering around bus stands mobilizing passengers to board for the commuter buses, commonly named as “wapiga debe”. However, based on WEO explanation, there are three famous registered Youth – Led Organizations in the ward namely Youth Anti – Drug Foundation (YADF), Makangarawe Youth Information Center and Youth Counseling and Rehabilitation Center (YCRC). These organizations are basically engaged in social development programmes especially in the areas of HIV/ AIDS, drugs abuse and third one is specialized on guidance and counseling of youth with special needs.

1.1.5 Social Services

The Makangarawe ward has four primary schools among which two are private and the other two are government schools. There is only one Private secondary school called Makangarawe Secondary School and there is no Government secondary school. On the other hand there are three private and one government dispensaries and one police post the provide health and security services to the community respectively.

Tape water is a problem just like in many other parts of Dar es salaam city. However, there are six public deep wells from where the residents rely on for water supply. Nevertheless, some individuals own shallow wells in their respective households for personal domestic consumption while others use them as a source of income by selling water to other people. The table 1 below provides a summary of the social services available in Makangarawe ward.

1.1.6 Infrastructure

Except for the main road which is still under construction, the rest (feeder roads) are in pathetic condition. Once it rains, some parts of the ward are not accessible. Poor housing plan and lack of drainage system prevents adequate drainage of rain water during raining season.

Table 1: Social services available in Makangarawe Ward

Na	Type Of Services	Government	Private	Total	Remarks
1	Secondary school	0	1	1	No government Secondary school.
2	Primary school	2	2	4	
3	Dispensary	1	3	4	
4	Water bore holes	20	51	71	
5	Police post	1	0	1	

Source: WEO Report 2012

1.1.7 Ethnicity

The Makangarawe Ward is characterized by the heterogeneous mixture of people from different parts of Tanzania. Formerly the area was occupied mainly by Zaramo, Makonde, Ngindo and Ndengereko people. However, due to economic reasons, the indigenous people were forced to sell some of their land to people from other parts of Tanzania in order to gain some income. For this reason to date the area is kind of occupied by mixed tribes although the majority are still Zaramo, Ngindo, Makonde and Ndengereko.

1.2 Community Needs Assessment (CNA)

This part describes a Community Need Assessment conducted at Makangarawe Ward in Temeke district. In order to make a good assessment there was a need to explore issues that pertaining to that particular community, what are issues that the community feels are the most important to be addressed, strength and resources available within the community to bring about changes. Between April and September, 2012, the researcher conducted a Community Needs Assessment. Initially the researcher consulted the Coordinator of Youth Counseling and Rehabilitation Center (YCRC) to find out if it was possible for their organization to host this project as one of the requirement of the Open University of Tanzania.

Upon this request, the researcher was asked to write an official letter for the purpose as of engaging with the groups' activities as indicated in appendix i and ii. After introducing her idea of the study the coordinator introduced the researcher to the Ward Community Development Officer and other Ward Officials where some key issues as regards pertaining to the project needs and welfare of all project beneficiaries were discussed. Different methods and tools including direct observation, documentary review, interviews, questionnaires and focus group discussion were employed in data collection and qualitative and quantitative methods were used to analyze the data.

1.2.1 Objectives of the Study

1.2.1.1 General Objective

The general objective of this study was to Empower Makangarawe Youth on Self Employment Creation.

1.2.1.2 Specific objectives

Specifically this study intended to accomplish the following tasks;

- i. To identify challenges facing young people in Makangarawe ward
- ii. To assess the available strengths and opportunities for youth empowerment in Makangarawe ward
- iii. To suggest possible solutions/ interventions to mitigate the problems facing youth in the Makangarawe Ward.

1.2.2 Research Questions

This study was guided by the following questions;

- i. What are the challenges facing youth in Makangarawe Ward community?
- ii. What are the opportunities and strength available for youth empowerment in the community?
- iii. What are the suitable interventions that can solve the problems facing young people in Makangarawe ward community?

1.2.3 Research Methodology

Research methodology is a way to systematically solve the research problem. It is a science of studying how research is done scientifically. It considers the logic behind the methods used in the context of research study and explain why using a particular method or technique and why not others so that research results are capable of being evaluated either by the researcher himself or by others(Kothari 2004). This section describes the research design and explains the sampling techniques and methods employed in data collection, processing and analysis during community needs

assessment.

1.2.3.1 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.”It is the conceptual structure within which research is conducted. Research design constitutes the blueprint for the collection, measurement and analysis of data. It includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data (Kothari 2004).

The study applied descriptive designs. This is due to the fact that focused mostly on youth population and the situation around them at that particular moment specifically in Makangarawe ward. For reliability and validity of the information / data collected during the study, various data collection methods and techniques were employed. These include Interviews, FGDs, questionnaire and documentary review. In some instances direct observations was also done to enable the researcher to verify some of the facts given by the community members through other methods.

1.2.3.2 Sampling Technique and Sample Size

The sample size of the study was 60 respondents. A convenient sampling technique was used to select twenty two (22) youth who are clients of the Youth Counseling and Rehabilitation Centre (YCRC). Thirty (30) non YCRC clients were picked randomly from the community. Purposive and stratified sampling techniques were

applied in identifying key informants who were mainly Makangarawe ward government officials including Temeke District Youth Officer, Makangarawe Ward Executive Officer, two Mtaa Executive Officers, the Ward Community Development Officer and the Coordinator YCRC and two members of Youth Information Center. This small number of respondents was selected due to time and financial constraint.

Table 2: The distribution categories of respondents

Respondents category	Numbers
YCRC Clients	22
Non YCRC client youth	30
District Youth Officer	1
Ward Executive Officer	1
Sub-Ward(Mitaa)Executive Officers	2
Community Dev. Officers	1
Coordinator YCRC	1
Youth Information Centre	2
TOTAL	60

Source: Researcher 2012

1.2.3.3 Data Collection Methods

The researcher applied both qualitative and quantitative methods during data collection. Qualitative method was applied to collect and describe qualitative data and information from the field especially during focus group discussions, while quantitative method was used for numerical data collection. Secondary data were collected by reviewing documents which obtained at the wards office. Different tools

were employed in collection of primary data in order to minimize degree of errors that might have occurred during data collection if a single method would have been used. Such tools include among others the following:

i. Focus group discussion

During Focus Group Discussion the researcher was guided by a check list questions. Members of the community specifically youth were requested to respond to the questions raised and elaborate some issues which required more clarification. In this case three different group discussions were held at different time and locations. The Ward Community Development Officer and the coordinator of YCRC were invited in these meetings. The first group discussion involved twelve (12) YCRC clients who were selected randomly among 22 YCRC clients. The second group comprised of eight youth from the Youth Anti Drug Forum (YADF) group and the third discussion was held with a bigger group of 18 people comprised of 12 youth picked randomly from other locations within the Ward and other members of the community including 4 elders / parents and 2 Ward officials.

The discussions were documented in writing by one member (secretary) selected from each group. A joint group discussion was organized comprised of three representatives picked from each focus group plus the Community Development Officer, the Coordinator of the YCRC, Youth Information center and the researcher to sum up the discussion and prioritized the key problems identified during focus group discussions. They finally ranked those problems in order in order of priority by using a Pair-wise ranking model to come up with the most critical problem facing youth community in Makangarawe ward. Likewise the committee suggested the key

solution for that particular problem.

ii. Questionnaire

Structured questionnaires were administered focusing mainly on youth. Questions in swahili version were used for easy communication and interpretation. Fifty (50) youth were picked randomly from within Makangarawe ward and requested to fill the questionnaire. After one week the questionnaires were collected by the researcher for analysis and interpretation. This tool so that a reasonable time was given to the respondent to provide well thought answers from their own perspective and at their own convenient time and at the same time make researcher avoid interference in the field.

iii. Interview Schedule

The interview guide with a check list of questions was administered to conduct face to face interview with key informants in the field. The informants were mostly civil servants who are regarded as well informed persons about development issues within the community and usually part of the Ward Development Planning team. The interview tried to find out about what leaders in this area think are the problem facing youth, source of the problems and solutions to these problems. The researcher wanted to know from the leaders whether there was any government or other stakeholders' initiative existing at the ward level supporting youth development. The advantage of using this method was that, some questions and topics were predetermined and it was possible for the researcher to acquire more detailed information from the informants. This tool also made the researcher remain focused and control the dialogue.

iv. Observation

A physical field visit was made by the researcher to observe physical behavior of the community. Level of engagement of youth in both social and economic development activities and other events could vividly be seen by the eyes of the researcher. Through observation the researcher could observe the actual situation existing in that area including the infrastructure, resources endowment, environmental issues and social and economic activities taking place in that area at that particular moment. This gave a room for the researcher to validate the information collected through other methods.

v. Secondary Data

Secondary data was mainly obtained from the Wards' Office documents like meetings minutes and annual plans and reports. The documentary search gave information on the community profile.

1.2.3.4 Data Analysis and Presentation

In general data analysis entails a number of closely related operations which are performed with the purpose of summarizing and organizing data in such a manner that they answer research questions or hypotheses (Kothari 1990). Data collected from the field by questionnaire were analyzed by using computer software package system called Scientific Package for Social Sciences (SPSS) version 16 and then presented in the form of tables, frequencies, charts and cross tabulations for quantitative data for interpretation. Qualitative data were analyzed descriptively while verbal information was analyzed by content analysis method.

1.3 CNA Findings

1.3.1 Challenges/ Problems facing Youth in Makangarawe Ward

i) Qualitative Findings

As regard to the challenges facing youth in Makangarawe Ward community it was revealed through the FGDs that, youth are facing several challenges. It was revealed that, unemployment is predominant among youths in this area. Despite the fact that most of youth have completed primary and secondary schools, yet the knowledge gained at school do not enable them to compete in the labour market. It was also revealed that, due to poverty situations existing in most families parents are always busy in small businesses, leaving children to grow up without proper upbringing and guidance as a result children to dodge from schools and indulge in delinquent behavior. This was further revealed by the key informants that most of the parents abandon their role of parenting to school teachers who are also very busy. As a result many children remain unattended and some choose to loiter on streets in the city center begging, while others look for casual labour christened themselves as “*day wakers*”.

Further discussion revealed that unemployment is just an outcome of lack of entrepreneurial culture and skills. The key informants stress that, lack of awareness of the changes that are taking place in the labour market worldwide coupled with lack of innovative and creative spirit and mind sets of young people who interpret employment as “white collar jobs” only has expanded the problem of youth unemployment. On the other hand trade liberalization policy adopted by the nation as a result of globalization has contributed in freezing of employment opportunities in

the labour market as a result of application of sophisticated machines which has reduced demand for labour in most of industries which would provide employment for youth with low education level.



Figure 3: YCRC clients posing for a photo after focus group discussion outside their classroom

Source: Field Survey Data, 2012

Lack of youth development initiative at ward level was mentioned as one of the challenge by youth as well as key informants. Alcoholism, prostitution for girls, HIV /AIDS and drug abuse among youth are some of the challenges mentioned during FGDs and interviews. Lack of capital and lack of working areas and premises that would enable youth to run business was another constraint identified. It was also mentioned in discussions that lack of proper information on youth development issues are fundamental factors that contribute to youth unemployment.

vi. Quantitative Findings

Based on questionnaire regarding the problems facing youth in Makangarawe, the results indicated that 90 percent of the respondents agreed that youth are facing some problems while 10 percent said there are no problems. The problems identified were; Lack of capital (16 Percent), lack of entrepreneurial culture and skills (56 Present), Drug abuse (10 percent), unemployment (12 percent) and HIV/AIDS (6 percent) as shown on the table 3.

Table 3: Type of Problems/ Challenges Facing Youth in Makangarawe

Reported problems	Frequency	Percent
Lack of Capital	8	16.0
Lack of entrepreneurial culture and skills	28	56.0
Unemployment	6	12.0
Drug abuse	5	10.0
HIV/ AIDS	3	6.0
Total	50	100.0

Source: Field Survey Data, 2012

Respondents also mentioned other problems facing youth in Makangarawe as lack of STDs education/ Life skills (28 percent), lack of youth empowerment programmes in the ward (38 percent) and lack of information (34 percent) as indicated in figure 4 below. These are the same problems featured during focus group discussions implying that, deliberate efforts are required to ensure that youth in this area are well informed of all support services available, mobilized, sensitized and assisted to utilize their energy and talents to exploit the available opportunities and resources

into productive activities in their community.

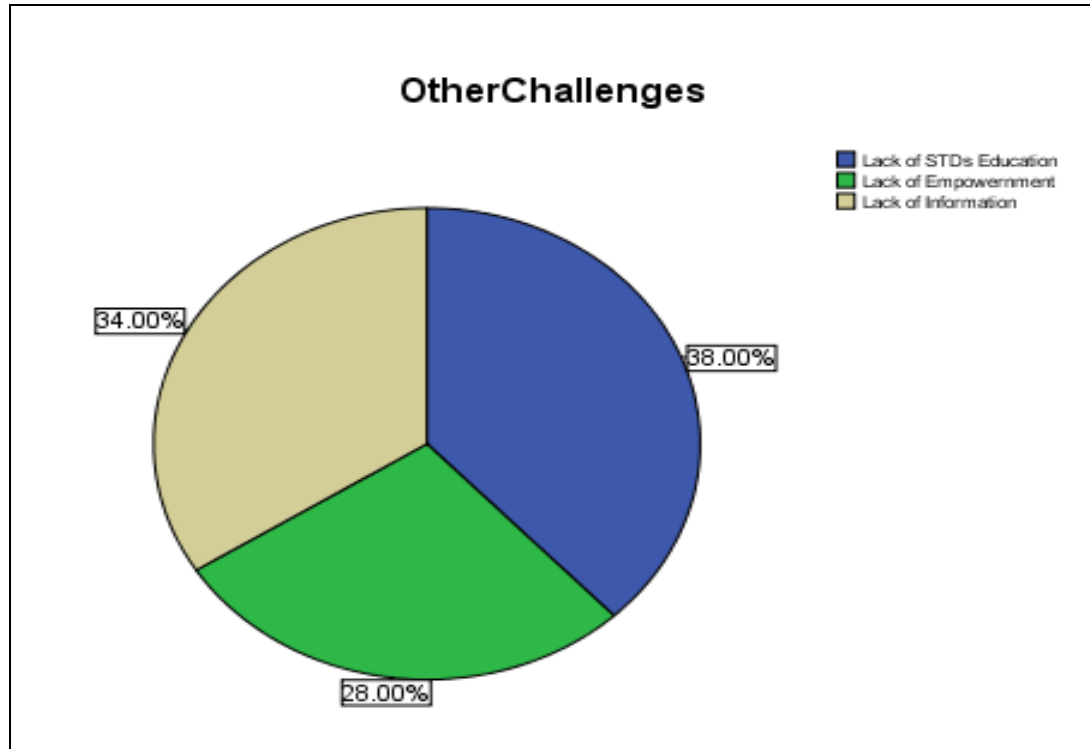


Figure 4: Pie Chart Indicating Other Problems/ Challenges Mentioned by the Respondents

Source: Researcher, 2012

vi. Opportunities and Strength Available for Youth Empowerment in Makangarawe

In responding to the question related to the opportunities and strengths available in Makangarawe ward for youth empowerment the results were as follows:

vii. Large Youth Population

The large population proportion of youth by itself was mentioned in FGDs as a potential strength which if well handled can bring about change in Makangarawe community. It was further argued that the energy, talents and vigor that exist within

youth, if properly mobilized and guided to be utilized in productive engagements, youth can make a reasonable change for themselves and the whole society. It was further argued that, political leaders value youth only during election period as they put them in front place for campaigns with a lot of promises; but after elections no body go back to them. This is what they said:

“ Sisi vijana tunaonekana wa maana tu wakati wa kampeni za uchaguzi na baada ya hapo wanatuacha solemba, Wanasisia wanajua kuwa vijana tunaweza ndio maana wanatukimbilia wakati wa kampeni za uchaguzi. Tuna uwezo wa kukesha siku tatu bila kulala ili kuhakikisha mtu anafanikiwa kupata kura”.

The argument here is that the politicians know better that youth are capable of making them succeed in their campaign motives but they tend to forget them after elections, leaving them to go back to the street.

1.3.2.1. 1 Age Characteristics of the Respondents

Based on questionnaire the results showed that majority (46 percent) of the respondents were of 21 – 30 years of age group followed by the age group of 15 - 20 years (36 percent). Respondents with age group 31- 35 and above were only 18 percent. This finding of age implies that, majority of young people in Makangarawe constitute persons of the age bracket between 15 – 30 years. This is the most active labour force and very important asset for the social economic development of the community and nation at large. Table 4 represents the findings of the age of the young people in Makangarawe.

Table 4: Age Distribution of the Respondents

Age groups	Frequency	Percent
15-20 yrs	18	36.0
21-30 yrs	23	46.0
31-35 yrs	4	8.0
Above 35 years	5	10.0
Total	50	100.0

Source: Field Survey Data, 2012

1.3.2.1.2 Education Level of the Respondents

Table 5: Education level of the Respondents

Education level	Frequency	Percent
Primary education	9	18.0
Secondary education	29	58.0
College/university education	7	14.0
No education	5	10.0
Total	50	100.0

Source: Field Survey Data, 2012

Regarding education, the findings showed that 14 percent of the respondents had attained college and higher education, 58 percent secondary school education, 18 percent primary education, and 10 percent had never gone to school as indicated in table 5. One would expect that it would have been easier for higher learning and

secondary education graduate to secure employment, but this is not the case. This implies that capacity building to impart employable skills among youth including graduates is extremely important.

1.3.2.1.3 Occupation of Respondents

Based on data obtained from the field, majority of respondents (60 percent) were unemployed. 16 percent were social work (volunteers) in the community, followed by 12 percent who were petty business operators, 10 percent were NGO leaders and 2 percent were government employee (security guard). This result indicates that, although in any community youth represent the larger proportion of the population compared to other groups, but at the same time youth are idle and therefore most vulnerable to any social problem. It is easy for them to be swept by any dubious circumstance due to idleness. Hence an immediate action is required to rescue the situation. The table 6 illustrates the occupation distribution of the respondents.

1.3.2.1.4 Living Status of the Respondent

About living status, the response was that 23 (46 percent) were living with their families/ parents, 9 (18 percent) living with friends and 18 (36 percent) living independently as shown in table 7. This implies that about 82 percent of the respondents depend totally on families or friends on their basic needs. This situation calls for youth empowerment programme to enable them utilize their energy, talents and potential opportunities available in their area to engage themselves into gainful income generating activities to sustain their living and hence reduce burden to their dependants.

Table 6: Occupation Distribution of Respondents

Occupations	Frequency	Percent
NGO leaders	5	10.0
Social workers(volunteers)	8	16.0
Ward office S/Guard	1	2.0
Unemployed Youth	30	60.0
Petty business	6	12.0
Total	50	100.0

Source: Field Survey Data, 2012

1.3.2.2 Other Opportunities Available for Youth Development

Several opportunities available in Makangarawe for youth empowerment were identified as shown in figure 5. Based on Questionnaire responses (8 percent) of the respondents argued that there are various prime areas in the ward which are suitable for youth investment especially in horticulture. Only what is required is mobilization of youth and assist / support them to start such economic activities. The new market area can be one of a very good avenue for youth employment if the ward leadership will deliberately set a space for youth (22 percent).

Other opportunities identified are the availability of Youth Information center from where youth can source for some important information related to youth empowerment (6 percent), existence of NGOs both National and International willing to work and support youth development endeavors in the ward (16 percent), and 22 percent of the respondent mentioned badaboda transportation as one of the new avenue through which youth can secure employment. These results implies that there are various resources available in Makangarawe ward which if well mobilized

and fully utilized can contribute to a large extent in promoting youth empowerment and employment creation among youth.

Table 7: Living Status of Respondents by Percentage

	Living status	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	With family	23	46.0	46.0	46.0
	Independent	18	36.0	36.0	82.0
	With friends	9	18.0	18.0	100.0
	Total	50	100.0	100.0	

Source: Researcher 2012

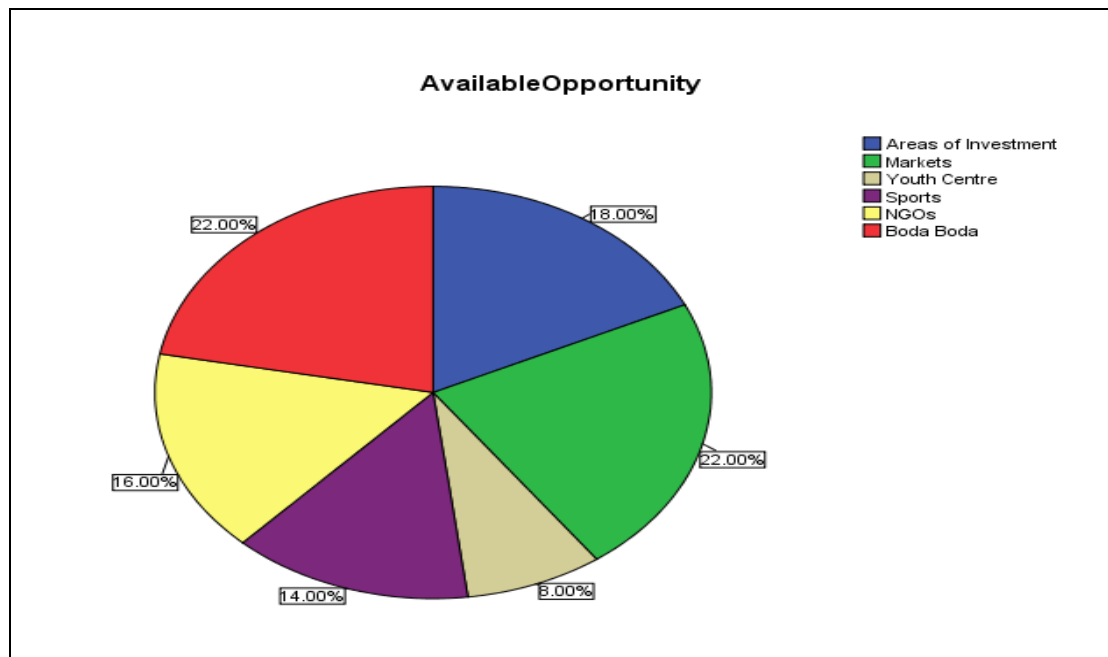


Figure 5: Pie chart Indicating other Opportunities Available in Makangarawe for Youth Investment

Source: Researcher, 2012

1.3.2.3 Direct Observation

Field visits were done from time to time in order to observe the actual situation and physical conditions that have impact on youth development like infrastructure and

other resources. It was also observed that majority of youth in this area were not engaged in any activity. Most of them were found sitting idle or loitering along the streets aimlessly. Some were found at the bus stands shouting to call passengers for the commuter busses (daladala) commonly referred to as “ Wapiga Debe” and some of them apparently very drunk. On the other hand some youth were found sitting in groups under the tree shades playing cards, Drafts and other indoor games. This situation calls for an immediate action to ensure that this resourceful labour force is engaged in gainful production.



Figure 6: A photo of youth Busy (wapiga debe) Calling People for Commuter Bus (Daladala) as Captured by the Researcher at CCM Bus Stop at Makangarawe

Source: Researcher, 2012

Apart from YCRC it was observed that there were other two youth organizations. The first organization was dealing with collection and dissemination of youth related

information and the other was engaged with HIV/AIDS and Drug abuse mitigation programmes. Nevertheless, the researcher noted few youth who were occupied by petty business and “bodaboda” transportation. This implies that with proper guidance and support youth can establish both social and economic ventures for their own benefit and their community at large. Observation also revealed some environmental pollution and hazard as seen in the photos in appendix vii.

Suggested Solutions for the identified problems facing young people in Makangarawe ward community concerning the question that requires respondents to identify alternatives solutions for youth challenges several alternatives were given. Based on the questionnaire the results were as follows: provide entrepreneurial skills (42 percent), provision of capital, (24 percent) said programmes to fight against Drug abuse (22 percent) and 12 percent were on the opinion that health education (Life skills) programmes, In focus group discussions it was argued that provision of entrepreneurial skill, would raise awareness of youth, change their attitude and mind set towards self employment. They would gain knowledge and capacity to explore and utilize the available resources to establish income generating activities.

Entrepreneurship skills would on the other hand enable youth to solicit capital from various sources for establishing income generating activities. By engaging in income generating activities this would rescue youth from malpractice which would endanger their life. Partly this capacity building project would raise awareness of youth on matters related to their health including HIV/AIDS, reproductive health and family planning. Figure 7 below indicate recommendation given by the respondents

as solutions for the problems identified in the study.

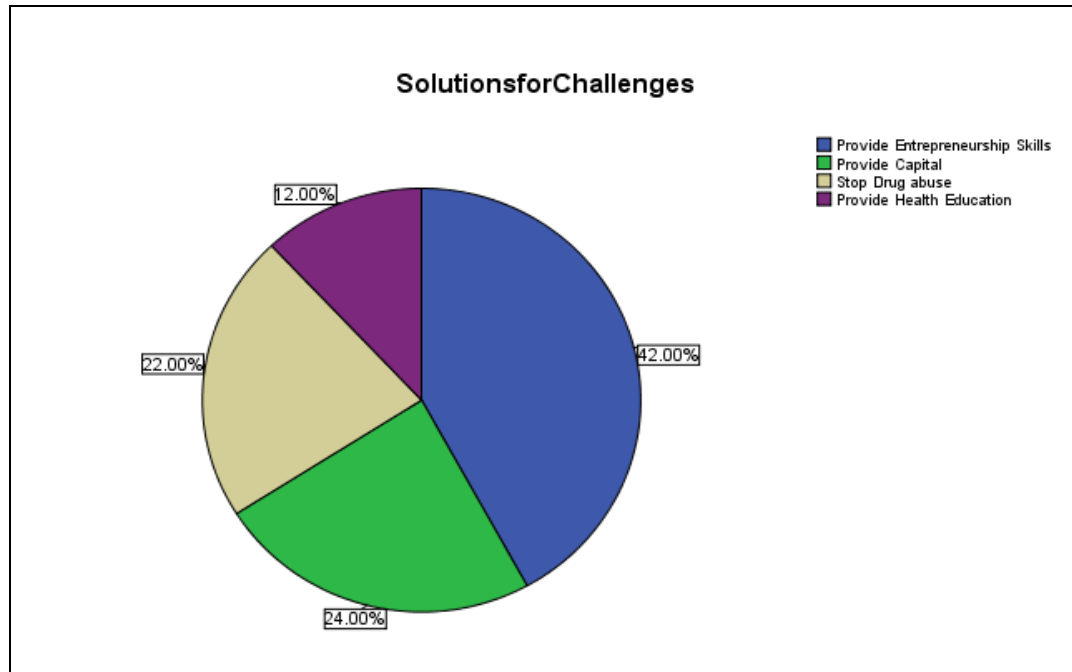


Figure 7: Pie Chart Indication Recommendations of the Respondents on Solutions for Identified Youth Problems

Source: Researcher 2012

i. Community Needs Prioritization

Pair-wise ranking method was used in prioritization of the community problems. This method was used in order to help the committee in arriving at the most community's preferences. It also leads to developing insight into people's decision-making processes and the criteria used by them to arrive at their own choices and preferences. In pair-wise ranking method two items, attributes or factors, etc, are compared at a time until each item is compared with the other. The frequency of how many times each of the items/variable have been preferred is ascertained. The frequency provides an idea of preferences of the people. The higher the frequency

the more the people prefers that item. As the people would wish to arrive at their preferences for various pairs, they engage in discussions before they reach concessor.

In this particular study, a list of six key problems were compared and ranked in priority order by using a Pair-wise ranking model in order to come up with one most critical problem facing youth community in Makangarawe ward as indicated in table 8.

Table 8: Pair-Wise Ranking Method for Problem Prioritization

Problem	P ₁	P ₂	P ₃	P ₄	P ₅	P ₆	Frequency	Rank
P ₁		P ₁	P ₃	P ₁	P ₁	P ₁	4	2
P ₂			P ₃	P ₂	P ₂	P ₂	3	3
P ₃				P ₃	P ₃	P ₃	5	1
P ₄					P ₅	P ₄	1	5
P ₅						P ₆	0	6
P ₆							1	5

Source: Research, 2012

Whereby;

P₁ = Youth unemployment

P₂ = Lack of capital and working premises

P₃ = Lack of Entrepreneurship culture and skills among youth

P₄ = Drug abuse and HIV /AIDS

P₅ = Lack of access to relevant Information.

P₆ = Lack of youth Empowerment programme

Table 8 indicates clearly that the priority need identified for Makangarawe youth community is lack of entrepreneurship culture and skills, followed by unemployment, then lack of capital. Drug abuse and HIV/AIDS ranked number four while lack of empowerment programme was the last priority. Likewise the committee suggested the key solution for that particular problem to be “entrepreneurship skills training project”

1.5 Conclusion

The major findings of the study have revealed that, the majority of youth in Makangarawe lack both entrepreneurial culture and skills, and therefore spend most of their time loitering or indulge in promiscuous behaviours. Some spend most of their time in “ Vijiwe and camps” where in most cases end up using drugs including “ bangi”, heroin and other chemicals. For the few who are already engaged in income generating activities (petty business) yet they are operating haphazardly.

This eventually call for a capacity building programme to empower youth first of all to change their mind set and then raise their awareness about enterprise development for creating self employment. Entrepreneurship knowledge and skills training programme would be the best strategy to empower young people to be able to identify opportunities for self employment, resources and other support services available for business/ enterprise development in the ward.

CHAPTER TWO

2.0 PROBLEM IDENTIFICATION

2.1 Background to Research Problem

Globally, youth aged between 15 and 24 are three times more likely than adults to be out of a job. Many, who do have a job, are typically underemployed, in part-time or temporary work, and in the informal sector in poor working conditions. This global youth unemployment crisis imposes a heavy cost, both in terms of depletion of human and social capital and loss of opportunities for economic growth for present and future generations (Commonwealth Secretariat 2013).

Youth unemployment and the insecure situations in which youth work generate social as well as economic costs. Youth unemployment is tightly linked to social exclusion, as the inability to find employment creates a sense of worthlessness and idleness among young people. Idle youth are not contributing to the economic growth of the country. The loss of income among the younger generation translates into a lack of savings as well as a loss of aggregate demand. Many youth who are unable to earn their own income have to be financially supported by the family and the state (Commonwealth Youth Programme - CYP - Report 2013).

This means that for a government which fails to receive contributions to social security system Tanzania being one of them are forced to increase spending for remedial services. Lack of decent work, if experienced at an early age also threatens a person's future employment prospects and frequently leads to undesirable labour market outcomes over longer periods.

High youth unemployment is associated with higher incidence of unhappiness and mental health problems as well as increased incidence of burglary; theft, drug offences, prostitution and put them in a higher risk of contracting HIV and other Sexually transmitted diseases. High and persistent youth unemployment can also impose significant costs on national budgets due to loss of output and tax revenues engendered by underutilization of human resources. Lack of employment opportunities for youth can easily become a major source of political and social unrest as well.

According to the Integrated Labor Force Survey (ILFS 2006) unemployment rates in Tanzania are highest for persons below 35 years of age in both urban and rural areas. Persons in the age of 18-34 years living in all localities face the highest rate of unemployment at 13 percent for female and 10 percent for males. The total number of unemployed youth (aged 15-34) according to the National definition is 1,398,677 which about 13.4 percent of the total youth workforce (ILFS 2006).

Low economic growth due to Low capacity of the private sector to invest in economic activities capable of creating more job opportunities corresponding with the rate of growth of the labour force, coupled with low quality of education and mismatch of skills of youth and labour market requirement have expanded the problem of youth unemployment to a large extent in Tanzania. More than 800,000 new entrants enter the labour market annually, whereas the number of available jobs is far below; approximately 40,000 (NYEAP 2006).

Mismatch of skills; in the sense that, training provided by schools and the training institutions is not demand driven in the labour market on one hand; but on the other hand graduates do not have the requisite experience demanded by most employers especially in the formal sector which results to failure to secure employment for most of the school graduates. On the other hand lack of Investment Capital and unfavourable loan conditions posed by most of the financial and micro – credit institutions stifles effort of indigenous Tanzanian entrepreneurs including youth entrepreneurs who would otherwise employ themselves and create further employment opportunities for others in the informal sector.

Entrepreneurship helps youth develop new skills and experiences that can be applied to solve many other challenges in life. It creates employment, both for the youth who owns the enterprise and those employed in those enterprises. It also provides valuable products and services for the nation and promotes innovation and development. On the other hand, entrepreneurship encourages youth to find new innovations, ideas and ways of doing business in more professional way. Moreover, by engaging youth (women and men) in productive economic activities, new resource for innovation and change can be accessed. Furthermore, entrepreneurship education provides valuable life skills; an entrepreneurial mind-set and promotes confidence, communication and decision making skills. It is in this background that the researcher and Makangarawe Youth opted for implementing an *Entrepreneurship skills training project* as the best alternative to address the constraints mentioned above and thus tap the full potential of young people through establishment of Income Generating Activities (IGAs) to benefit the owners and employ others.

2.1 Problem Statement

Despite the energy, large population and huge proportion of youth in the labour force (68 percent), yet this potential resource is not fully utilized in economic production in Tanzania. Evidence shows that employment opportunities are scarce and especially youth are generally more likely to be unemployed than the older people. According to ILO (2008), compared to adults, the youth of today are almost three times as likely to be unemployed, and globally one in five working youth continues to live in extreme poverty on 1USD per day. Many youth are therefore simply pushed into self employment becoming “entrepreneurs by necessity” rather than “entrepreneurs by choice” (Commonwealth Secretariat Report 2013).

However, in the informal sector there are so many challenges which hinder youth from performing well. Typical challenges of youth entrepreneurs just like any other entrepreneur in many countries are lack of *an enterprise culture*; unfavourable *legal, policy and regulatory frameworks* for youth entrepreneurship; the lack of *entrepreneurship education/skills* across formal and informal educational systems; the lack of *access to affordable financing* in the form of start-up investment or working capital, and; little knowledge about and access to *relevant business development services* and support schemes for youth already in business or for those interested in pursuing an entrepreneurial career (ILO, 2009).

In Tanzania various efforts have been made by the government and other stakeholders in alleviating youth unemployment and entrepreneurship challenges. These include among others formulation of macro and micro policies, programmes and action plans.

However, despite these efforts, yet the problem of youth un employment persists. Only little research has been done specifically on youth entrepreneurship in relation to employment. In some cases what were considered to be youth problems were not actually the key problems but rather the symptoms. Therefore the challenges that youth are facing in the world of self-employment have not been fully addressed. It is in this background that the researcher in this study concurred with the Makangarawe community as recommended after the CNA that entrepreneurship skills training project could provide solution for the identified problem which was lack of entrepreneurship culture and skills among youth. It is hoped that the project will improve employability status of youth in Makangarawe and eventually employment creation can be realized.

2.2 Project Description

The project titled “*Empowering youth through entrepreneurship skills training*” was implemented in Makangarawe Ward in Temeke District in Dar es Salaam. The project was intending to sensitize youth in this area on entrepreneurial culture and impart them with entrepreneurship skills so that they can be capable to start viable Income Generating Activities (IGAs) as source of employment and income generation. While the researcher remained to be a chief trainer and responsible for production of training programme manuals, other training experts were from the YCRC and Ministry of Information, Youth, Culture and Sports (MIYCS). The DYDO, WCDO and WEO were involved in mobilization of youth who participated in training sessions. They were also responsible for monitoring and evaluation of the project since the project is in their work area.

For effective implementation and sustainability of the project the researcher started by conducting a three days training of trainers (TOT) specifically on how to use the training manuals to the YCRC members who joined the researcher in conducting training activity. Two type of training were conducted to the youth. The first one was aiming at raising the awareness and change attitude of youth towards self employment. It involved a large group of youth mobilized from the whole ward. The second training was particularly for those youth who decided to establish economic groups and engage in economic activities. Monitoring and evaluation was done in a participatory manner where all stake holders were fully involved.

2.2.1 Target Communities

The primary target beneficiary of the project was the out of school youth in Makangarawe ward. The project intention was to empower youth through skills training so that they are able initiate and implement Income Generating Projects (IGAs) hence self employment creation. The execution of this project obviously was intending to enhance the capacity of youth in enterprise development which in turn would impact the income status of the youth and thus improve their living standard.

Makangarawe Community members (other than youth) were the secondary or indirect beneficiaries since they would be served with goods and services from youth economic projects established after training. On the other hand, the community members were expected to enjoy peace and harmony life since youth would do away with criminal acts and other misconducts.

2.2.2 Stakeholders

Table 9: Stakeholder Analysis

	Name of Stake Holder	Roles of Stake Holder	Stake Holders' Expectation
1.0	Makangarawe youths	Primary stakeholders. Undertake training and initiate income generating projects for self employment.	Acquisition of entrepreneurial skills and able to start economic ventures
2.0	Other community members of Makangarawe	Primary consumers of products and services from youth activities	Quality goods and services
3.0	YCRC	To provided space for meetings, training activities and trainers	-Large number of Makangarawe youth will access training. - Support from other stakeholders
4.0	Ward and Mtaa leaders	Mobilization of youth, Monitoring and evaluation of the project as well as provision of working premises/ land for the project	Increased number of well organized youth economic projects.
5.0	Temeke Municipal Council Authority	Provision of relevant Support services including loans from Youth Development Fund and SACCOS and trainers.	To have increase production and income levels of youths.
6.0	Development Partners	Provision of financial assistance, training facilities and other services/support	Scaling up of youth economic ventures production
7.0	Ministry of Information Youth, Culture and Sports	Provision of Training programme and trainers Provision of youth policy guidelines and other youth services	Positive response of youth towards training and policy guidelines.

	Name of Stake Holder	Roles of Stake Holder	Stake Holders' Expectation
8.0	Media	Marketing and markets promotion	Improved access to information and markets for youth products.
9.0	Youth- Led organization	Exchange and experience sharing	Established youth networking

Source: Researcher 2013

For any project to be successful, stakeholders' contributions is vital important. The main stakeholder of this project is the out of school youth in Makangarawe ward. Others include the YCRC which is the host NGO of the project and the rest of community members. Central government, Temeke Municipal Council, Ward and Mtaa authorities, the media, Development partners and some youth- led organizations existing in this area are the projects' stakeholders. The stakeholders' roles and functions are summarized on the Table 9.

2.2.3 Project Goal

The goal of the project is to have improved wellbeing of out of school youth in Makangarawe Ward by promoting self employment opportunities among youth. Provision of labour market demand driven skills would enable youth to gain self employment and therefore earn incomes through establishing Income Generating Activities (IGAs). On the other hand, this will enable youth to contribute to the socio-economic development of their community and that of the nation at large. Production of goods and services form youth IGAs will also contribute to the government efforts towards poverty eradication in the country.

2.2.4 General Objective

Generally the project was aiming at Building capacity of Makangarawe youth through entrepreneurship skills training in order to enable them to establish sustainable IGAs for self employment creation. The IGAs on the other hand will enable youth to earn income and therefore become economically independent and self sufficient.

2.2.5 Project Objectives

Specifically the project was intending to implement the following tasks:

Awareness creation and mind – set change towards self employment among Makangarawe youth by Dec. 2012. Build capacity of YCRC on entrepreneurship skills training by end of 2012. Build capacity of 200 Makangarawe Youth on enterprise development through Entrepreneurship skills training by the end of March 2013. Mobilize and Support formation of Youth Economic Groups (YEGs) and Income Generating Activities (IGAs) for employment creation among Makangarawe youth by May 2013. Link the established Youth Economic Group (s) and projects with other support services in Makangarawe ward, Temeke District authority and Regional level.

2.2.6 Project Activities

Several activities were implemented in the project as follows:

Conduct training needs analysis (TNA) to identify exactly training requirement development of entrepreneurship training manuals Organize and conduct TOT for YCRC Conduct actual trainings for the youth.

Assist and support youth to form and register their economic groups and IGAs
 Linking the Group with Ward, Temeke Municipal Council, Youth-led Organizations
 and other service providers.

2.2.7 Indicators

TNA report

Training manual document in place.

Training session's reports

List of training participants.

Number of Youth Economic Groups (YEGS) established

Increased number of registered,

Decreased criminal offences.

Increased quality of goods and services offered by youth enterprises.

Improved wellbeing of youth

Decreased number of youth in "youth camps/ Vijiwe"

2.3 Host Organization Profile

Youth Counseling and Rehabilitation Center (YCRC) is the host organization for this project. YCRC is a Non Governmental Organization (NGO), established in 2009 and legally registered under NGOs Act of 2002, with registration number 00NGO / 00004038. YCRC is a non - profit, non denominational and voluntary organization devoted to work for the disadvantaged communities including children and youth living in difficult conditions. These are orphans disabled, street children and youths and those living with HIV. The YCRC centre is located in Yombo Dovya (Mtaa) in Makangarawe ward, in Temeke Municipal in Dar es Salaam city.

2.3.1 Vision of YCRC

To become Tanzania's leading NGO in grooming, counseling and providing social and economic empowerment to vulnerable youth.

2.3.2 Mission of YCRC

To rectify the society against disintegration of social ethics through grooming, counseling and empowerment of vulnerable youth for social and economic development.

2.3.3 Objectives

CYCR is intending to realize the following objective:

Capacity building and economic empowerment of vulnerable youth for self employment Capacity building, social and economic empowerment of disadvantaged people including people with disabilities (PWDs). Utilization of members' talents, professions, interests, knowledge, experiences, capacities, physical energy and other available resources to transform dreams and ideas of vulnerable youth into reality.

2.3.4 YCRC Programs

Currently YCRC is implementing the following programs:

i. Psychosocial Counseling

This program focuses on enabling youth to manage their social problems, behavioral rehabilitation and provide psychosocial support. There is a professional Social worker who manages this programme.

ii. Vocational training

Vocational skills training based on Welding, tailoring, Carpentry, and ICT (basic computer application knowledge) fields.

iii. Hand craft

This involves student in learning on how to make of candles, batik, ornaments like rings, and chains as well as preparation of some teaching aids materials for Kindergarten schools.

iv. Drug abuse control programme

This programme is designed to help the drug and addicts to refrain from it. This is done through counseling and some cases are done through medication by centre's professional psychologists.

v. Recreational activities

Sports and games, poems, poetry, modern and traditional dances are also part of the programme which keeps the youth and children motivated to attend other programmes. Basically, YCRC targets the vulnerable youth and children in the category of Vulnerable children mainly orphans, Street children and youth, Children in conflict with the law, Young mothers. Abused and neglected children and youth and HIV/AIDS infected youth

The day to day activities of YCRC organization are managed by a team of six key people under the leadership of the Chair person and they all work on voluntary basis. The Executive Secretary supervises and administers of the office routine works and

keeps records of all official meetings. The coordinator is the general supervisor of all programmes and activities being done by all departments. The heads of Social welfare department is responsible for guidance and counseling programmes, while the finance manager keeps books of accounts and all financial transactions. The Vocational Training department is headed by a Vocational skills instructor who is responsible for administering vocational training activities in the center. The heads of the three departments, Project coordinator and the Chair Person, make the management team responsible for day to day decision making for the organization.

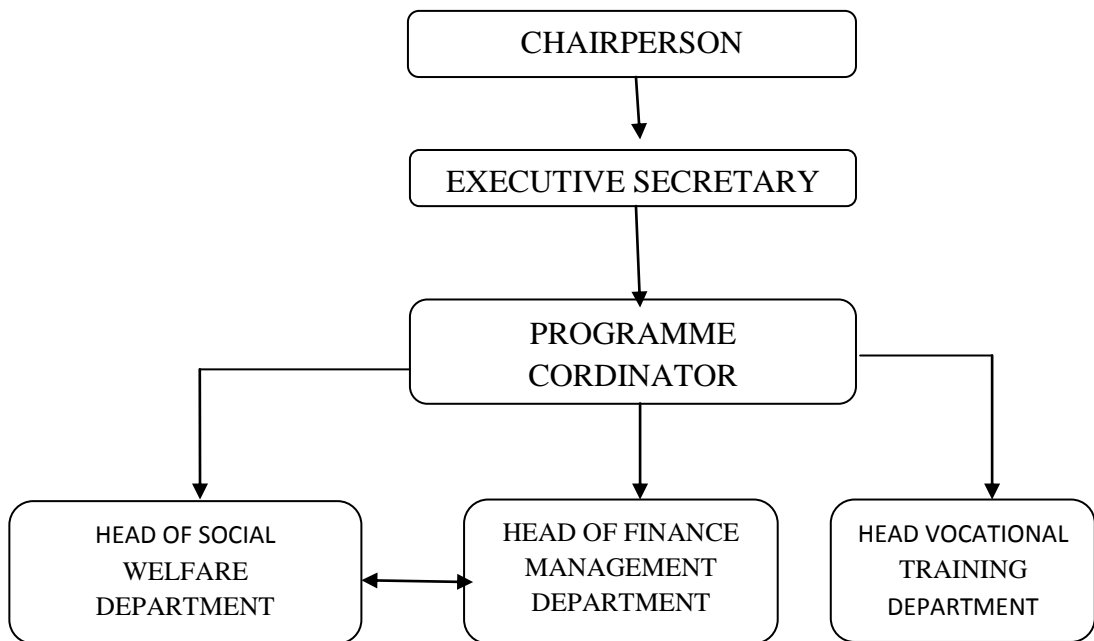


Figure 8: Youth Counselling and Rehabilitation Centre (Ycrc) Organizational Structure

Source: YCRC, 2012

2.3.5 SWOC Analysis of the YCRC

The situation analysis of the YCRC is as indicated on the Table 10.

Table 10: YCRC SWOC Analysis

INTERNAL ANALYSIS		EXTERNAL ANALYSIS	
STRENGTH	WEAKNESS	OPPORTUNITIES	CHALLENGES
Legally registered NGO	Less ability to mobilize and maintain large number of youths	Accepted by community	Limited fund to finance the project programmes
Committed and well trained Members	Lack of entrepreneurship skills expertise and experience	Recognized by both Ward and Municipal Authorities	Working with vulnerable children and youth groups
Accumulated expertise and experience in dealing with vulnerable youth and children	Inadequate instructors on vocational skills	The spirit of members to work on voluntary basis.	Changing the mind set and attitude of the community towards entrepreneurial culture.
Availability of some teaching materials and facilities especially for vocational and ICT training		Readiness of the ward authority to collaborate (Ward Executive Officer and the Community Development Officer)	Limited facilities for quality service delivery Lack of communication and transport facilities
		Availability of Development Partners willing to support some programmes (UNICEF)	

Source: Researcher 2013

2.3.6 Conclusion

This chapter laid the foundation of the project implementation. It clearly states why this project, who are the beneficiaries, who are the stake holders and the roles of each stakeholders in accomplishing the project and the expected outcomes. Based on

the needs identified and solution suggested during the CNA exercise, and given the available resources; financial, material, human resource and expertise, it is evident that the project can sustainably be implemented.

CHAPTER THREE

3.0 LITERATURE REVIEW

3.1 Introduction

This chapter has been divided into four main parts. Part one is theoretical review which defines various concepts and described some theories around the subject matter. The second part is the empirical review. This part focus on describe the work of other researchers in the same area of study to supplement understanding of the research problem and other issues around it. Some details on the approaches used, outcomes, experiences and lessons learnt from their studies are also noted. Not only that but some comparisons were made to identify the gap that still exists for further study. The third part is policy review; concentrating on describing policy issues around the research problem. This part shows the project compliance with a number of existing macro and sectoral policies. The fourth part summarizes the literature review.

3.2 Theoretical Literature Review

3.2.1 Definition of Key Concepts

The word “Entrepreneurship” was derived from a French word “entreprendre” meaning “undertake” (Bruyat and Julien 2000). Scudder, (2011), argued that, Cantillon (1680-1734) was the first major economic thinker who defined an entrepreneur as an agent who buy means of production at certain prices to combine them into a new product. He classified economic agents into landowners, hirelings, and entrepreneurs, and considered the entrepreneur as the most active among these three agents, connecting the producers with customers. However, Say (1767-1832)

improved Cantillon's definition by adding that, the entrepreneur brings people together to build a productive item (Ibid, 2000).

Schumpeter, (1991); defines entrepreneur as someone who establishes a new business to produce a new product or to make an old product in a new way. In his work, the entrepreneur takes the centre stage of socioeconomic development. He takes the role of socioeconomic leader since he has the ability to decide, to direct, to push matters through. The Schumpeterian entrepreneur differs from imitators in applying new methods of production on the market, in opening up new markets. This creative ability differences gives entrepreneur a chance of accumulation of a surplus but this eroded as imitators appear in the market using same methods. Thus, the temporary monopoly profits made by the entrepreneur shows the dynamic of the capitalist system and also show that each cycle of innovations by entrepreneurs is the main cause of business cycles.

An "entrepreneurial perspective" can be developed in individuals. This perspective can be exhibited inside or outside an organization, in profit or not-for-profit enterprises, and in business or non-business activities for the purpose of bringing forth creative ideas. Thus, entrepreneurship is an integrated concept that permeates an individual's business in an innovative manner. It is this perspective that has revolutionized the way business is conducted at every level and in every country (Kuratko 2003).

Brazeal (1994); explains that, entrepreneurship occurs within and without the established organization. While there are many similarities between the two, we

explicitly distinguish between (individual) entrepreneurship and corporate entrepreneurship. The classic conception of entrepreneurship is that of the individual, independent entrepreneur who assumes financial and other risks in order to exploit a new idea or product possibility; he or she may be supported by another, perhaps a venture capitalist or a family member, but the risks of failure uniquely devolve upon the entrepreneur. Ibid (1994) explains that, in corporate entrepreneurship, individual or group entrepreneurship is fostered within a pre-existing organizational setting, which organization provides support for the development and exploitation of one or more innovations which are deemed strategically and financially consistent with the supporting organization's mission.

Unemployment is defined as a situation of total lack of work of an individual. It can be viewed as an enforced idleness of potential wage earners or self employed persons that are able and willing to work, but cannot find work (NEP 2008). According to ILO (2005); the unemployed population is made up of persons above a specified age who are available to, but did not furnish the supply of labour for the production of goods and services. The Integrated Labour Force Survey –ILFS (2006) however, summarized the national definition of unemployment as; ‘persons who are in a specified period of time without work; but available for work and actively seeking for work, plus those who are available but have not taken step to look for jobs and those with extreme marginal attachment to employment.

3.2.2 Causes of Unemployment in Tanzania

Unemployment in Tanzania is both rural and urban phenomenon, widespread across the whole country affecting both men and women. Some special categories,

especially youth, women and the disabled are more adversely affected. Lack of access to key resources such as land, capital and human skills has impaired the growth of high productivity self-employment. At the same time slow growth of the formal employment sector limits the possibilities for decent wage employment (National Employment Creation Programme 2007).

According to the ILO Report (2005), globalization, Information and Communication Technology, computerization of operations and robotics as well as mechanization has considerably increased capital intensive productivity. Consequently, machines have replaced human labour thus compounding the problem of un employment worldwide. Moreover high population growth, changing roles of women and harsh living conditions especially in the rural areas have increased the need for gainful employment at a rate which is faster than the number of jobs created. This scenario also exists in Tanzania, particularly due to a number of factors as follows:

Low capacity of the private sector to invest in economic activities capable of creating more job opportunities corresponding with the rate of growth of the labour force. At the same time, the Government has been unable to adequately create conducive investment climate to attract more job creating investments in the private sector. High Population growth rate (2.9%) as compared to the low rate of economic growth in productive sectors that can absorb critical mass of the labour force. As a result more than 800,000 new entrants with different education levels; majority being primary and secondary school leavers enter the labour market annually, whereas the number of available jobs is far below (approximately 40,000).

Rural/urban migration: The agricultural labour force, especially young people; run away from the rural as a result of poor living conditions, poor infrastructures and social service facilities and poverty existing in the rural areas. This results into a negative impact not only on the social services delivery in urban areas but on the environment due to creation of slums in many towns and cities and other environmental hazards (NEP, 2007).

The era of structural adjustment and economic reform had rendered a significant number of former employees jobless; following the exercise of retrenchment of staff from the public and private sector. This was complicated more by lack of Investment Capital and unfavorable loan conditions posed by most of the financial and micro – credit institutions that stifles the effort of indigenous Tanzanian entrepreneurs who would otherwise employ themselves and create further employment opportunities for others. In addition to this, youth unemployment is increasingly becoming a critical problem because of the following specific reasons:

Mismatch of skills; in the sense that, training provided by schools and the training institutions is not demand driven in the labour market on one hand; but on the other hand graduates do not have the requisite experience demanded by most employers especially in the formal sector which results to failure to secure employment for most of the school graduates. Lack of confidence and low level of entrepreneurial capacity among youth which make most of them to prefer paid employment in the formal sector and not inclined to self employment.

HIV/AIDS is becoming a serious threat to the country's pool of labour force. It is estimated for example about 2 million people are living with HIV/AIDS, 80 percent of whom fall within the productive age bracket of (20 – 44 years). Among those infected, 170,000 are children under the age of 15 years, while among the newly infected, 69 percent are girls and young women between the ages of 15-24 years. (HIV/AIDS Surveillance Report 2008).

3.2.3 Theories or Conceptual Models of Entrepreneurship

There are several theories of entrepreneurship as described by different scholars. For the purpose of this study two models are described as follows:

3.2.3.1 The Neo-Classic Theory of Entrepreneurship

This is one of the famous theories of entrepreneurship to date. Advanced by Marshall in 1948, the theory stipulates that there is no exploitation on the business platform. The theory is of the view that, everyone who is conducting a particular business gets a particular profit margin which is in line with his or her levels of labour. Marshall stresses the cooperative relationship between capital and labour based on the principle of partnership. The producer obtains his dominant position in the production process due to his superior managerial abilities. Hence this superior ability is the reason that producers get more of the income their contribution to national income is greater than that of labour.

According to Loasby (1982), Marshall analyzes the normal running business as entrepreneurship, but he recognizes that some businessmen are much more

enterprising than others. He does not make this distinction because he does not want to further analyze the difference between a stationary state and the evolving economy and "...he regard the formal analysis of a stationary state as a potentially misleading guide to the study of economic progress."

Hence this means that entrepreneurs who work very hard at their various businesses will get more profits than those who don't. The theory also views the level of knowledge of an entrepreneur as an important factor in whether or not that person will make a lot of profit. This means that if one entrepreneur has more knowledge in the type of business that he or she is doing than another entrepreneur, then that particular entrepreneur will be more successful. This is one of the theories of entrepreneurship that many people follow. The theory is in line with this study; since it is intended to train youth in order to build they are capacities to become good entrepreneurs and therefore, make good profits in their business.

3.2.3.2 Innovative Theory of Entrepreneurship

The innovative theory is one of the most famous theories of entrepreneurship used all around the world. The theory was advanced by one famous scholar, Schumpeter, in 1991. Schumpeter analyzed the theory proposed by Marshall, and he concluded that the theory was wrong. Schumpeter (1961) identified an innovation as the critical dimension of economic change. He argued that, economic change revolves around innovation, entrepreneurial activities, and market power. He sought to prove that innovation originated market power could provide better results than the invisible hand and price competition. He argues that, technological innovation often creates

temporary monopolies, allowing abnormal profits that would soon be competed away by rivals and imitators. He said that, these temporary monopolies were necessary to provide the incentive for firms to develop new products and processes.

Schumpeter rejects the equilibrium analysis and he believes that human economic development is the history of continuous creative destructions by entrepreneurs. The entrepreneur is an innovator, not an imitator in the production and, as an innovator, naturally he is monopolist. Since economic progress comes from innovations, innovator monopolist should be protected and entrepreneurship should be encouraged.

Schumpeter believes that, creativity or innovation is the key factor in any entrepreneur's field of specialization. The knowledge can only go a long way in helping an entrepreneur to become successful. However, Schumpeter viewed innovation along with knowledge as the main catalysts of successful entrepreneurship. He believed that, creativity was necessary if an entrepreneur was to accumulate a lot of profits in a heavily competitive market. Many business people support this theory, and hence its popularity over other theories of entrepreneurship.

Thus creativity, innovation, Skills and knowledge should go hand in hand for any entrepreneurial initiative to be successful. In Tanzania context creativity, innovation and entrepreneurship skills is among the factors affecting entrepreneurs particularly youth. As the theory suggested that, innovation and creativity is a key for economic development and poverty reduction amongst people, this study is focusing on

imparting youth with skills which will build their capacity and empower them to be creative and innovative in creating self employment. Therefore, this theory is positively related with this study.

3.2.4 Role of Entrepreneurship on Youth Employment Creation Empowerment

Entrepreneurship helps young people develop new skills and experiences that can be applied to solve many other challenges in life. It creates employment, both for the young person who owns the enterprise and those employed in the business. It also provides valuable products and services for the community consumption, promotes innovation and development; it also encourages young people to find new solutions, ideas and ways of doing things.

Moreover, by engaging young women and men in productive economic activities, a new resource for innovation and change can be accessed. Furthermore, enterprise education provides valuable life skills; an entrepreneurial mind-set, promotes confidence, communication and decision making skills (Commonwealth Secretariat 2013). Thus, this study is intending to add new but employable skills to Makangarawe youth which they can apply in identifying opportunities within their surroundings and be able to utilize them for creating self employment. In so doing they will solve other problems facing them such as income poverty.

3.2.5 Challenges of Youth Entrepreneurship

Much as entrepreneurship is considered widely as the best solution for youth unemployment problem, yet it is facing a number of challenges which slow down its

impact. Typical challenges are lack of an enterprise culture in many countries, unfavorable legal, policy and regulatory frameworks for youth entrepreneurship; the lack of entrepreneurship education across formal and informal educational systems; lack of access to affordable financing in the form of start-up, investment or working capital, and little knowledge about and access to relevant business development services and support schemes for youth already in business or for those or interested in pursuing an entrepreneurial career (Olomi, 1999).

These are the same common challenges facing Makangarawe community. However, for youth the problem is more complicated because being born and brought up in a non enterprising culture and with such a limited education, knowledge and skills it has been very difficult for them to compete in the labour market in any case. The skill training project was intended for opening up their minds and builds their capability in searching for valuable opportunities and be able to utilize them productively.

3.3 Empirical Literature Review

Mohammed and Sanora (2012); argued human resource is an important determinant of economic growth. Human beings are active agents of growth who exploit natural resources, accumulate capital, build social, economic and political institutions and activate the growth process. Youth is the most potential and viable human resources to a nation. They are volatile, enthusiastic, courageous and always ready to accept new ideas. For this reason, they are called change agent. Therefore, organized youth is major power in any society to bring about socioeconomic

changes. This is the reason why this study is intending to empower youth in Makangarawe so that they can effectively utilize their energy to contribute to the socio- economic development of their community and the nation as a whole.

Bennell and Mulenga, (2000), explained that, during the early years of independence in the 1960s and 1970s, young people in Africa did not pose a serious social problem. As a consequence, unemployed and ‘disadvantaged’ youth were not seen as a major target for governments and funding agencies. Argenti and de Waal (2002) in their study observed, that youth as a social group largely went unnoticed or ignored by national and international researchers and policy makers. Their methods of analysis and decision making were broadly insensitive to the challenges facing young people in making the transition to economic independence.

This is largely because age was not taken as an important dividing line between social groups (de Waal 2002). The same applies in Tanzania context, where youth is one of the most forgotten groups in the society. This study was therefore intending to make youth to be visible as well as being heard in their society. Because when they are skilled and confident they can as well as participating in various community decision making forums apart from contributing highly to the national economic development.

In Africa, 200 million people are aged between 15 and 24 years, comprising more than 20 percent of the population. Africa’s population is growing fast and is experiencing a slow demographic transition, which will increase the pressure

countries face with job creation. The large proportion of the youth lives in rural areas and is mostly employed in agriculture, for which they account for 65 percent of total employment. Young people are, however, not a homogeneous group and their employment prospects vary according to several factors ranging from region to gender to schooling, thus requiring different policy interventions (UN report, 2010). The same situation existed in Tanzania, where by about 65 percent are youth aged between 15 to 35 years and most living in the rural areas.

Clark et al. (1982); denoted that, young people face specific challenges in accessing the labour market and this lowers their chances of finding decent employment. The main difficulties include a higher chance of losing their jobs during economic downturns “last in, first out”; specific barriers to entry, often stemming from lack of experience; and path dependence; early unemployment increases the likelihood of subsequent unemployment. These factors are commonly known to exist in youth of almost the whole of African countries including Tanzania. The study is trying to explore how to equip youth with skills and knowledge as a basis for solving other critical factors that contribute to making them eligible to unemployment.

According to Chigunta et al. (2005) attitudes of young people in Africa towards self employment vary from country to country, mainly depending on economic, social, political and historical factors. Fieldwork experiences in countries like South Africa and Zambia differ. Whereas many young people in South Africa see self employment as a “stop-gap” measure as they look for formal employment. They

claim that education has “no relevance to their livelihoods” This situation offers little incentive for young people to study as evident in the considerable proportion of young people appear to be irrelevant to their environment, where many youth fail to find a job in a largely stagnant formal sector. Also, Chigunta (2002) revealed in a survey of Zambian youth that the majority of young people about 51.5 per cent in the sample wanted to start their own business in the informal sector. Recent surveys in Southern Africa show that there is general dissatisfaction with the school (Chigunta, 2001; Kambewa, et al., 2001; Mkandawire, 2001).

In Zambia, Malawi and South Africa, Community leaders and youth complained that the education system does not equip youth with relevant skills to compete in the labour market. Neither does it prepare them to go into self employment activities. The system largely provides basic education and knowledge for expression in the formal labour market. It does not prepare graduate to face and be able to compete in the real world of work prevailing at the moment world- wide. This study will also reveal the perception of youth towards self employment in Tanzania context particularly in Makangarawe Ward and therefore fill the skills gap which is missing to enable youth to generate their own employment opportunities.

According to Commonwealth Secretariat (2013) many state have recognized the role of youth entrepreneurship in the economic development of their countries and are implementing several initiative to make it progress. In Trinidad and Tobago, the National Entrepreneurship Development Company (NEDCO) in 2002 was established to promote and facilitate the formation, growth and development of

micro and small businesses. Currently NEDCO is providing financing to start-ups at a lower interest rate and more favourable conditions in terms of collateral requirements than the traditional banking sector. Through one of NEDCO's programme, known as the Youth Entrepreneurship Success Programme or YES, persons 18-30 years can benefit from training which combines business and lifestyle development components to encourage youths to start their own successful businesses.

This means that, apart from startup capital and suitable policies and legal framework, business and life skills train is so important on entrepreneurship development among youth. This is the reason why this study is also combining life skills with entrepreneurship and project design and management in order to empower youth to establish quality IGAs, but also to enable them to spend their incomes in a proper way.

Commonwealth Secretariat also insists that employability of youth has to be increased through skill development and vocational training. The empirical evidence on this fact is given by the Government of India which has realized the importance of skills for young people. The mid-term appraisal of 11th National Development Plan says, "Improved training and skill development has to be a critical part of the employment strategy". A Coordinated Action Plan for skill development has been approved by the Cabinet of India to have a target of 500 million skilled persons by 2022. "A three level institutional structure consisting of : (i) the Prime Minister's National Council on Skill Development, (ii) the National Skill Development

Coordination Board, and (iii) the National Skill Development Corporation, has been set up to take forward the Skill Development Mission. This is an important initiative by which a large number of young people will be benefitted in India. In Tanzania we need to initiated such programmes for youth, thus this study will contribute to building up of the data base for the information required by policy makers in planning for programmes that are suitable in our environment.

In Tanzania context, SME operators in Tanzania have low levels of business management and entrepreneurship skills and seem not to appreciate the importance of business education. On the other hand, the quality of training provided by existing business training institutions and costs involved discourages entrepreneurs from seeking further knowledge and skills about the various types of business they operate (University of Dar es Salaam, Entrepreneurship Centre 1998). Hence it is difficult for poor youth like those of Makangarawe to access training even if they would wish to undertake such training.

According to the Economic Survey Reports (2009) and (2010), revealed that there was commendable increase of production and incomes among entrepreneurs when training and credits are provided to the entrepreneurs. The empirical data from these two surveys indicates that, the advisory services related to business development were provided to 21,922 entrepreneurs compared to 6,139 in 2008, equivalent to an increase of 257 percent. Out of that, 10,203 entrepreneurs were trained on food and leather processing. In addition, 2,152 entrepreneurs participated in trade fairs in 2009 and sell goods worth shs.1.72 billion. Likewise, credit extended to small

entrepreneurs amounted to Tshs. 3.6 billion in 2009 compared to Tshs. 1.2 billion in 2008. The provision of credit facilitated creation of 13,300 employment opportunities in 2009 compared to 3,669 in 2008.

Likewise the entrepreneurs trained on business establishment and of small industries and small enterprise development increased to 37,021 compared to 21,922 entrepreneurs trained in 2009, equivalent to 68.9 percent increase. Out of those, 10,708 entrepreneurs were trained on entrepreneurship, business management and special skills. Further 1,770 entrepreneurs participated in trade fairs and sold goods worth shilling 1.75 billion. Furthermore, loans extended to entrepreneurs amounted to shilling 5.03 billion in 2010 compared to shilling 3.6 billion in 2009. Such loans increased employment opportunities to about 18,600 people in 2010 compared to 13,300 people in 2009. These results clearly show that, there is a direct link between production from entrepreneur's economic ventures and a combination of business management skills and credit facilitation. This is the gap which this study is intending to deal with for Makangarawe youth.

King and McGrath, (2002), argue that, education and skills are needed to run micro and small enterprises. Their finding shows that, majority of the group carrying out micro and small enterprises in Tanzania are not quite well equipped in terms of education and skills. Their study suggests that those with more education and training are more likely to be successful in the SMEs sector. Therefore, providing entrepreneurship education and skills to run youth IGAs is essential for youth employment creation in Tanzania thus the study is geared towards filling this gap

which was identified in Makangarawe.

Meyer, (1982) stated that, with the emergence of globalization, the business environment has become more and more uncertain and complex. As Meyer has explained, organizations are often late to respond to the surprising environment. Unlike previous studies, which view external environmental changes as jeopardous to organizations; Ibid (1982), has argued that, environmental shock are a good opportunity for organizations to learn to deal with crisis. That is, organizations learn lessons and make improvements by readjusting to the environment. Meyer concludes that, strategic variables, such as innovativeness of market behavior, account for the most in enterprise learning under the external dynamic environments. Therefore, in other words, strategy of innovation plays an important role in the dynamic business environment which is lacking in most of out of school youth including those found in Makangarawe.

Therefore, given the challenges faced by the youth in labor markets, success in pursuing employment for youth requires a long term, concerted actions, spanning a wide range of policies and programs. Indeed, success will not be achieved and sustained through fragmented and isolated interventions. An over bending guideline for addressing the youth employment challenge is the need for an integrated strategy for rural development, growth and job creation which covers the demand and the supply sides of the labor market and takes into account the youth mobility from rural to urban areas combined with targeted interventions to help young people overcome disadvantages in entering and remaining in the labor market.

3.4 Policy Review

The project is in line with a number of macro and micro policies of the United Republic of Tanzania governing sectors to which it falls. It also complies with a number of international policies and plans. Such policies include among others, National Strategy for reduction of Poverty NSGRP II (2010), National Youth Development Policy (NYDP 2007), National Employment Policy (NEP 2008) National Economic Empowerment Policy (NEEP 2004) and Small and Medium Enterprise Development Policy of 2003. Other policies/plans include also, National Community Development Policy of 1996, National Trade Policy of 2003, Commonwealth Plan of Action for Youth Empowerment (PAYE 2013 – 2016), The African Youth Charter and National Youth employment Action Plan (NYEAP 2007).

3.4.1 Tanzania Vision 2025

The Tanzania Macro-Policy Vision 2025 projected that, by the year 2025 Tanzania should have created a strong, diversified, resilient and competitive economy that can effectively cop with challenges of development. This should confidently adapt to the changing market and technological conditions in the regional and global economy. The challenge is therefore, to mobilize human and other resources toward achieving this goal, particularly the youth group. The economic reform programs implemented by the Tanzania government have been based on the philosophy that Tanzania is committed to a market economy whereby the private sector will take the lead in creating incomes; employment and growth. The policy also press that the state will be a producer of public goods, play a regulatory role to playing field and create

conducive environment for the private sector to take the lead in driving economic growth. This philosophy is evident in almost all policy statement made 1996 and that the private sector since then has started playing an ever-increasing role in creating incomes and employment.

3.4.2 National Strategy for Reduction of Poverty (NSGRP/ MKUKUTA II (2010))

MKUKUTA II has put a high drive and scaling up of the role and participation of the private sector in economic growth and employment; the generation and creating, through business climate for efficient use of factors of production, investing in people and infrastructure development; therefore, sustaining the already achieved socioeconomic progress and development. This means that for the private sector to perform efficiently in employment creation, conducive environment should be created. This policy is in line with the Tanzania Development Vision 2025, which is targeting on scaling up of good governance, educated and learning society and a sustaining, strong, diversified, resilient and competitive economy capable of producing sustainable growth and shared benefits.

3.4.3 National Youth Development Policy (NYDP 2007)

National Youth Development Policy (NYDP 2007) provides direction on the implementation of youth development activities in the country. The policy focuses mainly on creating an enabling environment for youth empowerment and enhances youth employment opportunities and security. The overall objective of this policy is to empower, facilitate and guide youth and other stakeholders in the implementation

of youth development issues. The policy recognizes the importance of skills and competence for youth employment and it strive to create conducive environment for youth participation in decision making. Facilitating youth to accept responsibilities so as to be able to practice good values, ethics and good conduct hence become good citizens of the nation. Therefore this study is partly implementing the National Youth Policy directives.

The policy stress that, most of the youth who complete primary and secondary schools as well as institutions of higher learning do not easily access employment in the formal sector. Most of them however, find it difficult to work in the informal sector because of various challenges. These challenges include insecurity, lack of capital, lack of work premises, and working facilities. On the other hand the private sector prefers to employ skilled and experienced labour force. Hence a large group of youth continue to remain unemployed, a situation which fuel the increasing rate of crimes and other social evils.

3.4.4 National Employment Policy (NEP 2008)

The youth constitute the majority of the active labor force not fully utilized. The nature and extent of the youth unemployment problem varies considerably across gender and geographical division. One of the objectives of the NEP is the creation of human resource development opportunities for the acquisition of demand driven skills and competencies for wage and self employment. This entails preparation of youths for work; by ensuring quality basic education for all young women and men, and developing a demand driven vocational and technical education system. There is

a need to remove the negative perception of youths to be self employed by sensitizing them on employment potentials in the private and informal sectors (NEP 2008) as it has been suggested by this study.

3.4.5 National Economic Empowerment Policy (NEEP 2004)

NEEP (2004) emphasized on Raising Skills and Knowledge levels as one of the fundamental pillar in people's Empowerment. The policy stressed that, a low level of skills, education and lack of resources, limits the effective participation of many Tanzanians in economic activities. A low level of education is one of the reasons why some Tanzanians continue to embrace inhibitive customs and traditions that are contrary to development.

On the other hand, the current education system is not conducive to entrepreneurship development as it does not impart practical and labour market demand driven skills which would otherwise enable students to secure employment right after school. In order to eliminate this gap the policy is insisting on the need for the government to ensure that education system creates a foundation for entrepreneurship development. In this regard, to raising skills, knowledge and experience of Tanzanian Citizens the government needs to facilitate enhancement of skills, knowledge and experience as well as ability of its people to cope with both domestic and foreign labour markets. This is also supported by the NECP (2007) which stress on the need to review education and skills training curricula in order to match skills with the labour market demand. It is for this skills gap reason that the Empowerment Policy is directing the government to review school curricula in order to impart entrepreneurship skills to

graduates to make them innovative, self confident and therefore employable after school.

3.4.6 Small and Medium Enterprise Development Policy (2003)

The overall objective of SMEs Policy is to foster job creation and income generation through promoting new SMEs and improving the performance and competitiveness of the existing ones. The policy covers review and reconsideration of public policies and regulations that discriminate against or hinder the start-up, survival, formulation and growth of SMEs. It also enhances the growth of the sector through identifying and assigning clear roles of key actors and developing strategies that will facilitate provision of financial and non-financial services to SMEs. The policy has developed and institutionalizes Public-Private Partnerships for SME sector development. The SMEs Development Policy clearly shows the commitment of the Government to continue improving the physical infrastructures and provision of utilities in collaboration with Local Authorities, private sector and development partners.

3.4.7 The National Land Policy (1997)

Land Policy promotes equal distribution of and access to land to all citizens. In reality this objective is not fully realized by all citizens. Many land conflicts emanating from inequitable distribution of land among citizens has been reported in many parts of Tanzania. In fact some of the conflicts were between citizen and the government (Mpogole and Kangela 2008; Kironde, 2009). Youth and women are more affected because in most traditions and customs they are denied the right to access, control or own land then men. Land being a principle productive resource,

the youth in Makangarawe lacks this important factor of production.

3.4.8 The African Youth Charter (2006)

The African youth Charter (2006), stressed on sustainable livelihoods and youth employment by ensuring that every youth has the right to gainful employment. Every young person has the right to be protected from economic exploitation and performing work that is likely to be hazardous to or interfere with the young person's education, or to be harmful to the youth health or holistic development. Not only that, but it requires the member countries to address and ensure availability of accurate data on youth employment, unemployment and underemployment in order to facilitate the prioritization of the issues in national development programmes complemented by clear programmes to address unemployment. The Charter suggests on promoting youth entrepreneurship by including entrepreneurship training in school curricula, providing access to credit and business development skills training. Therefore, mentorship opportunities and better information on market opportunities as one of the appropriate measure with a view to achieving full realization of this right to gainful employment.

3.5 Policy Review Summary

Based on the literature review, it was justified that in Tanzania as in many other countries youth unemployment is a growing problem. Youth are nearly one and a half times more likely to be unemployed compared to adults. Either, among working youth, nearly 60 per cent remain in extreme poverty. Youth enterprise development is one way that youth can apply to foster development, growth, and employment

opportunities. It is also noted that, in Tanzania young people enter the job market in large numbers (about 800,000) each year but they lack support services such as loans and credit, skills training and mentorship opportunities are almost non-existent. The educational system on the other hand does not sufficiently imparting skills on youth adequate to meet the requirements of the available jobs in the labour market. The skills mismatch problem accompanied by insufficient programmes for creation of employment to meet the growing number of youth entering the workforce has worsen the situation.

However, the issue of employment and entrepreneurship promotion has been loud in the policy deliberations at different stages of decision making platforms and various policy frameworks. Tanzania Development Vision -2025, National Employment Policy (2008), National Youth Development Policy (2007) the National Employment Creation Programme (2007) National Youth Employment Action Plan (NYEAP) – 2007, The National Economic Empowerment Policy (2004), these are a few policy frameworks that address employment issues and shown the concern on entrepreneurship skills development in promoting entrepreneurship and employment in Tanzania.

The National Strategy for Growth and Reduction of Poverty (NSGRP-MKUKUTA II - 2010) targets for employment creation and promotion through its implementation period 2010/11 to 2014/15. Macro policy Vision 2025 one of its pillar is to attain intended goal of national Development is to have well educated and learning society, and a sustaining, strong, diversified, resilient and competitive economy. The

Tanzania Five Years Development Plan 2011/2012 – 2015/2016 has identified youth empowerment as one of the priority area emphasizing on how it should be mainstreamed in the National Development agenda by all key stake holders.

Formulation and implementation of effective policy frameworks together with the enforcement of laws and legislations governing some specific issues related to youth employment creation and promotion will create a conducive environment for entrepreneurship development through promotion of private sector development, which is a vital important. For that reason, the reviewed literatures above provide valuable methodological ideas which help in shaping of this study. The purpose of the present study is to build on, add value on and extend the previous studies by evaluating the importance of entrepreneur skills youth employment in Tanzania environment including Makangarawe.

CHAPTER FOUR

4.0 PROJECT IMPLEMENTATION

4.1 Introduction

This chapter describes the actual implementation phase of this project. It summarizes the project planning in terms of products, outputs, inputs and activities which were undertaken to achieve the project set goal and describes the impact posed by the project through logical framework analysis. The chapter also provides the detail activities undertaken by the project and the cost incurred in implementing each activity. The actual project implementation plan by using the Grant chart model is also presented.

Based on CNA Results, it was agreed and decided that Entrepreneurship skills training project should be implemented in order to build capacity of youth in Makangarawe to enable to establish viable and sustainable IGAs as a source of employment and income generating as well. The training was intended to first of all raise awareness of youth towards self-employment but secondly to enable youth to identify, initiate and run viable IGAs as source of income and thus improve their living standard.

The implementation of the project was done in five phases. The first *phase was CNA exercise. The second one was the preparatory phase* where awareness raising seminar was done, followed by TNA, preparation of Training manuals and TOT. The *third phase was the actual training* followed by specific entrepreneurial skills training contents. The *fourth phase was economic group formulation*. Special

training was conducted to assist the group members to identify specific IGAs to be undertaken by their groups as well as procedure for legal registration of their group, The last phase was *Monitoring and Evaluation*.

4.2 Products and Outputs

4.2.1 Products

The main product of this project is the improved income and living standards of Makangarawe youths as a result of their capacity building in establishment of viable IGAs. An increased employment opportunity in the informal sector among youth is another output of the project. With self employment youth will be able to sustain their life and that of their families as a whole. Yet the IGAs established after training are be formal since they followed a legal procedure in formalizing them and therefore would enjoy other necessary services from the government and other stakeholders.

4.1.2 Output

The key output of this project includes; the number of youth trained and acquires skills to enable them to establish IGAs after training by exploiting the available resources and opportunities to engage in productive activities. Increased capacity of YCRC organization on entrepreneurship skills training. Training manuals which will remain at YCRC for future training. Established linkages and networks between established YEGs and IGAs and government Ward, District and Regional authorities and other important development partners. The project products and outputs are summarized on the Table 10.

Table 11: Project Output and Products

NO.	OBJECTIVES	OUTPUTS	PRODUCT
1	Building capacity of YCRC on entrepreneurship skills training	Five (5) Persons trained on how to use the entrepreneurship skills training manual	Established team of trainers capable of running entrepreneurial skills training among YCRC instructors.
2.	Develop training manual and prepare trainers	Specific training manual for out of school youth developed	Incorporation of Entrepreneurship skills training in YCRC training programme
3.	Awareness creation and mind-set change towards self-employment among youth in Makangarawe	More than 200 youth aware on the importance of self employment	Youth with changed mind-set and aware of importance of self-employment. Positive attitude towards self-employment among youths and the community as a whole
4.	Build capacity of Makangarawe youth on enterprise development through entrepreneurship skills training	145 youths capable of establishing and managing Income Generating Activities	Good quality of goods and services produced by youth economic ventures. Increased capacity of YCRC clients to use their vocational skills to establish IGAs.
5.	Mobilize and support Makangarawe youth to form IGAs for employment creation	Well established Youth Economic Group and viable IGAs	Increased income and well being of Makangarawe Youth. Decreased number of youth loitering on the streets and at youth camps /“Vijiwe”and Daladala bus stands
		18 youth gained self-employment through established IGAs	Improved income and living standards of the employed youth. Increasing number of youth employed in the informal sector.
6.	Link the established	Established networks	Youth groups easily receive

NO.	OBJECTIVES	OUTPUTS	PRODUCT
	YEGs with support services available at Ward, District and Regional levels.	between YEGs and service providers like Ward, district and regional authorities and other development partners	services from service providers. Good performance of youth income generating activities.

Source: Researcher 2013

4.2 Project Planning

In general, the planning of the project was done in participatory manner to enhance its smooth implementation. Various key stake holders were fully involved at each stage of implementation. The stake holders as identified in chapter two includes, Makangarawe Ward leaders, the YCRC Management team, Makangarawe youth, DYDO and the MCED student.

4.2.1 Project Implementation Plan

In order to ensure efficiency and effective implementation of the project, an implementation work plan was developed. The plan showed in detail all activities carried out during implementation stages, resources required for each activity and time required to accomplish each activity. The plan also indicated stakeholders involved in implementing the identified activities. A logical frame work was developed in order to guide implementation as indicated on table 11.

In addition, an implementation plan derived based on the project logical frame work was developed to guide effective implementation of the project as summarized on Table 12.

Table 12: The logical Framework of the Project

NARRATIVE SUMMARY	INTERVENTION LOGIC	OBJECTIVELY MEASURABLE AND VERIFIABLE INDICATORS	SOURCE OF VERIFICATION	IMPORTANT ASSUMPTIONS
Development objective/goal	Youth wellbeing (Welfare) shall be improved by March, 2013	-90% of out of school Makangarawe youth trained by the end of March 2013. -Improved living standards of youth in the study area by June 2013. - Increased quality of goods and services offered by youth enterprises. - Increased income of youth through IGAs	-Training Reports - Registration forms during training activities. -operational youth IGA -Consumers comment	Training conducted as planned. Support from all relevant in authorities and stake holders.
Project objective /purpose	Improved employability status of 200 youth in Makangarawe by March 2013. Improved linkages and networks between youth economic groups and youth service providers at different levels.	Increased capacity of youth in terms of knowledge and skills to establish and manage sustainable IGAs by June 2013 Increased number linkages and access to relevant services for youth employment by youth by June 2013	-Project evaluation report. Ward and District Youth Development progress reports.	Youth are informed and access services available at the district e.g. Development partners support.
	Enhance capacity of YCRC in skills training	Number of youth trained on entrepreneurship	Training Report List of participant	

NARRATIVE SUMMARY	INTERVENTION LOGIC	OBJECTIVELY MEASURABLE AND VERIFIABLE INDICATORS	SOURCE OF VERIFICATION	IMPORTANT ASSUMPTIONS
Project outputs	Improved capacity of YCRC trainers on Entrepreneurship	5 trainers in place capable of conducting entrepreneurship skills training.	Trainers in place	Identified personnel responds positively towards TOT
	Developed training manual	Number of training manual	Training manual booklets in place	Quality training manual will be produced
	-145 youths trained on entrepreneurship skills -Project designed management -Quality of a good entrepreneur - Market and marketing strategies -Resource mobilization and project financing -Group formation and registration procedures - Life skills and reproductive health	Number of youth trained in entrepreneurship and other relevant skills. Increased number of Youth Economic groups established 50%.decrease in number of youth loitering on the street. Decreased number of youth using Drugs and criminal offences	Training Reports Training attendance register. - WEO development Report.	Youth were mobilized and participated in trainings as planned.
	YEGs and IGAs established	Increased number of formal operating YEGs Increased number of	- YEGs Constitution in place	Youth will respond and concentrate on

NARRATIVE SUMMARY	INTERVENTION LOGIC	OBJECTIVELY MEASURABLE AND VERIFIABLE INDICATORS	SOURCE OF VERIFICATION	IMPORTANT ASSUMPTIONS
		professionally operating Youth IGAs Decreased number of youth in “ youth camps/ Vijiwe” and daladala bus stands	-YEGs Registration certificate. Operational youth IGAs	training
	Established linkages between youth and service providers	Number of YEGs linked with ward, Municipal and other service providers		Positive response from Service providers will
Project activities	Conduct Training Needs Analysis (TNA) to identify exactly training requirement Development of entrepreneurship training manuals Conduct actual trainings Assist youth to form and register their economic groups Linking the Group with Ward, Temeke Municipal Council and other service providers. Monitor and evaluate progress	<i>Inputs to implement project activities</i> Budget Materials Trainers Training facilities	<i>Monitoring</i> Monitoring through projects’ monthly, quarterly and annual reports based on implementation plan	Timely and adequately availability of resources, Each key player will play his/ her role effectively

Source: Researcher 2013

Table 13: Implementation Plan of the Project

ACTIVITIES		TIME FRAME APRIL 2012 – MAY 2013												RESO MENT	RESPON SIBLE PART	
		A	M	J	J	A	S	O	N	D	J	F	M			
1.	Field placement approval by YCRC and meeting with ward leaders														Telep hone airtim e charg es	Researche r, YCRC and WCDO
2	Organize and conduct CAN														Statio nery, Refres hment s, respo ndents	Researche r, WCDO, WEO YCRC
3.	Data analysis and report writing														Comp uter, statio nery, refres hment s	Researche r, YCRC, CNA Committe e
4	Organize and conduct awareness raising seminar/training														Statio nery, Refres hment , Traini ng faciliti es, Trans port	Researche r, experts, YCRC WEO, WCDO DYDO
5	Conduct TNA														Statio nery	Researche r, trainees
6	Developing training manual														Statio nery Typin g/ printi	Researche r

ACTIVITIES		TIME FRAME APRIL 2012 – MAY 2013												RESO MENT	RESPON SIBLE PART			
		A	M	J	J	A	S	O	N	D	J	F	M					
																ng facilit y		
7.	Conducting TOT – to familiarize YCRC trainers with the training manual																Traini ng, faciliti es, Perso nnel	Researche r, YCRC, Experts
8.	Conduct five session trainings on specific contents of entrepreneurship training.																Trainee s, Statio nery, Trainee rs, Confe rence facilit y, Refres hment s	Researche r, Trainers, YCRC
9.	Meetings with newly established YEGs members																Statio nery, YEGs memb ers, Trans port	Researche r, YCRC,W EO
10.	Group formation – identify name of the group and identify IGAs to be undertaken – select leadership																Statio nery, Refres hment , Facilit ator	Group member WCDO
11	Develop groups constitution																Statio nery,F acilita tors	Group members

ACTIVITIES		TIME FRAME APRIL 2012 – MAY 2013												RESO MENT	RESPON SIBLE PART		
		A	M	J	J	A	S	O	N	D	J	F	M				
12.	Registration of “Matumaini Youth Economic Group”															Funds , Found er memb ers.	Group members DYDO, Min. of Home Affairs
13.	Link the group with Ward Community Development officer and the Executive Officer (WEO) and Temeke youth officer															Ward, Distri ct and Regio nal author ities Time, Trans port Com munic ation	Researche r
14.	Monitoring															Trans port, Perso nnel	WCDO.Y CRC, Researche r
15.	Evaluation															Trans port Evalu ation team	Evaluatio n team
16.	Report writing`															Statio nery Secret arial faciliti es	Researche r

Source: Researcher 2013

4.2.2 Project Inputs

The inputs needed for the project implementation were both financial and physical resources. These include training material, training manual, stationeries, foods and refreshment, transport, field allowance for trainers, conference facilities, and human expertise.

Table 14: Summary of Activities and input Required

ACTIVITIES	INPUTS
Conduct Training Needs Analysis (TNA) to identify exactly training requirement	Stationery, Transport
Development of entrepreneurship training manuals	Refreshment, stationeries, Transport,
Training of trainers	Power point Projector, writing pads, pens, Lap top and Refreshment
Conduct actual trainings	Marker pens, Flip charts, Lap top food and refreshments and training allowance for trainers
Formation and registration of economic groups	Power point Projector, writing pads, pens, Marker pens, Flip charts Foods and refreshment, Stationeries, Registration fees
Linking the Group with Ward, Temeke Municipal Council and other service providers and other youth-led organizations.	Refreshments Transport, Telephone air time
Monitor and evaluate progress	Stationeries, personnel, refreshments, secretarial expences
Report writing	Stationeries, personnel, refreshments, secretarial expences

Source: Project planning, 2013

4.2.3 Project Staffing Pattern

The researcher implemented this project in a close collaboration with the host organization. Awareness raising training and skills training which involved many youths were held at Abiola Social Hall while MTEG training Sessions were held at the YCRC premises. Two persons from YCRC were fully involved in training activity. The YCRC Programme Coordinator and expert of vocational skills training at the centre, train youth on Group Formation and Registration Procedures. He inspired the youth because he is also a young person. He maintained his position ‘as a Coordinator’ in this project as a coordinator. The chairperson of the YCRC is a Social Worker and expert in psychosocial programme. In this project, she trained life skills. This session was intending to raise awareness of awareness of youth on how best they can maintain their reproductive health in order to avoid contamination and infection of HIV/AIDS and other sexually transmitted disease (STIs).

The researcher was the manager of the project. She was also responsible for training the participants on Project Design and Management and Project Proposal Writing. An expert from the Ministry of Information, Youth and Sports (Dr. Kissui S. Kissui) trained mainly on General Entrepreneurship, Qualities of a Good Entrepreneur, Resource mobilization and Project Financing. The District Youth Officer introduced youth to services which are available at the district for youth empowerment and the procedures to access those services.

The WEO and WCDO were responsible for mobilization of youth to participate in training and they as well took part in the project monitoring and evaluation activities.

4.2.4 Project Budget

The total amount of 3,729,000/= Tanzanian Shillings were estimated and spent to cover the cost of implementing the project activities. The cost were covered partly by the researcher and YCRC management and the rest especially transport cost was the participants contribution. They paid their own transport fair while attending training. The actual budget for the required inputs and costs is summarized in Table 14.

Table 15: Project Budget

NO.	ACTIVITY	ITEM	Unit Measurement	Unit cost	NO. OF UNITS	TOTAL COST (TSh.)
1.	Organizing and conducting a Community Needs Assessment(CNA)	-Transport	Trip	20,000	14	280,000
		-Stationery	Set 1	1,500	100	150,000
		-Food and refreshment	Day Set	3,500	5	175,000
		-Secretarial expenses		600	100	60,000
2.	CNA Report production	-Transport	Persons	2,000	12	24,000
		-Printing	PCS	7,000	1	7,000
		-Food and refreshment	Person	3,000	12	36,000
3	Conduct awareness raising training/seminar	Transport	Person	1,600	210	336,000
		Refreshment	Person	600	210	126,000
4.	Production of training manual	-Food and refreshment	Day	3,000	4	12,000
		-Secretarial expenses	PCS	5	3,000	15,000
5.	TOT to familiarize trainers with training manuals	Food and Refreshment	Persons	3,000	6	18,000
6.	Conduct	Transport	Sessions	336,000	5	1,680,000

NO.	ACTIVITY	ITEM	Unit Measurement	Unit cost	NO. OF UNITS	TOTAL COST (TSh.)
	entrepreneurship skills training	Refreshment				
7.	Organize first meeting with youth who decided to establish YEGs	Refreshment	Day	45,000	1	45,000
8.	Organizing a second meeting with youth to formulate Group. -Identify name (MTEG) -Identify activities -Elect temporary leadership	Transport Refreshment Stationery	Day	45,000	3	135,000
9.	Meeting with MTEG to develop group constitution	Transport Refreshment, Stationery	Day	45,000	4	180,000
10.	Registration of MTEG	Registration Fee	FEE	150,000	1	150,000
11.	Link the group with WCDO, WEO and Temeke YDO	Airtime				20,000
12.	Monitoring and Evaluation	Stationery Refreshments	Session	90,000	3	180,000
13.	Report writing.	Stationery, Tonner		100,000	1	100,000
GRAND TOTAL TSHS.						3,729,000/=

Source: Researcher 2013

4.3 Actual Project Implementation

The project was done in five main phases as described below;

4.3.1 Phase one – Community Need Assessment (CNA)

This was the first stage of the project. MCED student started by writing an official letter to request from YCRC management for a placement for the field practice in their organization and therefore a host of this project. Appendix i and ii indicate communication between the researcher and the host organization. After approval the YCRC introduced the student to the leadership of the ward for familiarization and agreed on a plan to conduct the CNA. Following the CNA results it was agreed that entrepreneurship skills training project could be the best intervention in solving the identified problem. Lack of entrepreneurial culture and skills among youths was identified as a bottleneck towards employment creation among youths in Makangarawe.

4.3.2 Phase two- Project Preparation

In this preparation phase, implementation was done in three main steps as follows:

i. Step One: Awareness Raising Seminar/ Training

This was the first training which was purely intending to raise awareness and sensitize youth on self employment creation and other related issues. It was during this period that WEO, WCDO and DYDO played a very big role to ensure that out of school youth from all corners of the ward were mobilized to participate. About 145 youth were present at this seminar. The researcher invited an expert from the Ministry of Information, Youth, Culture and Sport as a key speaker to talk about Youth employment issues and the role of youth on employment creation. Dr. Kissui S.Kissui who is an Assistant Director responsible for Youth Empowerment Section in the Ministry, also highlighted on key issues and Policy statements as far as

National Youth Policy is concerned as well as government efforts existing for promoting youth employment in the country.



Figure 9: Dr. Kissui S. Kissui During Awareness Raising Training at Abiola Social Hall

Source: Researcher 2013

ii. Step two: Training Need Analysis (TNA)

TNA was done in order to know exactly what kinds of skills were required by youth. At the end of awareness raising seminar / training the researcher used that opportunity to identify specific training gaps among the youth. A very simple method was used by just asking the participants to mention all type of skill they require and later, by voting the needs were ranked in order of priority. Those which score more votes were considered as highly wanted needs and these are the ones which were included in the training manual.

iii. Step three: Development of Training Manual Based on the Identified Skills Gaps

These manuals were later used by trainers for train. Training manual was developed by MCED student and later she organized short training session to familiarize the trainers with that particular training manual.

4.2.3 Phase three: Actual Skills Training

A five day comprehensive training was then organized and conducted. Youth were informed and mobilized to participate in the training. About 145 youth were present at the training which took place at Abiola Social Hall.



Figure 10: Part of Makangarawe Youth Attending one of the Training Sessions

Source: Researcher 2013

4.3.4 Phase four: Training and Supporting Youth on YEG Formation, Formal Registration, IGAs Identification and Linking them with Service Providers

Several meetings were held at YCRC premises between the MCED student and the group for guidance on how to formulate, register and manage their group in a systematic manner as follows:

- i. Selection of name of the group: The group was named as *Matumaini Youth Economic Group* (MTEG).
- ii. Election of temporary leadership (Chairperson, Deputy Chairperson, General Secretary, Deputy General Secretary and Treasurer) to fast track other groups activities.
- iii. Drafting of the constitution.
- iv. Identification of IGAs for the group where Soap making, Poultry, batik production and bee keeping activities.
- v. Discuss on how to fundraise a star- up capital



Figure 11: MCED Student in a Meeting with Members of Newly Formed Matumaini Youth Economic Group (MTEG)

Source: Researcher 2013

WEO who is the primary government stake holder was invited to participate in all MTEG meetings in order to have a clear picture of the situation of this group, their challenges and kind of support needed from Ward and district levels to enhance the group and their IGAs.



Figure 12: MCED Student with MTEG Members Reviewing their Constitution At the Centre with White Trousers is Makangarawe WEO

Source: Researcher 2013

4.3.5 Phase Five: Monitoring and Evaluation

Monitoring was done throughout the project life. MCED student and CYCR coordinator, WEO and WCDO were responsible for close monitoring of the implementation. The team managed to do a 3rd quarter (in December 2012) evaluation through review of the activities and meeting reports. However, the immediate impact revealed was that the Ward leaders were sensitized and more aware of their responsibilities towards youth development and more interested in

working with youth than before. On the other hand the life style of some youths (those who attended training) changed completely and became more responsible people. The decreased number of youth in youth camps could tell that youth did change their life style and behavior. Some activities however could not be accomplished due to time limitation and some bureaucracy in some aspects.

Table 16: Actual Implemented Activities and Time Frame

Major Activities	Resource	Time frame	Responsible Person / Institution
Community Needs Assessment	Transport	April 2012 to -	MCED student and
Meeting with YCRC members and Ward Leaders.	Funds	September 2012	YCRC coordinator
Carrying out a Community Needs Assessment exercise	Stationeries		
CNA Report writing	Food and refreshments		
Project preparation	Stationeries	Oct. 2012 – Dec. 2013	MCED student
Awareness raising training /seminar.	Facilitators		
TNA	transport		
Preparation of training manual -Training of Trainers(TOT)			
Actual training	Coordinator	Jan. - Feb . 2013	MCED student
Entrepreneurship Concept	facilitators		YCRC,DYDO,
Project design and management	Transport		WCDO, MIYCS
Group formation and registration	Fund		expert
Resource mobilization and project financing	Trainees (youth)		
Life skills/ Reproductive health			
Assist and support YEGs and IGAs formation	Transport	Mar. – July 2013-	MCED student,
	Refreshments		WEO
	Group members		
Link and network with service providers	Physical visits and airtime	Oct. 2012 – Mar. 2013	Student ,Youths Stakeholders

Major Activities	Resource	Time frame	Responsible Person / Institution
Monitoring and Evaluation		May2012-	
Track day to day implementation of project activities	Transport Experts	Mar.2013	MCED student, YCRC
Project Impact Assessment	Group members Funds		

Source: Researcher 2013

4.4 Project Achievement

The implementation of the project was achieved by 80 percent. Most of its intended targets were met including development of training manuals, Training of trainers to produce the team of trainers. The manuals can be used for future training of youth by YCRC since there is still a high demand for that particular training. Out of 200 youths expected to attend the training, about 145 youth (both girls and boys) which is about 73 percent attended the training. Moreover, 18 out of those trained youth managed to establish their Economic group and identify some of the IGAs which they will engage themselves as a source of self employment, but they can as well employ others. This group will also be the role Model to inspire other youth so that they can establish their own economic groups. The group can as well train other youth through the capacity gained from this project.

The link established between Makangarawe leadership and youth will facilitate youth to easily accesses relevant support and services. Through this project there was established a network of youth organization which will enable youth to have a stronger voice on issues pertaining to their development. It is easier also to access other support services from relevant stake holders.

4.5 Implementation Challenges

In the course of project implementation several challenges were encountered including the following.

Budget constraints; since there was no fund which was budgeted for this particular project by the host Organization. Some of the expenses were met by the student which was also a burden to her.

Time was another critical limitation to this project. The time set for the project was so limited to enable the student to undertake a thorough research procedure and approaches. The bureaucracy existing in most of the operating system delayed some of the outcome expected by the project. In this case for example the established group could not have its registration certificate before accomplishment of this report which was one of the performance indicators.

CHAPTER FIVE

PROJECT MONITORING, EVALUATION AND SUSTAINABILITY

5.0 Introduction

This chapter describes how monitoring and evaluation was conducted. It provides reasons, objectives, and indicators, methodologies used in monitoring and evaluation activities. It also shows the planned and actual monitoring and evaluation activities and the results obtained. The chapter described the methods and tools used for data collection and analysis. It also identifies the indicators used for this purpose and the last part justifies the sustainability of the project.

5.1 Project Monitoring and Evaluation

Monitoring is a systematic process of collecting and analyzing information to track the efficiency of the organization in achieving the intended goals. Monitoring provides regular feedback that helps an organization to fast track costs, personnel, and implementation time frame. Monitoring also measure the progress of organizational development, economic and financial results in order to compare what was planned to actual outcomes. In a simple term, monitoring is collection and analysis of information to track what is going on in the project or an organization (Chijoriga, 2000).

Evaluation exercise measures and assesses the performance so as to be able to manage properly the inputs, outputs and outcomes. It shows whether performance is going in the right track or otherwise. The commitment, ownership and feed back about the projects' progress can be clearly seen or observed during the monitoring and evaluation.

Therefore in a project, monitoring and evaluation activity is done to determine whether the implementation of project activities are progressing as planned and leading towards attaining intended objectives of the project. This allows for early adjustments of the project activities where necessary by various actors of the project.

5.1.1 Participatory Monitoring

According to CEDPA (1993) participatory monitoring is the systematic recording and periodic analysis of information that has been chosen by insiders with the help of outsiders. Monitoring is part of project implementation therefore it takes place throughout the entire period of project implementation. Monitoring process become participatory when all interested parties/stakeholder are actively involved in collecting, analyzing and interpreting the information obtained to assist them in decision-making.

The primary users of the data required are the one responsible for developing Monitoring tools and records keeping formats. For this particular project therefore the researcher (MCED students) and YCRC Management were actively involved in this exercise. WEO, WCDO and DYDO also team up with the MCED student and YCRC to form a Monitoring and Evaluation (M &E) team of this project.

5.1.2 Monitoring Information System (MIS)

For efficient and effective monitoring of this project, the MIS was developed taking into consideration a number of questions such as; Were the project activities implemented as planned?, Are there any important changes required?, Did resources adequately available and spent as planned?, Did project execution engage all

stakeholders as planned?, Was the time scheduled for each activity enough to accomplish the intended objective?, Was there any unforeseen challenge that could hinder realization of the expected outcome/output?

Monitoring was done throughout the implementation period to ensure effectiveness of the project. Monitoring indicators were developed based on the above questions; and these were maintained throughout the entire project implementation in order to gather accurate information for evaluation of the project in future.

The following indicators were developed:-

- i. Number of training sessions conducted
- ii. Number of trainers involved in training
- iii. Number of youth trained
- iv. Number of YEGs formed
- v. Number of IGAs Established
- vi. Number of YCRC members participated in project
- vii. Stakeholder recruited and linked with the youth
- viii. Support services identified and accessible to the youth from government authority at different levels and other stake holders.
- ix. Action plan, timetable for meetings, project periodic reports
- x. Training manual and handouts used for training.

5.1.3 Participatory Monitoring Methods

All project stake holders participated fully in monitoring of the implementation of project activities. It was decided that once in every one month there should be a reflection and feedback meetings where stakeholders shared their views about

project progress, challenges and experiences. However, direct observation was done to see what was actually taking place in the field especially the attitude and behavior of youth after attending training. Records from observations were compiled and kept for further analysis especially during evaluation. The researcher (MCED Student) and YCRC Management were responsible for documentation of the project progress reports through both soft and hard copies.

The Monitoring activity was done by using a combination of Participatory Impact Monitoring (PIM) and Beneficiaries Assessment (BA) in order to ensure high degree of validity and reliability of data collected. While PIM looked critically on the implementation plan progress, the BA was employed to validate the response of beneficiaries towards the project.

5.1.4 Participatory Monitoring Tools

Various tools were used in monitoring exercise including:-

i. Observation

A direct observation was done through frequent field visits done by the researcher and other members of evaluation team. One could directly see how youth were behaving after training and make comparison of their behavior before and after training.

ii. Interviews

Youth who attended training were interviewed in order to get their feeling about the training. Likewise some key informants like the Ward and Mtaa leaders were interviewed to get their views and perception about the project.

iii. Documentary Review

Some information were gained from the documents like meeting reports, training reports, financial reports, general project reports (Monthly, Quarterly activity reports).

5.1.5 Monitoring Results

Table 17: Monitoring Summary Table

NO.	OBJECTIVES	ACTIVIIES MONITOR ED	INDICATORS	TIME FRAME		ACTUAL ACCOM PLISHM ENT
				Planned	Actual	
1.	Identification of community needs and project intervention	Organization and conduction of CNA	-FGD – Report -Research tools questionnaires and interview guide and CNA Report	April-Sept,2012	April - Sept.2012	100% accomplished
2	Create awareness on employment opportunities among youth	Organized awareness, raising training/ seminar Preparation of training manuals, teaching materials and trainers	-established team of trainers -Training manuals and materials in place	Oct. 2012 – Dec. 2013	Oct. 2012 – Dec. 2013	Accomplished as planned
3	To assess whether entrepreneurship skills training sessions were conducted as planned	-Organized skills training sessions	-Trainees attendance register	Jan. - Feb . 2013	Feb - March. 2013	100% accomplished
4.	Mobilize youth to formulate Youth Economic Groups	-Train youth on how to develop and	-Meeting reports	Feb.-	March-May	One youth Economic Group

NO.	OBJECTIVES	ACTIVITIES MONITORED	INDICATORS	TIME FRAME		ACTUAL ACCOMPLISHMENT
				Planned	Actual	
	(YEGs) and IGAs	Register YEG. -Guide youth on how to identify and establish IGAs	-Number of YEGs established -Constitution document in place -Registration certificate number of operational youth IGAs -Meeting Reports -Projects progress reports	March. 2013	2013	Established. -Four different income generating activities established -MTEG Registration on progress
5	Link YEGs with other youth led organization and service providers. Monitoring of project	-Organized youth- led organization meetings for experience sharing and exchange -Introduction of established YEG to the Ward, District authorities (WEO & DYDO)	-Meeting minutes and reports -Increased capacity of the established group to access various services -Established networks	Mar.2013	Feb – to-date	On progress
6	Evaluation (Impact assessment)	Assessing progress and impact of the project to the community.	Increased income among youth .and Life style change	March	To be done later	Partly done. Some activities are still on progress

Source: Researcher 2013

Monitoring of this project showed that project implementation progress was going on a bit fine. However some activities were lagging behind because of number of reasons which were beyond anybody's expectation. For example; the time spent to formulate YEGs went beyond planned time and therefore made other processes also delay. Such process includes among others Development and registration of groups' constitution, Decision on type of IGAss to be undertaken by the group and linking the YEGs with service providers such as Temeke SACCOS, TEIKI (Temeke Ilala and Kinondoni association of entrepreneurs). As a result, the time for MCED student to work on this project elapsed before some of the activities were not accomplished and thus some of the expected outcomes were not yet realized.

5.2 Participatory Evaluation

Evaluation is a systematic process of collecting and analyzing information to assess the effectiveness of the project or programs in achieving its goals. Evaluation is a systematic examination of a project to determine effectiveness. It is objectively designed to assess efficiency, impact, sustainability, and the relevance of its objectives in accomplishment of the project (CED Training Guide for Peace Corps Volunteers 2000).

In this project evaluation was done to answer the key questions like; What has been done in the project so far? Why and how well was it done? Is the project objective still relevant to the problem it was designed to solve? If not what should be done? Are the project outputs still a high priority? What changes are required to make the project implementation more efficient? There is a natural tendency to see evaluation as something that is done at the end of project. A formal evaluation at the end of a

project is certainly important but it might be too late to make any adjustments especially for this project which was been implemented for a short period. Therefore, regardless of any requirements for mid- term and end of project evaluations as well as formal external evaluators, there was a continuous evaluation of the relevance of a project from the start-up date throughout the implementation process. This was done in order to timely discover changes needed to make the project outputs more relevant to solving the problem so that action could be initiated at immediately.

A more comprehensive evaluation was conducted in March 2013 by the M & E team based on implementation plan to answer a number of questions like What was done so far? What was achieved? What were the challenges encountered? What were lessons learned? What was needed to solve the challenge? The end of project evaluation will be conducted later since some of the project activities are still on due some bureaucratic systems in some of the project stakeholders. This is necessary in order to inform management and staff of YCRC on necessary requirement for enhancement and project sustainability. The project's evaluation covered four dimensions: (1) what information was needed in evaluation? (2) What were the sources of information? (3) What techniques used in getting the information? (4) What tools were necessary to get the information? Table 21 shows the evaluation worksheet used in the project evaluation.

5.2.1 Evaluation Performance Indicators

According to World Bank (2004), performance indicators are measures of inputs, processes, outputs, outcomes, and impact for developing projects, programs, or strategies. When supported with sound data collection perhaps involving formal

surveys, analysis and reporting, indicators enable managers to track progress, demonstrate results, and take corrective action to improve service delivery. Participation of key stakeholders in defining indicators is important because they are more likely to understand and use indicators for management decision-making.

The evaluation exercise basically used the performance indicators derived from the logical frame work of the project during the planning stage explaining why the evaluation, what are the performance indicators, expected outcome and the actual outcome. Table 18 shows summary evaluation which presents the evaluation objectives, their performance indicators, and the expected and actual outcomes for each objective.

Table 18: Summary of the Project Evaluation Criteria

S/No.	Evaluation Objectives	Performance Indicators	Outcome	
			Expected	Actual
1.	Explore whether training manual was developed to fit the training gap identified.	Training manual, handouts and team of trainers at place	-Developed training manual and handouts -Established team of trainers	Training manual and handout were prepared and the TOT was also conducted.
2	Explore whether training was conducted to the youth change their mind set towards self employment.	-Conducted trainings -Youth behavior change and positive attitude on self employment	-Training conducted to 200 youths - improved attitude of youth towards self employment	145 youths attended Training. - Members are knowledgeable

S/No.	Evaluation Objectives	Performance Indicators	Outcome	
			Expected	Actual
3	To assess whether training was conducted to youth as planned..	-Conducted trainings -Members participation and knowledge in beekeeping	-All trained youth are competent in managing IGAs - Behavioral change witnessed among trained youths	-Training was conducted to as planned -One YEG (MTEG) established
4.	Assess whether the established Youth group is capable to start and managed IGAs.	Number of IGAs operating	Improved income among youth.	-Youth are knowledgeable and capable of running IGAs- At least four IGAs identified
5.	Examine whether there is any linkage has been established to enhance youth employment and enterprise development	Number of networks established	Established links with Ward, district, regional authorities and other service providers	Good relationship exists between Ward and District authorities. Established relationship between the newly established group and other Youth Organizations, such as: -Makangarawe Youth Information Centre. Youth Anti drug Foundation and TEIK.
6.	To determine whether all financial requirement were adequately provided and well spent	Payment voucher, Payment list Purchase receipts	Training facilities adequately supplied	Limited fund experienced

Source: Researcher 2013

5.2.2 Participatory Evaluation Methods

Methods used in participatory evaluation include the review of documentary records, focus group discussions, direct observation, and interviews. Records reviewed indicated the actual milestones reached against the set objectives. These records were minutes of the various meetings, progress reports, and financial reports. Focus group discussions were held by youth to collect information related to knowledge and capacity gained and how they perceive about the training programme undertaken. These meeting were held so that youth could share their expectations and inspiration toward achieving the expected goal of the project.

Face to face interviews were done and guided by a checklist of questions and raise some discussion on other key issues pertaining to youth employment creation and promotion apart from training. Capital, working premises and markets were discussed critically as some of the key issue that requires quick solutions in order to bring about positive result of the project. How to access loans from the YDF and WDF at the district was a paramount important to note. Very useful information was realized for management and sustainability of the project. Data analysis was done by categorizing qualitative information, and deduced the meaning of the data acquired.

5.2.3 Project Evaluation Findings

Evaluation results indicate that most of the planned activities were implemented. However, just like it has been mentioned in the monitoring, some activities were lagging behind schedule because of number of reasons including some bureaucracy

in some of the relevant stake holders. As a result, the time for MCED student to work on this project elapsed before some of the activities are accomplished and therefore some of the expected outcomes were not yet realized. Therefore final evaluation will be done a bit late and the report will be available at the Host organization for future use.

5.3 Project Sustainability

Sustainability of this project depends on a number of factors including commitment, contributions and participation of key actor of this project including Makangarawe youth, YCRC, Ward and District authorities on project activities. Factors for sustainability of this project can be put in different categories including community sustainability, technical sustainability, financial sustainability, environmental sustainability and political sustainability. The implementation of this project therefore, considered all these factors in its sustainability plan to ensure that benefits of the project impact the lives of the beneficiaries for a long time.

5.4.1 Community Sustainability

This project is considered sustainable due to the fact that it is a community-initiated project. It is a demand from the Makangarawe youth themselves as a result of participatory needs assessment conducted by the researcher in collaboration with the YCRC with the help of the Ward authority. It is the youth who opted for this project and the option is in line with YCRC goal, vision and mission of empowering vulnerable youth for sustainable life.

5.4.2 Technical Sustainability

YCRC was involved in each stage of the project to ensure knowledge acquisition among themselves as regard to project planning, implementation, monitoring and evaluation. In addition the YCRC was fully engaged in all training activities which assured them with capacity to deliver such entrepreneurial skills to other youth in demand. Some of the youth who attended training can also be peer trainers in some aspects. This implies that even in the absence of a facilitator (MCED student) YCRC is able to run such training programme.

5.4.3 Financial Sustainability

Based on the training given particularly on Resource mobilization and project financing, both YCRC and youth who were trained are now aware and capable of soliciting funds from various donors and funders from inside and outside the country. They are having the capacity to access financial assistance (Grants) from different agencies like UNICEF and others by developing good and sellable proposals. Youth Development Fund through youth SACCOS can be one of the sources of fund (start – up capital) for the newly established group. Temeke District Youth Officer has shown interest to continue supporting the new groups financially. TEIK which is an umbrella association of entrepreneurs in Temeke, Ilala and Kinondoni has also shown interest in supporting and working with the new group through soft loans (including MTEG).

Youth were always ready and promised to continue to contribute for their transport to attend training and meetings. This will therefore reduce cost from YCRC for running the programme.

5.4.5 Political Sustainability

Political sustainability occurs when there is regulatory framework and acceptance of the project by local policy makers and political authorities. Currently in Tanzania various government Macro and Micro policies are putting a lot of emphasis on enhancing economic growth, empowerment of people and employment creation. Policies like VISION 2025, MKUKUTAIL, NEP, NYDP, NEEP, SMEs policy, Trade policy and many others; has put a lot of emphasis on human capital development . Nevertheless, in his elector manifesto during election campaign, his Excellency the President of the United Republic of Tanzania promised that the government would ensure creation of 1.0 million new employment opportunities through various strategies including entrepreneurship skills training especially to the youth. In addition the establishment of the YDF and the JK Fund was the indication that youth empowerment endeavours are receiving a commendable political will.

5.4.5 Economic Sustainability

Members YCRC have been trained to train on project management skills. This has definitely increased their capacity in managing their resources efficiently and effectively. Above all, for economic sustainability of the project is intended that in future YCRC create local fund raising strategies to promote self-reliance spirit and avoid over-dependency. YCRC through its vocational training programme can as well re-invests some fund gained after selling some of the practical training commodities into other training programme.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATION

6.1 Introduction

This chapter provides the concluding remarks of the project by highlighting major issues observed in each part of this project report. The chapter also highlights on some recommendations on how to keep the project going and for further advancement of same in future.

6.2 Conclusions

From CNA findings, it has been revealed that in Makangarawe ward youth are facing a number of challenges which adversely affects their wellbeing and thus prohibit them from contributing to their own economic development, their community and nation as a whole.

Based on various data collection method used, the study revealed various challenges facing youth in the study area including unemployment, lack of capital, lack of entrepreneurship culture and skills, drug abuse, prostitution, lack of working areas and premises and issues related to globalization are the major challenges facing youth in that particular area. It was further revealed through different participatory methods that of all the problems identified, lack of entrepreneurship culture and skills is the most critical problem facing youth. Based on these results through participatory manner it was further decided that provision of entrepreneurship skills training was inevitable. It was hoped that entrepreneurship skills training would empower youth by changing their attitude and mind set, and gain capacity of accessing employment by establishing IGAs for self employment creation and

gaining income to sustain their living.

YCRC as a host organization was fully involved in the project implementation at all stages as a way of building its capacity in entrepreneurship skills training during the project and for future. All other key stakeholders were identified and assessed to clearly show the role of each of them in the project to keep the project running smoothly. Local leaders and government authorities at the Ward level, youth and the community as a whole were very positive about the project and therefore they cooperate positively in all stages of the project.

This experience shows that community projects will be successful implemented if that community is involved and participate in all stages of implementation starting from the identification of the problem, planning, implementation, monitoring and evaluation. Project implementation which mainly focused of skills training was successful done. Response of youth towards the training was quite so positive and one would agree that the most of intended objectives of the project were realized.

Based on monitoring and evaluation results training activities were done as planned. The evaluation results have shown a very big impact of the project on youth behavioural change and increased capacity in establishing IGAs. The skills acquired about project design and management and project write up skills will also enable the new group to properly manage their IGAs but also be able access funds from various sources including SACCOS, YDF, WDF and other Community and Commercial Banks.

The project which was scheduled to be implemented in one year was accomplished by almost 80 % only. This is because some of the intended activities could not be accomplished within planned period. These are especially those activities which needed some support or services from outside the host organization office or those which depended on other person's facilitation. In this project case some project output were not realized as planned. For example MTEG registration is still on process due to such circumstances.

Time and financial limitations were also experienced during project because there was no special fund set for this particular project and the student must have completed the study at the schedule period. However, despite all these limiting factors the project is likely to be sustainable because YCRC now has the capacity now to continue to train more youth entrepreneurs by using the same training manual. YCRC agreed to incorporate entrepreneurship in their training package therefore their training budget can accommodate it and the student will keep follow up to ensure that all activities are accomplished since she is residing and working in Dar es Salaam.

On the other hand, the established group and IAGs, the group members has committed themselves to contribute each of them 5,000/= as an entry fee and 10,000/= as monthly contribution which will be used as a startup capital, but can also act as savings to enable the group source loan from SACCOS, YDF and commercial banks. Otherwise the group also has a number of strategies for fund raising for sustainability of their IGAs.

Based on literature review, it has been noted that several theories and policies in most of the developing countries and Tanzania in particular have recognized the potential and contribution of youth in the economic development of nations. Being the largest group in number and energetic youth are considered as the engine for development therefore many nations are now putting youth group at the centre of development. In order to tap and utilize this potential to bring the expected changes in economic development, strategies for youth empowerment is very crucial to ensure that the youth are enabled and guided to utilize their energy in fruitful production. One of the key strategies is an entrepreneurial skill to enable youth to be creative and innovative in identifying and utilizing the available resources and opportunities for creation of self employment by establishing IGAs.

In order to achieve this, there must be favourable policies, political commitment as well as commitment of youth and the community at large to ensure introduction, implementation, expansion and sustainability of such project.

6.2 Recommendations

Based on this project, on Entrepreneurship skills training for youth employment creation which was implemented in Makangarawe ward, it is here recommended that:

A success of any community programme or project, depend on the level of participation and commitment of all stake holders. It is therefore very important to ensure maximum participation of all stakeholders at all stages of project implementation and decision making processes. People need to identify their problems and solutions for their problems. Hence participatory need assessment

should be conducted in the community before introducing any project in order to come up with the right people's preference.

In any community focused research, in order for the researcher to come up with clear and concrete results, various participatory methods and techniques must be applied in data and information collection. Although it is time consuming but it will ensure validity and reliability of the information obtained from the field. Before implementing any project one has to assess and know exactly the requirement for the project and how to solicit those resources in order to avoid frustration during the implementation process. These include financial, physical and even human resources. Time frame for the project should be set and managed during implementation to ensure end results within the set time. Financial regulations must be transparent to all stakeholders and should be maintained.

Monitoring of the project implementation should be carried throughout the project life and in a participatory manner in order for all stakeholders to be informed of the progress of the project, and assist in decision making incase any change is required at any stage. As for Makangarawe ward, more youth still need training and other assistance to enable them establishes and run their IGAs efficiently. A very close supervision and monitoring by the ward and District authorities is required to make sure that the already started youth IGAs are maintained at a very high standard so that other youth can be inspired and decide to establish their own groups and IGAs. In so doing the rate of unemployment among youth will decrease to a large extent on one hand, but on the other hand the income status of youth and their families will change, hence improved living standard.

In this regard to solve the problems facing youth entrepreneurs, productive roles of youth must be recognized and enhanced. The government and the society at large should address the question of institutional limitations that undermine the role and contribution of youth to the national economy. As producers, youth should be guaranteed access to productive resources, including land ownership rights; credits, project management and business skills, markets, relevant business and markets information. This should remain to be a challenge to the government and all other stake holders.

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APPENDICES

Appendix i: Letter of request for the project Host organization (YCRC)

Venerose D. Mtenga,
P.O. Box 8031,
DAR ES SALAAM.
13 April 2012
COORDINATOR,
YCRC,
Box 24271
DAR ES SALAAM.

Dear Sir,

RE: FIELD ATTACHMENT TO YOUR ORGANIZATION

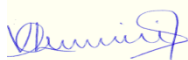
Please refer to the above subject matter.

I am a Post graduate Student at the Open University of Tanzania (OUT) undertaking a Masters degree in Community Economic Development programme.

One of the criteria to complete this programme is to conduct a field work with a community organization. During this period I am supposed to collaborate with the organization to conduct a participatory need assessment of a community where the organization is located and develop a specific project which will assist that community to solve the identified need.

I have the honour to submit my application to your organization for this particular assignment hoping that my request will receive your favourable response.

Yours sincerely,



V. Mtenga

Appendix ii



P.O.BOX 24271

DAR-ES SALAAM

18th April 2012

REF: YCRC/03/24

VENEROSE MTENGA,
MIN. OF INFORMATION, YOUTH, CULTURE

AND SPORTS,

P.O.BOX 8031.

DAR ES SALAAM.

REF: YOUR REQUEST FOR FIELD PLACEMENT IN OUR ORGANIZATION

Please refer to the above subject matter and your letter date on 13th April on the same issue

I am glad to inform you that your request has been accepted. We welcome you to work with our organization and we promise you high degree of cooperation.

It's our hope that our organization will also gain so new developments from your studies, experience and knowledge you have.

Looking forward to working with you soon.

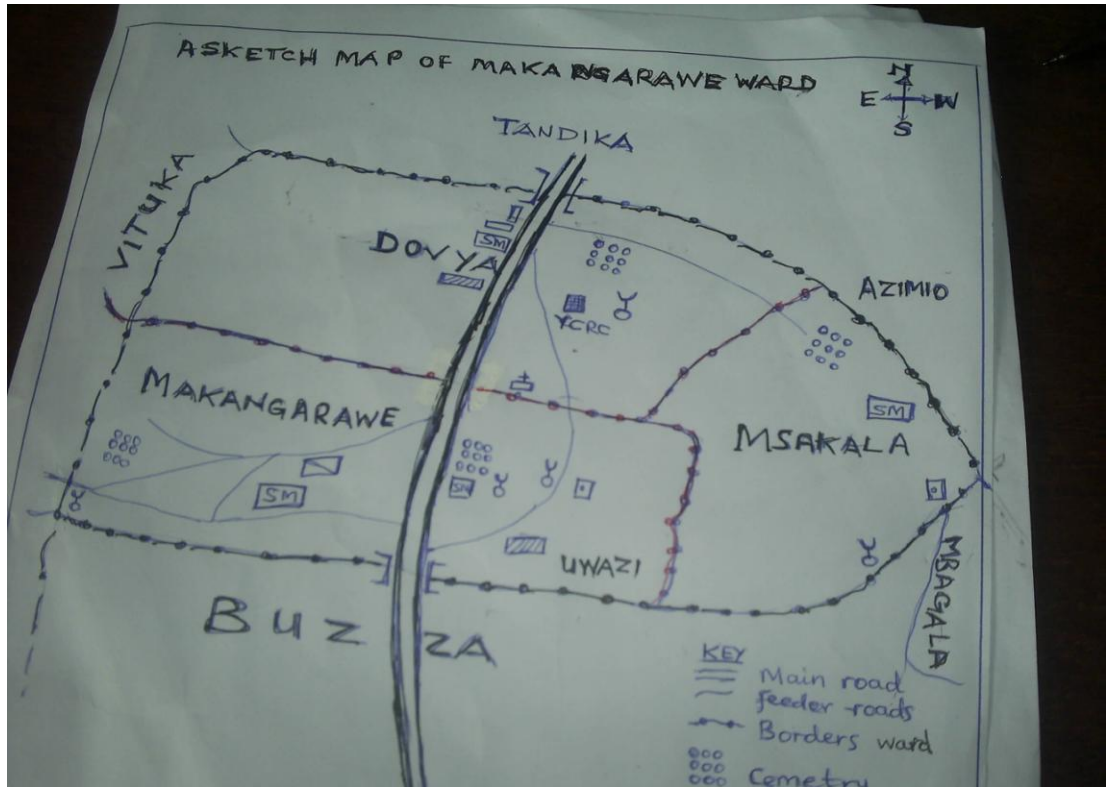


Emmanuel Masola

CHAIR PERSON

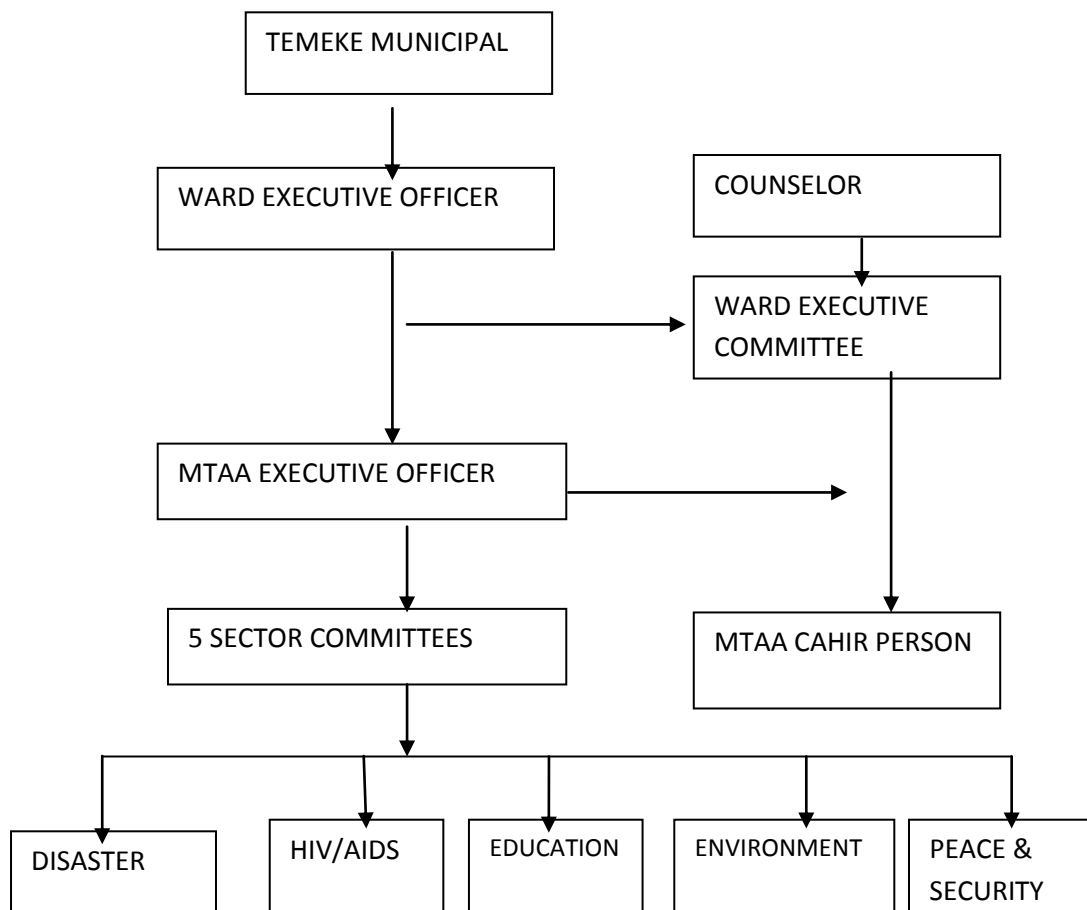
Appendix iii

A sketch map of Makangarawe ward



Source: Makangarawe ward Office (2012)

Appendix iv: Administrative and Organizational Structure of Mangarawe Ward.



Source: Ward Executive Office (2012)

Appendix v: Questionnaire**OPEN UNIVERSITY OF TANZANIA****COMMUNITY NEEDS ASSESSMENT FOR YOUTH IN MAKANGARAWA
WARD TEMEKE DISTRICT IN DARES SALAAM**Instructions

Do not write your name.

The information given will be confidential and used for the purpose of this study only

put a tick (V) on the appropriate answer

1. Your age (a) 15 – 20 years () (b) 21-30 () (c) 31-35 () (d) Above 35 ()
2. Your educational level (a) primary school () (b) Secondary School () (c) University () (d) I haven't being to school ()
3. What is your responsibilities in this community (a) Community worker () (b) Ward executive Officer () (c) NGO leader () (D) youth () Others
4. Sex (a) Male () (b) Female ()
5. Marital status

Married ()

Single ()

Divorced ()

Widow
6. Where do you live? (a) In the family () (b) Independent () (c) With friends ()
7. What is your source of income? i) Employed () ii) Self employed () iii) jobless ()

b) If you are self employed , what type of activity you are engaged in?
8. Do you think youth in this area are facing any problem?

i) yes () ii) No ()

If the answer is yes, what is the key problem facing youth in this area?

Lack of employment () ii) Lack of capital () iii) Lack of entrepreneurship skills () iv) Drug and substances use () v) HIV/AIDS

Mention any other reasons

9) Mention options which you think can be the best solutions to these problems.

(i).....

.....

(ii).....

10) Mention opportunities that are available in this ward that can be used to empower young people

i).....

ii).....

Appendix vi: Interview Guide Check List Questions For Key Informants

Name of Ward..... Street.....

Name of the informant.....

Position of the informant.....

How many youth residing in your Ward?.....Street?.....

What are the main activities done by youth in your ward/ Street?

Are there any economic activities done by youth in this area?

Where do young people conduct the above mentioned activities?

What do you think are the key problems facing young people in Makangarawe ward?

What is your comment about youth participation to the following:

Decision making process in the ward

Community development work/ activities in the ward

Are there any plans for youth empowerment / development in this ward?

Are there any opportunities for youth empowerment in this ward?

Has your office ever given any support to strengthen youth development initiatives?

If the answer is yes, what kind of support has been given?

To what extent do young people are involved in decision-making concerning their development issues/activities?

Are there any organs or structures of decision making in which young people are involved.

What are your recommendations for the improvement of youth involvement in decision making processes in this ward?

What do you think are the solutions to the key problem facing youth in this ward mentioned above?

What do you think is the role of government on youth empowerment in Makangarawe ward level?

Appendix vii: Pictures captured from the study area witnessing the environmental pollution



A pile of garbage as sighted by the researcher

Appendix viii: Training Manual

TRAINING MANUAL ON “ENTREPRENEURSHIP DEVELOPMENT”

1.0 INTRODUCTION:

Lack of knowledge and skills is often cited as one of the most barriers to development of the small business sector in Tanzania. However, apart from this fact it is increasingly realized that knowledge and skills alone do not lead to success in business or even higher rates of business start – ups. Individuals’ attitudes and behaviours, which are underlined by motivation values, play a very critical role in business start up and performance (UDEEC 2012). But the attitudes and behaviours vary from one person to another. Therefore, in order to nurture an enterprising society which is very important aspect in realization of strong economy, these two attributes must be inculcated among individuals within that particular society. .

2.0 OBJECTIVE

This course is aiming at imparting knowledge, Skills and change attitude of the participants to become potential entrepreneurs and enhance their abilities in establishing and running income generating projects in Makangarawe ward.

Specifically this manual is intending to meet the following objectives:

Raise awareness and Change mind set and attitude of youth towards formal employment.

Provide opportunities for participants to discover their personal potentials on self employment creation.

Develop skills required for effectively identify, develop and manage economic ventures/ enterprises.

Develop capacity of the participants on identification and access to various opportunities available for business development.

RELEVANCE OF THE TRAINING

It is expected that at the end of the training participants achieve the following:

Gain knowledge and skills for identification, establishment and running of viable business/ Income generating activities.

Gain skills on business management

Increased creativity and innovative behavior among participants

Enable youth to be financially sound and economically stable.

Reduce income poverty among youth and the entire community of Makangarawe.

TARGETED TRAINEES

This manual is basically designed to train youth at Makangarawe Ward on entrepreneurship skills in order to change their mind set and attitude towards self employment by establishing Income Generating Activities IGAs.

TRAINING DELIVERY METHODS

Training delivery methodology will include lectures, brainstorming, group work and role play.

PRESENTATION TECHNIQUES

Lectures will be presented by using Power point, while the group works will be presented by using flip charts and role plays. After each training session participants will be given hand outs for further reference.

TRAINING FACILITIES

Training facilities required for this training will include White board, marker pens, Power point projector, lap top, Flipchart stand, flipcharts, marker pens and note books.

8.0 COURSE CONTENTS

8.1 Introduction:

This session will concentrate on definition of concepts including:

Entrepreneurship, Who is an Entrepreneur? And Different between Entrepreneur and businessman.

8.2 Basic Qualities of entrepreneurship

This session will describe eight qualities of a good entrepreneur including the following:

Innovation and Creativity, Confidence, Diligence, Courageousness, Proper utilization of available business opportunities, Market and Marketing opportunities, Desire for increase and sustainable growth of an entrepreneur and Search for relevant information

The roles of an entrepreneur on Business Development

This session will describe eight important features of sustainable business development. This will cover such aspects as Relationship between an entrepreneur and his/her costumers, Business promotion, Pricing and marketing and Business Record and book keeping.

8.4 Challenges of entrepreneurship

This session will identify challenges facing entrepreneurship development in Tanzania and specifically youth entrepreneurs. These will include lack of investment capital, Entrepreneurial skills and culture, lack of working premises and land ownership, lack of business managerial skills and business development services, unaffordable conditions posed by micro- credit and financing institution. Other challenges are lack of markets and marketing information and ability of entrepreneurs to change with market situations.

9.0 COURSE ASSESSMENT

The course will be assessed through Group works 50%

Final course evaluation where participants will be asked to indicate whether they are satisfied with the training or not 50%

Suggested readings:

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Kissui, S.K (2013) *Kanuni muhimu ya Kuendesha shughuli ya Kuzalisha Mali*, Prosper Printing Company P.P.C, dar Es Salaam, Tanzania.

TRAINING MANUAL ON PROJECT PLANNING AND MANAGEMENT

TRAINING OBJECTIVES

The main objective of this course is to empower young people and enhance their capacity to be creative and innovative in planning, designing, and managing their income generating projects/ activities at individual, group and community level.

Specifically the manual is intending to meet the following objectives:

Develop a basic understanding on designing community based projects;

Build capacity of youth in the use of Community Needs Assessment (CNA) tool in identifying viable community economic projects.

Build familiarity with the project cycle and project management among youth

Develop a basic understanding of project planning

Develop understanding among youth on the importance of participatory monitoring and evaluation of the economic projects.

Impart Knowledge and skills on fundraising techniques

Impart knowledge and skills on project proposal writing among youth.

RELEVANCE OF THE TRAINING

It is expected that at the end of the training participants achieve the following:

Acquire fundamental competency that will enable them to apply CNA to identify viable business ventures for employment creation of the owners and even create jobs for others.

Enable participants to design and plan their own projects and utilize project management techniques to manage their own projects and that of their communities'

Participants will be able to develop a participatory monitoring and evaluation systems for their projects.

Acquire skills for writing good project proposal.

Acquire skills and knowledge for fund raising techniques.

TARGETED TRAINEES

This manual is designed to train young people (Boys and Girls) at Makangarawe Ward to be able to engage in income generating activities/ projects and all those with desire to establish and run their own business.

TRAINING DELIVERY METHODS

Training delivery will employ three different methods namely lectures, Group work discussions and brainstorming.

PRESENTATION TECHNIQUES

Lectures will be presented by using Power point, while the group works will be presented by using flip charts. After each training session participants will be given hand outs for further reference.

TRAINING FACILITIES

Training facilities required for this training will include White board, marker pens, Power point projector, lap top, Flipchart stand, flipcharts, marker pens and note books.

COURSE CONTENT:

The course shall consist of five major sessions each of which will be conducted for eight (7) hours daily starting from 8.00 AM to 5.00 PM. Each session will cover various aspects as illustrated below:

Project Identification

In this session students are introduced to various definitions of project by different scholars. It will also offer different types of projects (commercial or social) and how to identify community projects by using different tools/ approaches including community needs assessment (CNA), participatory methods used in conducting CNA and how to link CNA with the community project. Through this lecture

participants will be able to understand the relationship between economic projects and economic development.

Project Formulation

This session will equip participants with skills on how to design the project. They will learn how to formulate development and specific objectives, project outputs of the project as well as identifying activities which will lead to the achievement of the intended objectives. The participants will be able also to identify important inputs and other resources required to implement the project and be able to project budget for each activity of the project. Not only that but also be able to identify all key stakeholder and their roles in the project.

Project Implementation

In this session participants will understand what is involved in the actual stage of project implementation, how to formulate an action plan, the administration of the project in general and responsibility of each of the project team member and all other key stakeholders.

Project monitoring and evaluation

In this session the participants will understand the essence of project monitoring, how to identify project monitoring indicators and developing a project monitoring system. They will know types of evaluation, evaluation techniques and how to conduct project evaluation (participatory evaluation) and to make project sustainable.

Project proposal writing

This session will training the participants on how to write a good project proposal for fund raising. Participants will be exposed to different models and formats for project proposals writing.

Fundraising for Community Economic projects

This session will answer the following questions. Why do we need to do fundraising for our projects? What are methods and techniques of doing fundraising? What are the Challenges encountered by our communities in fundraising. This session will also identify various possible project funders.

TRAINING MANUAL ON YOUTH ECONOMIC GROUPS (YEGs) LEGAL REGISTRATION

TRAINING OBJECTIVES

The main objective of this course is to equip youth with knowledge on how to formalize their economic groups.

Specifically this manual is intended to meet the following objectives:

Develop a basic understanding on how to formulate cohesive and dynamic Youth Economic Group;

Build capacity of Youth Economic Groups (YEGs) on the importance of forming a Youth of viable economic projects.

To impart knowledge of the procedures to be followed in registration of Youth Group/ Organization.

Develop a basic understanding of organizational/ Group Management.

Expose youth to various Laws which can be applied in registering YEGs/ organization.

RELEVANCE OF THE TRAINING

It is expected that at the end of the training participants achieve the following:

Gain knowledge on youth groups dynamics.

Capable of differentiating between Economic groups and other social groups.

Youth become aware of various existing legal frameworks and procedures applicable for registering their group based on the functions of the group.

Enable participants to establish, register and efficiently manage their own groups with a very minimum supervision.

TARGETED TRAINEES

This manual is basically designed to train youth at Makangarawe Ward on how to formulate, Establish and register Economic groups/ projects.

TRAINING DELIVERY METHODS

Training delivery will employ three different methods namely lecture, brainstorming and group work.

PRESENTATION TECHNIQUES

Lectures will be presented by using Power point, while the group works will be presented by using flip charts and role plays After each training session participants will be given hand outs for further reference.

TRAINING FACILITIES

Training facilities required for this training will include White board, marker pens, Power point projector, lap top, Flipchart stand, flipcharts, marker pens and note books.

COURSE CONTENT:

The course shall consist of five major sessions. Each session will be covered in three hours for five days starting from 9.00 am to 12.00 noon. Various aspects will be covered in each session as follows:

Introduction to Youth Economic Groups (YEGS) Programme

In this session participants will be introduced to different types of groups existing in any community, various laws and legislation governing the formation and formalization of various organizations/ entities. It will also describe the role of Youth Economic Groups on youth economic empowerment and the importance registering youth groups and projects/organizations.

Development of Youth Group Constitution:

This session will concentrate on imparting youth with skills and knowledge of formulating their constitution which will guide implementation of their activities in

their group. This session will guide the group on how to manage their group, and day to day activities. It will also assist the group to nominate good and accountable leadership, board and other relevant committees for the purpose of strengthening accountability of each person / member of the group. Constitution will clearly specify functions of the group, Leadership, management, financing of the group, Fees, contributions and other relevant issues pertaining to development and sustainability of the group.

Registration procedures

This session will equip participants with knowledge on the applicability of each law related to community groups/ organizations registration including Cooperative Society Ordinance, Agencies, faith Based, Community Based and Non Governmental Organizations Ordinances. The participants will also be exposed to the key institutions responsible for registration of the community organizations/ groups based on type of the governing laws/ legislation such as BRELLA, Ministry of Home Affairs, Ministry of Community Development Children and Women Affairs. In addition this session will impart skills on how to develop constitutions and the operational legislations for organization/ groups. Participants will be introduced to the procedure to follow and requirements to be fulfilled for their groups to be registered.

Challenges facing youth group registration

This session will describe and elaborate various challenges which can arise in registering Youth Groups or organization, including poor leadership, lack of expertise and experience, lack of involvement and participation of youth and other stakeholders.

Support Services available for youth Development.

This session will introduce youth with all support services available at their localities from Ward, District regional and Ministerial levels. It will introduce them to the key persons responsible for supervision, monitoring and Evaluation of Youth development activities, Available services including training, Youth Development Fund and how to access it. It will also introduce and link youth with other development partners and systems available for youth development issues.

Evaluation:

At the end of the session participants will be tasked to form a group of five people, think of any economic group name and write a simple constitution. Then the group also explain step by step the procedure they will undergo to register their group.

TRAINING MANUAL ON “LIFE SKILLS EDUCATION AS A TOOL FOR YOUTH EMPOWERMENT, ATTITUDE AND MIND-SET CHANGE”

Introduction:

Life skills is the ability for adaptive of positive behavior that enables an individual to deal with the demand and challenges of day to day life.

OBJECTIVE

This course is aiming at enabling youth to acquire basic skills on self awareness and ability to make rational decisions on issues that have significant effect on their general well being and their welfare in general.

Specifically this manual is intending to meet the following objectives:

Develop a basic understanding on where, when and how to apply life skills on day to day life;

Raise awareness of youth on life skills perceptions and Build capacity of youth to be able to cope with stress and emotions.

To empower youth who would otherwise become peer educators on life skills in future.

Self awareness raising among youth on issues related to their health and responsibilities as the citizen of Tanzania..

Expose youth to various categories of life skills and how they can be applied in different situations.

RELEVANCE OF THE TRAINING

It is expected that at the end of the training participants will achieve the following:

Be able to cope with emotions in different situations.

Able to take precaution of circumstances and situations which might be harmful to their life.

Be able to apply different skills to make proper decision when subjected to dangerous situations.

TARGETED TRAINEES

This manual is basically designed to train youth at Makangarawe Ward on life skills.

TRAINING DELIVERY METHODS

Training delivery will employ four different methods namely lecture, brainstorming, group work and role play.

PRESENTATION TECHNIQUES

Lectures will be presented by using Power point, while the group works will be presented by using flip charts and role plays. After each training session participants will be given hand outs for further reference.

TRAINING FACILITIES

Training facilities required for this training will include White board, marker pens, Power point projector, lap top, Flipchart stand, flipcharts, marker pens, cellotapes and note books.

8.0 COURSE CONTENTS:

8.1 Definition of concepts

This session will define the concepts of life skills. It will provide participants with various definitions given by different scholars and institutions including World Health Organization, UNICEF, UNFPA Ministry of Health and Social Welfare. It will also explain the rationale for studying life skills. This session will explain why youth should have comprehensive skills to make concrete decisions when deal with or subjected to certain situations in their life.

Categories of life skills

This session will deal elaborate on three main categories of life skills which are Life skills for self-awareness, Life skills for thinking and Life skills for personal relationship. It will further describe fundamental types of skills in each category and try to demonstrate how they can be applied in a real situation. This session will describe each type of life skill including Self awareness, Empathy, Coping with stress, effective communication, problem solving, Decision making, critical thinking and creative thinking skills.

Importance of life skills

This session will explain to the participants as to why they must be knowledgeable to the life skills. Life skills help young people to find the answers for the three most important questions that they need to ask themselves:

Who am I?, Where do I want to go in life? and how will I get there?

By having the answers for these three questions a young person must be proud to have acquired a very important attribute towards a healthy living life.

8.4 Linking life skills with other disciplines

This session will illustrate how life skills can be linked or complement other disciplines' education. Since life skills is a cross-cutting issue, it requires young people to understand in depth how does this education can be integrated with various sectors include education, health, agriculture and entrepreneurship to mention the few which all of them have a significant role to play on youth development. For example, one cannot teach a young person about Reproductive Health without giving him/her skills on how to deal with issues of early pregnancy, Sexually transmitted Diseases and/or HIV/AIDS. Therefore life skills and reproductive health complement each other. A good entrepreneur must know how to spend his/ her income profitably, and this is part of lifeskills. Generally life skills education is vital important education for the change of mindset and attitude and youth empowerment as well.

Appendix ix: Time Table for Managarawe Youth Training

**AWARENESS RAISING SEMINAR 06/10/2012 AT ABIOLA SOCIAL HALL
MAKANGARAWE**

TIME	ACTIVITY	RESPONSIBLE PERSON
8.30 – 9.00	Arrival and Registration of participants	MCED student and WCDO
9.00 – 9.10	Introduction	WCDO
9.10 – 9.15	Welcome note	MCED Student
9.15 – 9.30	Official opening	WEO
9.30 – 10.30	Paper on “Strategic thinking and Youth mind –set change”	Dr. Kissui S. K,
<i>10.30 - 11.00</i>	<i>HEALTH BREAK</i>	<i>All</i>
11.30 – 12.15	Paper on “The Role of entrepreneurship on Youth Employment in Tanzania”	Dr. Kissui S.K.
12.15 – 12.40	Youth Empowerment programmes	DYDO
12.40 – 13.30	Plenary Discussion	MCED Student
<i>13.0</i>	<i>END</i>	<i>All Participants</i>

ENTREPRENEURSHIP SKILL TRAINING FOR MAKANGARAWA YOUTH
FROM TO 23 - 27 /10/2012 AT ABIOLA SOCIAL HALL MAKANGARAWA

DATE	TIME	ACTIVITY	RESPONSIBLE PERSON
	8.30 – 9.00	Arrival and Registration of participants	MCED student /YCRC
	9.00 – 10.30	ENTREPRENEURSHIP Introduction Concepts of entrepreneurship Qualities of a good entrepreneur	MCED Student
	10.30 – 10.50	HEALTH BREAK	ALL
	10.50 - 12.30	Role of entrepreneurship on business development Challenges of entrepreneurship	MCED Student
	12.30 – 13.30	Plenary Discussion	MCED Student
	13.30	<i>END</i>	<i>All Participants</i>
<i>DAY TWO</i>	8.30 – 9.00	Arrival and Registration of participants	MCED student / YCRC
	9.00 – 10.30	Project design and Management Definition of Concepts Participatory Community Needs Assessment Identifying a project Project planning	Researcher
	10.30 –	HEALTH BREAK	ALL

DATE	TIME	ACTIVITY	RESPONSIBLE PERSON
	11.00		
	11.00 – 12.00	Project Implementation Monitoring and evaluation Project Proposal writing Fund Raising for a community project	Researcher
	12.00 – 12.30	Group Work	Participants
	<i>12.00- 13.00</i>	Group work presentations	Groups
	<i>13. 00</i>	<i>END</i>	<i>All Participants</i>
<i>DAY THREE</i>		<i>LIFE SKILLS</i>	
	8.30 9.00	Arrival and registration	Resercher
	9.00 – 10.30	<i>Definition of concepts</i> <i>Role Play</i>	<i>Mrs. Margreth</i>
		<i>Categories of life-kills</i>	
	10.30 – 11.00	HEALTH BREAK	ALL
	11.00 – 12.00	<i>Importance of life-skills</i>	<i>Mrs. Margreth (YCRC)</i>
	12.00 – 13..00	<i>Relationship of between life skills and other disciplines</i>	
	13.00	<i>END</i>	<i>All</i>
<i>DAY FOUR</i>	8.30 9.00	Arrival and registration	MCED Student

DATE	TIME	ACTIVITY	RESPONSIBLE PERSON
	9.00 – 10.30	GROUP FORMATION AND REGISTRATION PROCEDURES <i>Introduction to Youth Economic Group Programme</i> <i>Formulating YEG constitution</i> <i>YEG Registration procedures</i>	<i>Emmanuel Massola(YCRC)</i>
	10.30 – 11.00	<i>HEALTH BREAK</i>	<i>All</i>
	11.00 – 12.00	<i>Challenges of YEGs registration</i>	<i>Emmanuel Masola</i>
	12.00 – 13.00	<i>Youth Development Programmes</i> <i>Support programmes / services available for youth development</i>	<i>DYDO (Temeke)</i>
	13.00 -	<i>END</i>	
<i>DAY FIVE</i>	8.30 - 9.00	<i>Arrival and Registration of Participants</i>	<i>Researcher</i>
	9.00 12.30	<i>1st meeting with MTEG at YCRC</i>	<i>Researcher/ Participants</i>
	12.30	<i>END</i>	

Appendix x: MTEG Constitution



KATIBA YA MAKANGARAWE TUMAINI ECONOMIC GROUP

UTANGULIZI:

Katika kukabiliana na matatizo mbalimbali ya kimaisha kwenye mazingira yanayotuzunguka, wakazi katika sehemu ya Yombo Makangarawe ambao ni Wajasiriamali wadogo wadogo, tumeamua kuanzisha kikundi cha Makangarawe Tumaini Economic Group (MTEG) ambacho kitasaidia kutatua baadhi ya matatizo yanayotukabili hasa katika nyanja za Kiuchumi na Kijamii.

Makangarawe Tumaini Economic Group (MTEG) ni Kikundi cha muunganiko wa vijana waliopata semina na mafunzo bora ya ujasiriamali chini ya wataalamu kutoka Wizara ya Habari Vijana Utamaduni na Michezo.

Kwa kifupi MTEG tuko chini ya Wizara tajwa hapo juu na ndio walezi wetu. MTEG kama Wajasiriamali kwa hiari yetu wenyewe na kwa kuzingatia ushauri tuliopata kutoka kwa Wataalamu hao tumeamua kuunganisha nguvu zetu kwa pamoja ili kufanikisha lengo la kuwa na Kikundi chetu kidogo kinachojihusisha na masuala ya Ujasiriamali kwa kuzalisha bidhaa mbalimbali na kuziua kama njia ya kujiajiri na kujiongezea kipato.

Tumeamua kuunganisha nguvu zetu kwa pamoja na kuanzisha kikundi hiki cha MTEG kwa kutambua kwamba:-

Wanakikundi wengi tunakabiliwa na changamoto mbalimbali za kimaisha ikiwemo ukosefu wa ajira na kipato, ugumu wa kujikimu kimaisha na gharama za maisha kwa ujumla.

Kwa kukaa pamoja tunaweza kupewa elimu ya ujasiriamali kama kikundi na tunaweza kushauriana na kupeana mbinu mbalimbali za kujiinua kiuchumi na kuboresha maisha yetu.

Kuwa na nguvu za pamoja itatuwezesha kufanya kazi za jamii na kiuchumi kwa kujitegemea.

SURA YA KWANZA:

JINA LA KIKUNDI: MAKANGARAWE TUMAINI ECONOMIC GROUP
(MTEG)

ANUANI YA KIKUNDI

S.L.P 72425

DAR ES SALAAM .

Ili mradi ijulikane kwamba uongozi unaweza kubadilisha anwani wakati wowote kulingana na mahitaji ya wanakikundi.

MAKAO MAKUU: YOMBO MAKANGARAWE - WILAYA YA TEMEKE,
DAR ES SALAAM

Ili mradi ijulikane kwamba makao makuu yanaweza kuhamishwa wakati wowote ikionekana kufanya hivyo ni kwa maslahi ya kikundi.

DIRA: Kuleta maendeleo endelevu kwa Kikundi na kila mwanakikundi pamoja na jamii inayotuzunguka, kiuchumi, kielimu na kiafya.

1.5 DHIMA: Kusaidiana kutatua matatizo mbalimbali ya kiuchumi na kijamii katika ya kikundi.

SURA YA PILI

2.1 MADHUMUNI

Kubuni na kuanzisha miradi mbalimbali kwa ajili ya maendeleo ya kikundi.

Kuwaelimisha wanakikundi kwa njia za semina, makongamano, ili waweze kuendesha miradi yao binafsi na ya kikundi .

Kujenga uwezo wa kipato katika kikundi ili kukopeshana.

Kujihusisha katika kukabiliana na matatizo mbalimbali yanayowakabili wanakikundi na Jamii inayotuzunguka kwa lengo la kutupunguzia makali ya matatizo yetu.

Kutafuta wafadhili au mikopo kwa ajili ya maendeleo ya kikundi.

Kusaidiana katika utunzaji wa mazingira.

Kusaidiana kwa hali na mali katika shida na raha kwa kuzingatia uwezo wa kikundi.

MAPATO

Mapato ya kikundi yatatokana na njia zifuatazo:-

Viingilio vya wanachama

Ada ya kila mwezi toka kwa wanachama cha shs 5000/-

Michango mbalimbali kutoka kwa wanachama

Faini kutoka kwa wanachama kwa sababu ya kuvunja taratibu zilizofanuliwa kwenye Katiba.

Misaada kutoka kwa wafadhili mbalimbali.

Mikopo kutoka kwa watu binafsi au vyombo mbalimbali vya fedha.

Miradi mbalimbali ambayo itatekelezwa na kikundi.

UTUNZAJI WA FEDHA

Mapato yote ya kikundi yatahifadhiwa Benki itakayokubalika na wanakikundi.

Watia saini kwenye masuala ya Benki watakuwa:-

Mwenyekiti, na katibu(Kundi A)

Mjumbe wawil watakaopendekezwa toka Kamati Tendaji (Kundi B)

Fedha zitatolewa Benki kwa saini moja kutoka kundi A na saini ya mjumbe kutoka kundi B baada ya kuidhinishwa na mamlaka husika.

Kumbukumbu za fedha zitatumizwa na mweka hazina kama ilivyoamuliwa na kanuni za fedha.

3.0 SURA YA TATU

3.1 UANACHAMA

SIFA ZA MWANAKIKUNDI

Awe Raia wa Tanzania mwenye umri wa miaka 15 na kuendelea.

Awe na akili timamu

Awe tayari kutimiza masharti yote ya kikundi

Awe ni muelewa na anayeweza kuchambua mambo kwa umakini

Awe mwaminifu na mwenye ushirikiano mzuri na wanakikundi

WAJIBU WA MWANAKIKUNDI

Kulipa kiingilio cha uanachama cha shs. 5,000/=

Kulipa ada ya kila mwezi

Kuhudhuria vikao vyote bila kukosa wakati uliopangwa labda awe na sababu za msingi ambazo atazitolea taarifa mapema.

Kushiriki kikamilifu katika kazi, shughuli au matukio yoyote yanayotokea ndani ya kikundi na jamii inayokizunguka kikundi.

HAKI ZA MWANACHAMA

Wanachama wote watakuwa na haki sawa bila ubaguzi wowote.

Kila mwanachama ana haki ya kuchagua au kuchaguliwa kuwa kiongozi katika ngazi yoyote.

Mwanakikundi / Mwanachama akiuguliwa na Mke, Mume, Watoto wasiozidi 4, Baba, Mama Mzazi, akilazwa zaidi ya siku tatu (3) atachangiwa na kila mwanakikundi sh.2,000/=. Kama kutakuwa na mahitaji zaidi ya msaada kwa kuzingatia hali ya mgonjwa, Mwenyekiti ataitisha kikao cha Kamati tendaji kutafuta suluhisho.

Mwanachama akifiwa na watajwa hapo juu atafarijiwa na kikundi kwa kuchangiwa shs. 5,000/= na kila mwanakikundi.

Mwanachama akifariki wafiwa watapewa 80% ya michango yake, mchango wa 5,000/= toka kwa kila mwankikundi na 20% itabakia kwenye kikundi. Iwapo familia itapenda kuendeleza uanachama itabidi ombi hili lijadiliwe na wanakikundi.

Mwanachama akihama kama hajawahi kupata matatizo atapewa 60% ya michango yake na 40% itabaki kwenye kikundi.

Mwanachama akijiuzulu kwa hiyari yake mwenyewe atalipwa 60%.

Mwanachama akichelewa kwenye kikao atalipishwa faini ya shs. 1,000/=, iwapo hatofika kabisa bila sababu za msingi kwenye kikao atalipishwa faini ya shs. 2,000/=

Mwanachama asipowajibika ndani ya kikundi ataonywa kwa mdomo mara mbili; akirudia tena makosa ataonywa kwa maandishi, akirudia kutenda makosa atafukuzwa uanachama na kupoteza haki zake zote.

UKOMO WA UANACHAMA

Mwanachama atapoteza uanachama kwenye kikundi endapo:-

Atafariki dunia.

Atajiuzulu kwa hiari yake.

Atakiuka katiba ya kikundi kwa sababu zake binafsi.

Kutohudhuria kikao mara tatu mfululizo

Kutowajibika kulipa ada / michango kama ilivyofafanuliwa kwenye Katiba ya kikundi.

vi) Kutoshoriki katika kazi/ Miradi ya kikundi bila sababu

DAFTARI LA WANACHAMA

Kikundi kitakuwa na daftari la wanachama kwa ajili ya taarifa zifuatazo:-

Jina kamili la Mwanachama

Jina la mke / mume (kama ameolewa au ameo)

Anwani ya makazi ya mwanachama

Majina ya watoto wa kuzaliwa na mwanakikundi. (Kama anao)

Majina ya wazazi wa mwanakikundi

Sehemu anayotoka mwanachama/ mwanakikundi.

4.0 SURA YA NNE

4.1 UONGOZI

Kikundi hiki kitakuwa na viongozi wafuatao ambao watachaguliwa na wanachama kwenye mkutano mkuu.

Mwenyekiti

Makamu Mwenyekiti

Katibu

Katibu Msaidizi

Mweka Hazina.

4.2 KAZI NA MAJUKUMU YA VIONGOZI

4.2.1 Mwenyekiti

Ataongoza vikao vyote vya kikundi

Atakuwa msemaji mkuu wa kikundi

Atatakiwa kulinda katiba ya kikundi

Atasimamia na kuhakikisha kuwa shughuli zote za kikundi

zinaendeshwa kwa mujibu wa katiba na mpango wa kazi wa kikundi

Ataidhinisha malipo yote ya kikundi

Atakuwa mmoja wa watia saina katika shughuli za Benki.

Atakuwa na uamuzi wa mwisho kwenye uchaguzi kama kura zitalingana.

4.2.2 Makamu Mwenyekiti

Atamsaidia Mwenyekiti kuongoza kikundi

Atakaimu nafasi ya Mwenyekiti wakati akiwa na dharura.

4.2.3 Katibu

Ni mtendaji mkuu wa kikundi

Ataitisha na kuandaa vikao vya kikundi

Atatunza kumbukumbu zote za kikundi

Ataandaa mihitasari ya vikao vyote.

Atatayarisha taarifa ya mwaka na kuiwasilisha kwenye mkutano mkuu wa mwaka.

Atapokea agenda kutoka kwa wanakikundi ambazo zitawasilishwa kwenye vikao vya kikundi.

Atatunza daftari na fomu za kumbukumbu za wanakikundi.

4.2.4 Katibu Msaidizi

Atakaimu nafasi ya katibu wa kikundi wakati hayupo.

Atamsaidia kazi katibu kama atakavyopangiwa.

4.2.5 Mweka Hazina

Atapokea fedha na michango yote na kutoa stakabadhi kwa mlipaji kulingana na kiwango alichotoa.

Atatunza kumbukumbu zote za mapato na matumizi na kutoa taarifa pale inapohitajika.

Atapeleka fedha Benki.

Atatayarisha na kutoa taarifa ya fedha kila robo mwaka au wakati wowote inapohitajika na wanakikundi.

Atapeleka fedha Benki ndani ya siku saba (7) tangu zikusanywe

Malipo yote ya fedha za kikundi yataandikwa kwenye hati maalumu ya malipo na kuidhinishwa na Mwenyekiti, au Makamu Mwenyekiti au Katibu wa kikundi kama mwenyekiti hayupo.

Mweka hazina atapokea michango ya mwezi kutoka kwa mwanachama baada ya kukata madeni anayodaiwa mwanachama na kikundi.

Mweka hazina atatunza kiasi cha Shs. 50,000/=taslimu kwa matumizi ya dharura.

4.3 UKOMO WA UONGOZI

Viongozi watakuwa madarakani kwa muda wa miaka mitatu. Vilevile wanaweza tena kuchaguliwa kwa kipindi kingine kama wanakikundi wataamua.

Hata hivyo kiongozi anaweza kutoka madarakani kwa:

Kufariki dunia

Kujiuzulu

Kuhama nje ya mkoa wa Dar es Salaam

Kufukuzwa kwa makosa ya kinidhamu ambayo itaamuliwa na mkutano mkuu kwa wingi wa kura zisizopungua $\frac{2}{3}$ ya wanachama wa mkutano mkuu waliohudhuria. Kutohudhuria vikao vitatu mfululizo bila sababu na kutolipa ada katika muda uliopangwa.

5.0 SURA YA TANO

5.1 VIKAO VYA KIKUNDI

Kikundi hiki kitakuwa na vikao vifuatavyo:-

Mkutano Mkuu wa Mwaka

Mkutano wa kawaida

Mkutano wa Kamati Tendaji

Mkutano wa Dharula

Vikao vya kamati ndogondogo.

5.1.1 Mkutano Mkuu

Hiki ni kikao cha juu kabisa cha kikundi ambacho kitafanyika mara moja kwa kila mwisho wa mwaka wa fedha na ili kuwa halali, ni lazima kiwe na wajumbe wasiopungua $\frac{2}{3}$ ya wanakikundi. Mkutano utafanyika wiki ya mwisho la Januari / mwanzoni wa februari.

Pamoja na mambo mengine Mkutano Mkuu utashughulikia yafuatayo:-

Kupokea na kujadili hesabu za mapato na matumizi ya kikundi kama itakavyowasilishwa na Mweka hazina.

Kutunga na kufanya marekebisho ya Katiba na kanuni za kikundi pale inapohitajika kufanya hivyo.

Kuchukua hatua za kinidhamu kwa wanachama na viongozi walio na makosa mbalimbali.

Kufanya uchaguzi wa viongozi kama kipindi chao cha uongozi kitakuwa kimekwisha au kuziba mapengo ya nafasi zilizoachwa wazi kwa kujiuzulu, kufariki, kuhama au kufukuzwa uanachama.

Kujadili maswala mengine yatakayowasilishwa kama agenda ya Mkutano Mkuu.

Kupendekeza na kuamua juu ya miradi mipya ya kikundi

Kugawana faida iliyotokana na shughuli za miradi ya kikundi.

Kuvunja kikundi na kugawana mali za kikundi pale inapoamuliwa na wanakikundi.

Kusitisha mradi pale itakapoonekana unaendeshwa kwa hasara

Kutoa motisha kwa mwanachama bora.

5.1.2 Mkutano wa kawaida

Huu ni mkutano wa Wanachama wote utakaofanyika mara moja kwa mwezi mahali patakapopangwa na Wanachama, vikao hivi vitafanyika kila jumapili ya kwanza ya mwezi. Mkutano utashughulikia yafuatayo:-

Utahakikisha maamuzi yote ya kikundi yametokelezwa ipasavyo kadri ya makubaliano yaliyofikiwa.

Utakusanya ada na michango mbalimbali ya wanakikundi.

Utajadili agenda zilizoandaliwa na Katibu na kupitia yatokanayo na kikao kilichopita.

Utapokea taarifa ya fedha kutoka kwa Mweka hazina na kuijadili.

Utapokea taarifa kutoka kamati ndogo ndogo za kikundi kama zilivyotamkwa kwenye katiba hii na kuijadili.

Utapokea taarifa mbalimbali za maendeleo ya miradi ya kikundi.

Utapokea mawazo na maoni mbalimbali ya wanakikundi na kuyafanyia kazi.

5.1.3 Mkutano wa Kamati Tendaji

Huu ni mkutano unaojumuisha viongozi wote waliochaguliwa kwa mujibu wa Katiba hii. Utafanyika mara nne (4) kwa mwaka.

Mkutano huu utashughulikia yafuatayo:-

Kuandaa Agenda za Mkutano Mkuu.

Kujadili maswala mbalimbali yahasuyo kikundi kama yatakavyojitokeza.

Kuratibu shughuli na miradi yote ya kikundi.

Kujadili tuhuma au makosa ya Wanachama na kupeleka mapendekezo ya hatua zaidi za kuchukuliwa kwenye Mkutano Mkuu.

Kujadili mapato na matumizi ya kikundi na kutoa taarifa kwenye mkutano mkuu.

5.1.4 Mkutano wa Dharura

Mwenyekiti akishirikiana na Kamati Tendaji ataitisha Mkutano wa dharula kutokana na matukio atakayoona yanahitaji mkutano wa dharula. Mkutano huu utajadili Agenda zitakazowasilishwa tu.

5.1.5 Vikao vya Kamati Ndogo Ndogo

Hivi ni vikao vya kamati ndogo ndogo ndani ya kikundi ambavyo vitakaa kujadili matukio mbalimbali yatakayojitokeza ndani ya kikundi k.m maafa, misiba, magonjwa na sherehe.

5.1.5.1 Kamati ya Fedha Mipango na Uchumi

Kazi za kamati hii kwenye vikao itakuwa ni:-

Kuratibu Ada, mapato, matumizi na kuyaweka kwenye nyaraka mbalimbali ili kila mwanakikundi aweze kuzisoma.

Kubuni miradi ya kikundi, vyanzo mbalimbali vya mapato na kupokea mawazo kutoka kwa wanachama kwa ajili ya kuboresha mapato ya kikundi.

Kutafuta masoko kwa ajili ya bidhaa za kikundi

Kamati ya Maadili

Kamati ya maadili itafuatilia mienendo ya wanachama wote ndani ya kikundi na kuandaa Taarifa zao hasa wale wenye mienendo isiyoridhisha ili kuchukuliwa hatua za kuwarekebisha .

Itatoa taarifa zake katika vikao vya Mkutano wa kawaida.

SURA YA SITA

6.1 POSHO NA MARUPURUPU

kwa kuanzia mwanakikundi atafanya kazi kwa kujitolea mpaka hapo itakapoamuliwa, vinginevyo na mkutano Mkuu na baada ya kikundi kuanza kuzalisha faida.

6.2 UKAGUZI WA VITABU VYA HESABU

Taarifa za kikundi za mapato na matumizi pamoja na mizania za vitabu vya kikundi, vitakaguliwa na mkaguzi wa hesabu atakayeteuliwa na mkutano wa kawaida.

6.3 UWEZO WA KUMILIKI MALI

Kikundi kitakuwana uwezo wa kumiliki mali inayohamishika na isiyohamishika.

6.4 HADHI YA KIKUNDI.

Kikundi hiki kina haki ya KUSHITAKI au KUSHITAKIWA

6.5 KUVUNJA KIKUNDI.

- (i) Kutokana na sababu zozote zile zitakazoonekana kutishia amani kwa wanakikundi na suluhu imeonekana ni kuvunja kikundi, mkutano mkuu maalumu utaitishwa kuamua hatma ya kikundi, ambapo ili kuvunja kikundi itabidi angalau robo tatu ya wajumbe wa kikao wapitishie azimio la kuvunja kikundi.
- ii) Kikundi kikivunjika mali zote za kikundi zinazohamishika na zisizohamishika zitagawiwa kwenye kikundi na taasisi inayofanya kazi sawa na kikundi cha MTEG.

SURA YA SABA

MABADILIKO YA KATIBA

Katiba hii inaweza kubadilika kwa azimio litakalopitishwa na Mkutano Mkuu kwa angalau Theluthi mbili 2/3 ya wajumbe kuunga mkono mabadiliko hayo.

Pamoja na mambo mengine katiba inaweza kubadilishwa iwapo : Kifungu husika kimepitwa na wakati na / au kikionekana kuleta kikwazo katika utekelezaji.

**8.0 ORODHA YA WANACHAMA /WANAKIKUNDI WAANZILISHI
WALIOIDHINISHA KATIBA NA SAHIHI ZAO**

No	JINA		SAHIHI
1	OMARI NJANI	MWENYEKITI	
2	DANNY D. CHAMLA	KATIBU	
3	JUMA S. MATAHAUKA	MJUMBE	
4	GASPER.Z.MICHAEL	MJUMBE	
5	BROTHER SANDI	MJUMBE	
6	STEVEN T. MIHALE	MJUMBE	
7	DOMINIC MTALEMWA	MAKAMU MWENYEKITI	
8	MARY SALEMA	MJUMBE	
9	HASHIM MOHAMED	MJUMBE	
10	JUMA ISSA	MJUMBE	
11	KHATIBU MZUKA	MJUMBE	
12	ISHENGOMA MWOMBEBKI	MJUMBE	
13	KAIJAGE KATABAZI	MJUMBE	
14	UMMY MUSHI	MJUMBE	
15	CATHERINE MILANGA	KATIBU MSAIDIZI	
16	MARIAM LUBUMBA	MTUNZA HAZINA	
17	RABIA ALLY	MJUMBE	
18	GODFREY JORAM	MJUMBE	