

**IMPROVEMENT OF THE LIVELIHOOD OF SECONDARY SCHOOL
LEAVERS THROUGH ENHANCING THEIR VOCATION SKILLS: A CASE
OF MALUNGA WARD IN KAHAMA TOWN**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF COMMUNITY
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TANZANIA**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for the acceptance by the Open University of Tanzania a dissertation titled, **“Improvement of the Livelihood of Secondary School Leavers Through Enhancing their Vocation Skills”: A Case of Malunga Ward in Kahama Town**” in partial fulfillment of the requirements for the degree of Master of Community Economic Development of the Open University of Tanzania.

.....
Dr. Leonard Fweja

(Supervisor)

.....
Date

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DECLARATION

I, **Daniel Charles**, do hereby declare to the Senate of the Open University of Tanzania that this project is my own original work, and that it has not been submitted for the similar degree in any other University.

.....

Signature

.....

Date

DEDICATION

To my beloved late mother (Celine Kazobe) and Acacia company formerly African Barrick Gold Mine Ltd for their support, courage, patience and prayers during my undertaking of the study. May almighty God bless you.

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I thank God for the good health and all the achievements in this project report. I also acknowledge the support of the following people in the production of this project document; My beloved wife Jacklina Katto Kashaga, my daughter Celine, all MCED instructors and my supervisor Dr. Leonard Fweja for their support throughout the production of this report. Also MCED students of Mwanza and Arusha centres for their cooperation and the knowledge we shared, TACOA officers for their assistance in the field work, secondary school leavers of Malunga ward and the entire community of Malunga ward for their entire cooperation in fieldwork. Lastly but not least, I acknowledge the support I obtained from Malunga ward executive officer on various supports which were necessary in the production of this document.

ABSTRACT

Many secondary school leavers in Tanzania today are faced with difficulty of maintaining livelihoods consequently, unemployment and poverty remains pervasive among them. Thus a CNA was conducted in Malunga ward in Kahama to identify the problems and needs of secondary school leavers. Considering the findings of CNA several problems facing secondary school leavers and also their needs were identified. Need for employments opportunities and vocation skills were identified as the most pressing needs all together and formed the base for establishing this project. The project aimed at improving the livelihood of secondary school leavers through enhancing their vocation skills. The outcomes of the project included the introduction of vocational training program among the 15 trainees in Malunga ward by focusing on equipping all participants with knowledge on the basic principles of carpentry, entrepreneurship and life skills. The project has contributed in empowering trainees to build their capacities and gain access to income generation opportunities which have improved their quality of life. As a result, it has boosted their confidence in making carpentry products such as tables, doors, sofa sets, cupboards, chairs and stools just to mention few and to identify their market competently. In addition, ten youths have managed to run their own carpentry workshop while five have been employed. Therefore, the project has managed to improve their livelihoods.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
BDS	Business Development Services
BEST	Basic Statistics in Tanzania
CBOs	Community Based Organisations
CAN	Community Needs Assessment
CSEE	Certificate of Secondary Education Examination
DRC	Democratic Republic of Congo
Ed	Edition
e.g.	For example
ESDP	The Education Sector Development Programme
Et al	Others
ETP	Education Training Policy
FBOs	Faith Based Organisations
FDC	Folk Development College
FGD	Faith Group Discussion
GDP	Gross Domestic Product
HIV	Human Immune Deficiency Virus
ICT	Information and Communication Technology
i.e	That is
ILC	International Labour Conference
ILO	International Labour Organisation
MCED	Master of Community Economic Development
MDAs	Ministries, Departments and Agencies

MDGs	Millennium Development Goals
MIS	Monitoring Information System
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Tanzania
MMU	Manchester Metropolitan University
MOEVT	Ministry of Education and Vocational Training
MOV	Means of verification
NACTE	National Council for Technical Education
NECTA	National Examination Council of Tanzania
NER	Net Enrolment Ratio
NGO	Non-Governmental Organisation
NSGRP	National Strategy for Growth and Reduction of Poverty
OVC	Orphans Vulnerable Children
OVI	Objectively Verifiable Indicators
PM&E	Participatory monitoring & evaluation
PMORALG	Prime Minister's Office Regional Administration & Local Government
PRA	Participatory Rural Appraisal
RFE	Rapid Funding Envelope
SACCOS	Savings and Credit Cooperative Societies
SDO	Social Development Organisation
SEDP	Secondary Education Development Programme
SIDP	Sustainable Industrial Development Policy
SME	Small and Medium Enterprises
S/N	Serial Number
SPSS	Statistical Package for Social Science
TACOA	Tanzania Counsellors Associates

TAPCAP	Tanzania Association for Counsellors and Psychologists
TVET	Technical and Vocational Education and Training
UNICEF	United Nations Children Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	The United Republic of Tanzania
VETA	Vocation Education and Training Authority
WEC	Ward Education Coordinator
WEO	Ward Education Coordinator
%	Percentage

CHAPTER ONE

PARTICIPATORY NEEDS ASSESSEMENT

1.1 Introduction

Participatory Needs Assessment (PNA) is a way of understanding the needs of a local population whereby professionals and local people form a partnership to identify community needs, set priorities and develop an action plan. It builds on two-way communication and a joint commitment to what works for the community. PNA ensures by encouraging results which hold great potential for sustainable development. The overall aim of this PNA was to identify and explore the problems and needs of the secondary school leavers from the community perspective rather than from the outsiders' viewpoint.

This current PNA helped to gather accurate information that had specified the problems and needs of secondary school leavers, understand their capacities, and their proposed solutions. Generally, PNA was an effective, field-tested methodology for gaining an understanding of the needs and capacities that reside within the community members through a community-based approach.

1.2 Community Profile

1.2.1 Geographical Location and Population

The I was conducted in Malunga ward in Kahama Township a large town and administrative centre found in Shinyanga Region northwestern Tanzania. Malunga ward comprises seven streets namely; Mwanva, Idete, Majengo, Malunga, Korogwe, Kasela and Igembesabo. The population of Malunga ward consists principally of Wasumbwa and other ethnic groups like; Wasukuma, Wanyamwezi, Waha,

Wahangaza and Wadakama. URT, (2013), based on population census of 2012 the population of Malunga ward is 10,225 with 4,854 males and 5,371 females. Being one of the wards within the town, it is located approximately 115 kilometers, by road, southwest of Shinyanga, and lies approximately 530 kilometers, by road, northwest of Dodoma, the capital city of Tanzania.

1.2.2 Economics Activities

1.2.2.1 Agricultural Activities

Malunga ward residential main economic activities include mixed farming of arable crops and animal keeping and semi processing of crop produce. Main food crops are maize, cassava, sweet potatoes, sorghum, groundnut, millet and beans. Rice constitutes the main cash crop, although all have suffered from unreliable rainfall, prolonged drought and unfavorable market outlets. In some years the area enjoys boom productivities especially during the favorable market and rainfall condition. In the most lowlands areas people deal with irrigation canals, horticultural crops such as tomatoes, onions and cabbages are produced.

1.2.2.2 Mining Activities

There are also one official mine in operation nearby, Buzwagi mines (Open mining) and one small scale gold mining is found Mwime whereby some of the ward residents are employed in those mining sites.

1.2.2.3 Small – Medium – Large Enterprises

Small – medium – to large enterprises or industries in the ward are mainly agro-based and all of them are within the vicinity of Malunga ward. One cotton ginneries is situated in the neighboring ward of Nyahanga, considerably raising the ginning

capacity in Shinyanga region. Small-scale industrial enterprises deal mainly with carpentry, construction, rice and cereal processing (milling machines) and metal works. The service sector includes hotels and restaurants, petrol station, transportation companies, retail shops, private dispensaries, tailors and hairdressers. There is ample potential and opportunity for the development of small-scale industrial activities and services. All these are accompanied by the assured market as result of the availability of mining company as well as the exportation to neighboring countries.

1.2.3 Social Services

1.2.3.1 Transport and Communication Network

1.2.3.1.1 Communication Networks

The ward is served with the following communication networks namely, Vodacom, TiGo, Airtel, Zantel and Tanzania Telecommunication Company Limited (Mobile, landline and internet services).

1.2.3.1.2 Roads

Malunga ward has roads categorized as gravel and earth roads. Despite of the availability of those roads, the ward experiences poor communication networks, inaccessible roads as a result of the presence of potholes and many swamp areas which result from irregular road maintenance and financial constraints thus hindering the district to effectively, efficiently and timely implement its development programme. Several rough roads connect Kahama Township with the ward; however most are still in poor condition and some become impassable during the rainy season.

1.2.3.1.3 Railway Services

At Isaka, Malunga ward is connected to the Tanzania railway system where a dry port and custom services have been established (for trade with Rwanda, Burundi and Congo – DRC).

1.2.3.1.4 Air Strips

Malunga ward can be accessed through 2 air strips. One in Mwendakulima is owned by the government but utilized by Buzwagi Gold Mines and the other one in Shinyanga town at Ibadakuli owned by the government.

1.2.3.1.5 Water Supply and Sanitation

Malunga residences receive clean and safe piped water from the Lake Victoria. However, some of the population is saved with small earth dams, rain harvesting tanks, shallow wells and boreholes.

1.2.3.1.6 Education

The ward has two primary schools namely Korogwe and Malunga to ensure access and equity to all school age children. There is only one secondary school namely Kishimba secondary school owned by the government. Pre-primary education is also provided in each primary school. The ward has the following training centers/institutes; Folk development Center – Mwanva, Public Health Nursing and Domestic Vocational Training Center.

1.2.3.1.7 Health

Health situation in Malunga ward is characterized by high infant and maternal mortality rates. The causes of diseases are amplified by inadequate health facilities as

well as deterioration of health delivery services. The ward is being served with 1 district hospital, which is owned by government and no dispensaries. The ward is characterized by high death rate resulting from common preventable diseases such as malaria, severe malaria, acute respiratory infections, cholera, dysentery, diarrhea, anemia, Sexual Transmitted Infection (HIV/AIDS) and Pneumonia (URT, 2007). The ward has various NGOs, CBOs and FBOs such as HUHESO, Rafiki SDO and REICHET Foundation that deals with awareness creation of the deadly disease and other activities related to reduction of infection rate in the community.

1.3 Community Needs Assessment

A community needs assessment (I) is a systematic process of identifying the strengths, weaknesses (needs) and resources within a community by focusing on its capabilities including its citizens, agencies and organisations. I is a combination of information gathering, community engagement and focused action with the goal of community improvement. It provides a framework for developing and identifying services and solutions and gives an accurate, thorough picture of the strengths and weaknesses of a community that can be used in response to the community needs for improving the wellbeing of the community members. Generally, I is executed in four steps: planning and organizing, data collection, coding and summarizing the needs assessment results, and sharing the results with the community to facilitate action planning.

This current I was conducted in a collaborative effort of different stakeholders in identifying problems and needs of secondary school leavers in Malunga ward by identifying community's strengths and resources with respect to their livelihood. It

involved different fundamental approaches of data inventory and analysis to offer the benchmark information to strategically align the necessary resources required to improve the livelihood of secondary school leavers. After the assessment new local program and collaborative efforts among stakeholders to seek unified solutions was developed. Therefore, this needs assessment is a valuable tool for planning as it helped the community to identify and prioritize problems for action.

1.3.1 Community Needs Assessment Overall Objective

The main objective was to collect sufficient information about secondary school leavers that would help to identify their problems and needs and suggest ways for addressing them to improve their livelihood.

1.3.2 Community Needs Assessment Specific Objectives

- (i) To identify the problems and needs of the secondary school leavers.
- (ii) To prioritize the problems and needs of the secondary school leavers.
- (iii) To identify the most pressing need and set up a project to address it.

1.3.3 Community Needs Assessment Questions

The following questions were raised for the study.

- (i) What are the problems and needs of the secondary school leavers?
- (ii) What is the order of priority of the problems and needs of the secondary school leavers?
- (iii) What is the most pressing need of secondary school leavers and set up a project to address it?

1.3.4 Community Needs Assessment Methodology

In this section the procedures and methods to be used to conduct the data collection, sampling techniques and data analysis of the study are discussed. Research methodology is a strategy of enquiry which moves from the underlying assumptions to research design and data collection (Myers, 2009). This study used a participatory approach so as to ensure an in-depth understanding of the problem in question.

A participatory approach is one in which everyone who has a stake in the intervention has a voice, either in person or by representation. Everyone's participation is welcomed and respected, and the process is not dominated by any individual or group, or by a single point of view (Community Toolbox). Everyone actually got to participate in the planning process, and had some role in decision-making.

1.3.4.1 Research Design

Bhattacharjee (2012) states that research design is a "blueprint" for empirical research aimed at answering specific research questions or testing specific hypotheses, and must specify at least three processes namely: the data collection, the instrument development and the sampling. In the present I, a cross-sectional survey design was used to meet the objectives of the study. Data were collected at a single point in time in order to collect a body of both qualitative and quantitative data in connection with two or more variables, which were then examined to detect patterns of association. This helped in saving lots of time, energy, and money to successfully collect and analyze survey data. Typically, a cross-sectional study involved drawing a sample of elements from the population of interest.

1.3.4.2 Study Population

For the purpose of this study the population consisted of all secondary school leavers, parents, educational officials, teachers, local government leaders and both public and private employers in a Malunga ward. These set of participants were chosen because of their shared or common experience of being educational stakeholders.

1.3.4.3 Sampling Techniques

The catchment area of study was too large to feasibly survey every member in the ward. In this case representative samples of respondents were picked for survey to reasonably represent the entire group. Respondents under this I were sampled through purposively, randomly cluster and convenient methods so as to represent the entire population.

A cluster sampling procedure was used for selecting the participants in this study. This technique was employed to ensure a fairly equal representation of the variables for the study. The cluster was based on villages based in Malunga ward and was divided into seven villages. Within each village, selection of respondents was by simple random sampling. This was achieved by writing out the names of the respondents in piece of paper which was folded and put in a basket. After thorough reshuffling, the researcher selects an element, records it and puts it back in the basket until the required number is obtained. That is, researcher applied sampling with replacement. Each street randomly provided respondents from which a total of 35 respondents were randomly selected to ensure that each element within the ward population to be included in the sample and hence helped in generalizing the results

of the whole population. This consisted of 21 secondary school leavers, 7 street leaders and 7 parents (refer Table 1.1).

Under purposive technique 12 potential respondents consisting of (2 civil organisation workers, 1 WEC, 1 ward development officer, 4 employers and 4 secondary school teachers) were selected and contacted with the use of telephone for the participation of this survey. These were selected because of the sufficient knowledge, connection and experience they have related to secondary school leavers' problems including lack of employment jobs and vocational skills.

Table 1.1: Distribution of Respondents by Category

		Frequency	Percent
Valid	Ward Education Coordinator(WEC)	1	2.1
	Ward development officer (WEO)	1	2.1
	Civil organisation workers	2	4.3
	Employers	4	8.5
	Secondary school teachers.	4	8.5
	Street leaders	7	14.9
	Parents	7	14.9
	Secondary school leavers	21	44.7
Total		47	100.0

Source: Study findings in Malunga Ward (2014)

Finally, some respondents were conveniently selected because they happened to be in the right place and the right time. These included 4 parents, 1 WEO and 7 village leaders who were found within the right place and the right time meaning in Malunga ward where they were living. Both males and female were involved in the study. A total of 47 respondents were selected.

1.3.4.4 Data Collection Methods

Data collection method can be defined as a process through which both primary and secondary data is collected. Recognizing that all methods have limitations, this I used triangulation method for data collection method as a means for ensuring validity, credibility and reliability when collecting both quantitative and qualitative data from primary and secondary sources. Cooper et al (2006) add that; with the help of multiple research method approach, the researcher can gain a better understanding to resolve the research problem and issue. Triangulation makes possible for the researcher to conclude valid information by investigating different sources (Saunders et al., 2007). For this I, data were collected through a combination of the following techniques; questionnaires, interview and focus group discussion.

1.3.4.4.1 Questionnaire

This tool consisted of both closed-ended questions (for quantitative data) and open-ended questions (for qualitative data). The questionnaire consisted of sections A and B. Section A aimed at gaining demographic data such as sex, gender, village and level of education. This information could assist the researcher when interpreting the results, for example, whether respondents lacked employment due to education level. Section B aimed at determining the respondents' opinions towards the problems and needs of secondary school leavers. Questions assessing knowledge about problems and needs, suggestions for solving problems, education pathway, reasons for problems experienced were included. Instruction guidelines were attached to the questionnaires to guide the subjects as to whether to circle or tick the chosen response.

The instrument was structured in the modified Likert fashion, on a 5 – point scale, ranging from “high”, through “moderate”, “low”, very low” to “none”. Subjects were then instructed to respond to their degree of agreement with the statements contained in the instrument. Questionnaires were personally distributed by the researcher to respondents to complete. The data was collected over a period of one month.

1.3.4.4.2 Interviews (Key Informants)

Interview questions were formulated whereby the aim behind this technique was to ensure sharper and more insightful about the topic. A pilot test was first conducted to determine whether the interview questions were understandable and applicable in addressing the research topic. For example, the interviewees were asked to explain whether they believed that secondary school leavers face problems. The I conducted interview with 5 respondents from different levels, 1 WEO, 1 WEC, 1 head of school and 2 employers who were most likely to give information concerning problems and needs facing secondary school leavers and suggested ways on how to solve them. Both structured and unstructured questions for collecting information were used. In this study, data was gathered by interviewing research participants in a quiet environment, free from disturbances, and where they felt safe. Interviews were held in a specific room within the ward offices or at their respective homes. Interviews were conducted individually for 30 to 40 minutes. The researcher followed the following steps with each interview:

- (a) Made an appointment with each participant at a time which suited them
- (b) Created a quiet room conducive to conversation
- (c) Arranged chairs to enhance face-to-face interviewing

- (d) Prepared a tape recorder and asked permission to record the interview
- (e) Explained that the interview was to include unstructured questions and that probing questions would be determined by the information given by the participant.

1.3.4.4.3 Focus Group Discussion

Focus group discussion was a means of gathering information through open-ended questioning of a group of 6 respondents (secondary school leavers) who were the members of the affected target group or stakeholders in the issue. The focus group discussion was used in order to provide in-depth information about the magnitude of the problems facing secondary school leavers. Focus group discussion was used to collect primary data through discussion whereby two had already filled the questionnaires. The motive behind was to collect most qualitative data and test the validity of the information filled in the questionnaires. The discussion session was held in the ward office and took about 50 minutes.

1.3.4.5 Reliability and Validity

In order to evaluate the validity and reliability of the data collection tools, a pilot test was conducted on a sample of respondents within the ward with the required knowledge related to the proposed research. Ten participants were randomly chosen and requested to answer the questionnaire. Participants were chosen from village leaders, secondary school leavers, parents, employers and educational officials. They were asked to give their opinion on the content of the questions examining the problems and needs facing secondary school leavers. The participants were also asked to indicate any unclear or uncomfortable wording in the questions in order to

estimate how long it would take to answer the questionnaire and to redesign it according to their comments and criticisms. All of them answered the questions and no single question was changed following the pretest.

1.3.4.5.1 Reliability

In order to reveal the consistency of data collection tools, the physical and psychological environment where data was collected was made comfortable by ensuring privacy, confidentiality and general physical comfort. The respondents were offered comfortable chairs. Windows were opened for fresh air. A “do not disturb” notice was placed on the door to maintain privacy and prevent interruptions. Respondents were requested not to write their names on the questionnaires to ensure confidentiality.

1.3.4.5.2 Validity

To achieve validity, data collection tools included a variety of questions on the knowledge of problems and needs facing secondary school leavers and possible ways for solving them. Questions were based on information gathered during the literature review to ensure that they were representative of what secondary school leavers face and the solutions against. Validity was further ensured by consistency in administering the questionnaires. All questionnaires were distributed to respondents by the researcher personally. The questions were formulated in simple language for clarity and ease of understanding. Clear instructions were given to the respondents. All the respondents completed the questionnaires in the presence of the researcher to prevent respondents from giving questionnaires to other people to complete on their

behalf. All the persons approached to participate in the study completed the questionnaires. No single person who was approached refused to participate.

1.3.4.6 Data Analysis Methods

After the data was collected it was organized, classified, coded, edited, entered in computer and analysed. For analysis of closed-ended questions, a statistical computer software program called Statistical Package for Social Sciences (SPSS.16) was utilized to analyse the collected data and test the research questions. As the research involved different research questions and objectives, data was analysed by using descriptive statistics.

Frequency tables were drawn and from these, the data was presented in pie diagrams. Descriptive statistics were thus used to provide a description of the degree or magnitude of problems which secondary school leavers are facing. The open-ended questions were analysed through quantitative content analysis by the researcher with the aim of quantifying emerging characteristics and concepts.

1.3.4.7 Ethical Issues

The I had a moral obligation to strictly consider the rights of the participants who were expected to provide this knowledge. The researcher considered it very important to establish trust with the participants and to respect them as autonomous beings, thus enabling them to make sound decisions. The ethical measures in this study include consent, confidentiality and anonymity, privacy, dissemination of results and the right to withdraw from the study.

1.3.4.7.1 Consent

The researcher's request for permission to conduct the study was forwarded to the Director of Town Council in Kahama. Permission was also obtained from management of the ward where the study was conducted. Informed consent was sought from participants for the interviews too.

1.3.4.7.2 Confidentiality and Anonymity

Confidentiality and anonymity were guaranteed by ensuring that data obtained are used in such a way that no one other than the researcher knows the source. In this study no names were attached to the information obtained.

1.3.4.7.3 Privacy

In this study, the researcher ensured that when participants described their bad experiences of being involved in robbery and drug abuse, the information given was not divulged. In this study, privacy was also maintained by not attaching participant's names to the information.

1.3.4.7.4 The Right to Withdraw from the Study

The participants were informed that they could withdraw from the study at any time if they wished to. This right was explained to them prior to engagement in the study, before the interview.

1.3.4.7.5 Dissemination of Results

The participants were informed that a copy of the findings would be handed to the Open University head quarter office- Dar es Salaam as well as available to the researcher who conducted the study. The information will be published in the relevant academic institution's libraries.

1.4 CNA Findings

The I involved interviewing 47 respondents through questionnaire, interview and focus group discussion methods of data collection. The findings from this I in Malunga ward were presented in form of tables; chart; photos and text for make easy translation of the collected as shown hereafter.

1.4.1 Findings on Characteristics and Distribution of Respondents General

Table 1.2: Distribution of Respondents by Sex

		Frequency	Percent
Valid	Male	24	51.1
	Female	23	48.9
	Total	47	100.0

Source: Study findings in Malunga Ward (2014)

Table 1.2 shows respondents' sex. In order to avoid gender bias the researcher succeeded to collect information from both sexes whereby out of 47 respondents, 24 were males (51.1%) and 23 were females (48.9%).

Table 1.3: General Distribution of Respondents by Street

		Frequency	Percent
Valid	Mwanva	9	19.1
	Idete	5	10.6
	Majengo	9	19.1
	Malunga	8	17.0
	Korogwe	6	12.8
	Kasela	5	10.6
	Igembesabo	5	10.6
	Total	47	100.0

Source: Study findings in Malunga Ward (2014)

Data from the above table show that there were 9 respondents from Mwanva, 5 from Idete, 8 from Majengo, 8 from Malunga, 6 from Korogwe, 5 from Kasela and 5 from Igembesabo.

Table 1.4: General Distribution of Respondents by Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	25	53.2	53.2	53.2
	36-45	6	12.8	12.8	66.0
	46-55	9	19.1	19.1	85.1
	56+	7	14.9	14.9	100.0
Total		47	100.0	100.0	

Source: Study findings in Malunga Ward (2014)

With regards to age, data from the Table1.4 shows that, most of the respondents were of the intended population ranged between 18-25 years of age which 25. 6 came from 36-45 group, 9 were found in the group of 46-55 and lastly 7 came from 56+ years group.

Table 1.5: Distribution of Respondents by Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	O-level	19	90.5	90.5	90.5
	A-level	2	9.5	9.5	100.0
Total		21	100.0	100.0	

Source: Study findings in Malunga Ward (2014)

Data from Table 1.5 show 19 respondents had ordinary level secondary education and only 2 had advanced level secondary education.

1.4.2 Findings on Secondary School Leavers' Problems and Needs

Table 1.6: Did you have any Opportunity to go for Further Studies?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	4.3	4.3	4.3
	No	45	95.7	95.7	100.0
Total		47	100.0	100.0	

Source: Study findings in Malunga Ward (2014)

Response from Table 1.6 show that 2 secondary school leavers had an opportunity to go for further studies while 45 secondary school leavers had no chance for attending further studies.

Table 1.7: If Yes, Mention the Education Pathway you followed

		Responses	
Pathway	Remedial/Tuition Center	2	100.0%
Total		2	100.0%

Source: Study findings in Malunga ward (2014)

Data from Table 1.7 show that 2 secondary school leavers who had a chance for attending further studies mentioned that they attended a remedial/tuition center.

Table 1.8: If No, Give Reason (s)

		Responses	
		n	Percent
Reasons	Poverty/financial problem	45	11.4%
	Poor community support	32	8.1%
	Poor home environment	40	10.1%
	Globalization	21	5.3%
	Early pregnancy	13	3.3%
	Poor school environment	39	9.9%
	Poor performance (Failure)	44	11.1%
	Peer pressures	43	10.9%
	Family problems	21	5.3%
	Poor traditional practices/illiteracy	4	1.0%
	Lack of government support	39	9.9%
	Lack of life skills	42	10.6%
	Early marriage	12	3.0%
Total		395	100.0%

Source: Study Findings in Malunga ward (2014)

Data from Table 1.8 the reasons which hindered secondary school leavers from not going for further studies as follows; 45 respondents mentioned poverty/financial problems, 32-poor community support, 40-poor home environment, 21-globalization, 13-early pregnancy-39-poor school environment, 44-poor performance, 43-peer pressures, 21-family problems, 4-poor traditional practices/illiteracy, 39-lack of government support, 42-lack of life skills and 12 mentioned early marriage.

Table 1.9: Do you/Secondary School Leavers Face any Problem (s) Since Graduating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	47	100.0	100.0	100.0

Source: Study findings in Malunga ward (2014)

Table 1.9 shows that all 47 respondents strongly agreed that secondary school leavers experience problems since they completed school completion.

Table 1.10: Major Problems that Face Secondary School Leavers

		Responses	
		n	Percent
Problems	Lack of vocational skills	47	8.7%
	Poverty/low income	47	8.7%
	Lack of Life skills	47	8.7%
	Lack of Entrepreneurship skills	43	7.9%
	Early/Unplanned pregnancy	21	3.9%
	Health problems	24	4.4%
	Corruption	22	4.1%
	Peer pressure	33	6.1%
	Stress	33	6.1%
	Conflict with parents & community	4	.7%
	Lack of parents', community & government support	30	5.5%
	lack of counselling services	24	4.4%
	Globalization	16	3.0%
	Lack of enough remedial centers	25	4.6%
	Family problems	21	3.9%
	Lack of business & financial management skills	40	7.4%
	Lack of youth friendly services	17	3.1%
	Unemployment	47	8.7%
Total		541	100.0%

Source: Study findings in Malunga ward (2014)

Table 1.10 depicts the following problems facing secondary school leavers; 47 respondents mentioned they face lack of vocational skills, entrepreneurship skills, life skills and unemployment. 21 said that female graduates face early/unplanned pregnancies, 24 mentioned health problems like HIV/AIDS, 22 corruption and 33 mentioned peer pressures and stress. Other problems that were mentioned during the study were; 4- conflicts with parents and the community at large, 30- lack of parents', community & government support, 24- lack of counselling services, 16- globalization, 25- lack of enough remedial centers, 21- family problems, 40- lack of business & financial management skills and 17 mentioned lack of youth friendly services.

However, this was too supported by findings from key informants and general opinions from Focused Group Discussion (FGD). Respondents were very unhappy with the whole situation of secondary school leavers. They revealed that secondary school leavers face as many complex problems in nature which place them as being a timed-bomb of the nation. They further explained that it has been due to poor education system with unrealistic goals characterized with great deviation from what is taught in schools and what is really demanded in the world of work. With insufficient education, life skills or job skills has made the transition from school to the workplace difficult, and perpetuating the cycle of poverty.

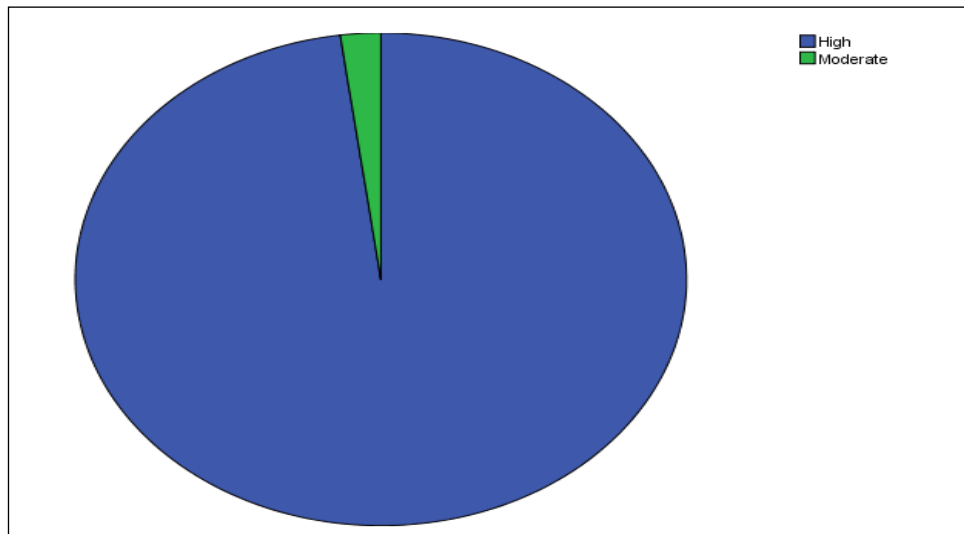


Figure 1.1: The Level of the Impact of the Secondary School Leavers' Problems with Regard to their Welfare

Source: Study Findings in Malunga Ward (2014)

The Figure 1.1 shows that many respondents revealed that the degree of impacts of problems being faced by secondary school leavers is high while very few said moderate.

Table 1.11: Suggested Solutions for Improving Secondary School Leavers' Livelihood

		Responses	
		n	Percent
Solutions	Establishment of vocational training centers/programs	47	12.8%
	Improvement of secondary schools' curriculum	36	9.8%
	Improvement of life skills/mentorship programs	41	11.1%
	Improvement of entrepreneurship & business skills	43	11.7%
	Provision of capital	37	10.1%
	Provision of employment opportunities	43	11.7%
	Promotion of agriculture sector	11	3.0%
	Provision of counselling services	31	8.4%
	Establishment of youth friendly services	33	9.0%
	Improvement of learning condition	29	7.9%
	Regulation of academic costs/kept low	17	4.6%

Total	368 100.0%
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Source: Study findings in Malunga Ward (2014)

Respondents from all sources of data collection techniques mentioned the following alternatives for tackling the challenges being faced by secondary school leavers; establishment of vocational training centers/programs with 47 respondents, 36- improvement of secondary schools' curriculum, 41-improvement of life skills/mentorship programs, 43- improvement of entrepreneurship & business skills, 37-provision of capital, 43- provision of employment opportunities, 11- promotion of agriculture sector, 31- provision of counselling services, 33- establishment of youth friendly services, 29- improvement of learning condition and 17- regulation of academic costs/kept low.

In addition, it was generally agreed by the members of FGD that, by providing life skills, technical skills as second chance of education can enhance the employability of poor secondary school leavers. So, they suggested a project on technical skills as a sustainable project to tackle and solve their problems and meet their needs. Furthermore, they advised on fundamental changes in the secondary school curriculum by adding self-reliance skills and knowledge i.e. vocational skills so as to sustain graduates' livelihood.



Figure 1.2: Focus Group Discussion about Pair Wise Ranking on Secondary School Leavers' Needs Assessment

Source: Study findings in Malunga Ward (2014)

1.5 Community Needs Prioritization / Leveling of Needs

The community in Malunga ward through focus group discussion had a list of needs which secondary school leavers highly demanded them. Through pair way ranking (as shown on Table 1.12) vocational skills became the top most highly demanded need followed by a need for employment opportunities, entrepreneurship and business skills training, improved life skills, good academic base, capital for starting and running business, counselling services and support from the parents,

Table 1.12: Pair Wise Ranking of Needs in Malunga Ward

Need	Need Number								Score	Rank
	1	2	3	4	5	6	7	8		
Vocational skills training		1	1	1	1	1	1	1	7	1
Entrepreneurship and business skills training			2	2	2	6	2	2	5	3
Parents', community and government's support				4	3	6	7	8	1	7
Good academic base					5	4	7	4	3	5
Counselling service						6	7	8	1	7
Improved life skills							7	6	4	4
Employment								7	6	2
Capital for starting and running business									2	6

Source: Study findings in Malunga Ward (2014)

community and government. However, it was realized that, most of the felt needs were interdependent/interrelated in nature, meaning that by solving lack of vocational skills will also positively influence unemployment problems. Therefore, establishing a project that could cater across them is inevitable.

1.6 Chapter Conclusion

The results of this study have clearly shown that secondary school leavers in Malunga ward face many problems which are complex in nature and hinder their livelihood achievement. Finding a job and earning a decent income is an enormous challenge they are facing. Skills mismatch and lack of entrepreneurship skills have been posing long- term adverse impacts on their productive capacities and hamper their livelihood development hence fail to spot productive and fulfilling lives. Considering the findings of this study, it reveals that, secondary education system fails to provide students with the right skills package needed to meet the demand of the labour market as a result poorly prepare them for meeting their life challenges. This is because of the poor quality of education provided at training institutions, insufficient vocational skills in curriculums, and inadequate correlation between education supply and the demand for labour.

Hence, there is a great need for stakeholders to join hands to help secondary school leavers make the right adjustment to meet their needs. The findings of this study identified the following secondary school leavers' needs: - the need for vocational, entrepreneurship, and business skills training, improved life skills, support from parents, community and government, good academic performance, provision of counselling services, employment opportunities and capital for starting and running

business. However, need of opportunities for employments and vocation skills were identified as the most pressing needs all together and formed the base for establishing this project.

CHAPTER TWO

PROBLEM IDENTIFICATION

2.1 Introduction

The I was conducted in Malunga ward to examine the needs and problems facing secondary school leavers. The results from I identified several problems and needs to be addressed. Lack of life skills and un-employability were identified as the most leading problems and opportunities for employments and vocation skills as the most pressing needs all together. The focus of this project was therefore towards addressing these most pressing needs.

2.2 Background to Research Problem

Based on the information provided by the respondents who responded to questionnaire, unemployment and lack of vocational skills were ranked as the main problems facing secondary school leavers in Malunga ward. This situation is confirmed by both public and private employers, through which it was revealed that many of them did not qualify for employment opportunities particularly those with technical skills in nature such as: carpentry and welding.

Again the current secondary school curriculum does not equip learners with necessary skills and competencies to enable them to compete in the globalized world. The content of curriculum doesn't reflect the current needs of the society. Issues such as vocational skills, critical thinking, problem-solving techniques, and entrepreneurial skills are not part and parcel of the curriculum.

Absence of these key and relevant competences i.e. knowledge and skills in secondary school leavers have negative impacts towards them since most of them have been subjected to the high rate of unemployment and poverty. However, these have been aggravated by poor life skills, lack of entrepreneurship spirit, corruption, lack of parents', community's & government's support, lack of counselling services, globalization, lack of enough remedial centers, family problems, poor business and financial management ability. As results secondary school leavers have been found themselves in complex problems like; poor living standard, HIV/AIDS, peer pressures, early/unplanned pregnancies, stress and conflicts with parents and the community at large. Hence, most secondary school leavers fail to clearly identify the available opportunities and utilize them to promote their livelihood development. As a result, they have been labeled as a problem (time-bomb) within the society instead of being a blessing to the community.

Therefore, from the study it has been revealed that, secondary school education produces graduates who are not able to thrive in a fast changing world and become active citizens. Rakesh et al (2006) argue that, educational achievement is worth if and where it helps students to develop capabilities, aptitudes and skills that will enable them to thrive in the world. Success should be measured in terms of learning outcomes and be focused on the central question: 'what are students able to do?'

2.3 Statement of the Problem

National estimates show that, there are 700,000 new entrants into the labour force every year of which 500,000 are school leavers with few marketable skills (URT, 2002). Out of those only 40,000 are employed in the formal sector leaving a total of

660,000 to join the unemployed reserve. Secondary school leavers face multiple critical problems which hinder them to fully improve their livelihood. The core problems they are facing include; unemployment and lack of vocational skills whereby several factors account for them including low quality of education and a mismatch between labor market needs and available or acquired skills while at school.

Since 2007, the government has created 26 vocational training institutes so that youth can obtain the required skills through VETA. That is an effective initiative of bringing hope to Tanzanian youth and secondary school leavers in particular, however, each region is served by only one VETA institution and only participants who can afford the costs have the chance to join the trainings. In this case, VETA had only served the population around the institutions and only those who can afford the costs and had failed to reach the wider community and people who are economically poor. The project seeks to contribute to the employability of secondary school leavers in Malunga ward by providing a demand-driven training in vocational skills, life skills and entrepreneurship through apprenticeship approach.

2.4 Project Description

Project title: Improvement of the livelihood of secondary school leavers through enhancing their vocation skills.

Location: Malunga ward- Kahama Town council.

2.4.1 Target Community

The target community for this project was the secondary school leavers in Malunga ward.

2.4.2 Project Stakeholders Analysis

The identified stakeholders in this particular project include: - Community Based Organization, Mwanva FDC, vocational workshops, Ward Executive Officer and Ward Community Development Officer. Each of these stakeholders had the role to play in the implementation of the project as indicated in the Table 2.1.

Table 2.1 Roles of Various Stakeholders

Na.	Name of the stakeholders	Role of the stakeholders
1.	Community Based Organization	-Establishment of training center. -To add value to livelihood of secondary school leavers
2.	Mwanva FDC	-Provision of technical support. -Capacity building to the secondary school leavers on vocational, entrepreneurship and life skills. -Promotion of employability among the secondary school leavers. -Promotion of improved income among the secondary school leavers.
3.	Vocational workshops	-Facilitate training to the secondary school leavers.
4.	Ward Executive Officer	-Provision of project operational support -Promotion of the project.
5.	Ward Community Development Officer	-Provision of project operational support -Promotion of the project.

Source: Study findings in Malunga Ward (2015)

2.4.3 Project Goal

The goal of this project is to equip the target group with vocation skills that will expand their chances for employment in both formal and informal sectors and thus ensure their quality of living.

2.4.4 Project Objectives

2.4.4.1 General Objective

The project aim is to improve the livelihood of secondary school leavers through enhancing their vocation skills.

2.4.4.2 Specific Objectives

The specific objectives of this project are;

- (i) To train 15 secondary school leavers on carpentry skills by October 2014.
- (ii) To train 15 secondary school leavers on entrepreneurship and life skills by October 2014.
- (iii) To facilitate employment of 50% of the trainee in informal and formal sector by 2015.

2.5 Host Organization Profile

2.5.1 Introduction

The host organization is Tanzania Counsellors Associates (TACOA). TACOA is a non-governmental organisation offering counselling services and training in the mental health and social services since 2007. TACOA is registered to the Vice President's office under the NGOs Act No. 24/2002 with registration certificate No OONGO/1146. The NGO operates its activities in the mainland Tanzania in accordance with its governing constitution with its headquarters in Kahama town.

2.5.2 TACOA Vision and Mission

Vision Statement: The vision statement of TACOA is to become a leading organisation that brings about hope, growth, and healing among many hurting communities in Tanzania.

Mission Statement: The mission statement of TACOA is to strive to empower the people of Tanzania who are seeking a journey of restoration and development of their dignity to promote better and effective living.

2.5.3 Organization Goals

These include:

- (a) To provide professional counselling and psycho education services to individuals, couples and families with a wide range of psycho-social problems.
- (b) To conduct research in capture about the impact of psychological needs of society.
- (c) To influence developments in local and national policies about mental health.
- (d) To establish project and provide ongoing psychotherapy to most disadvantaged groups.

2.5.4 Organization Structure

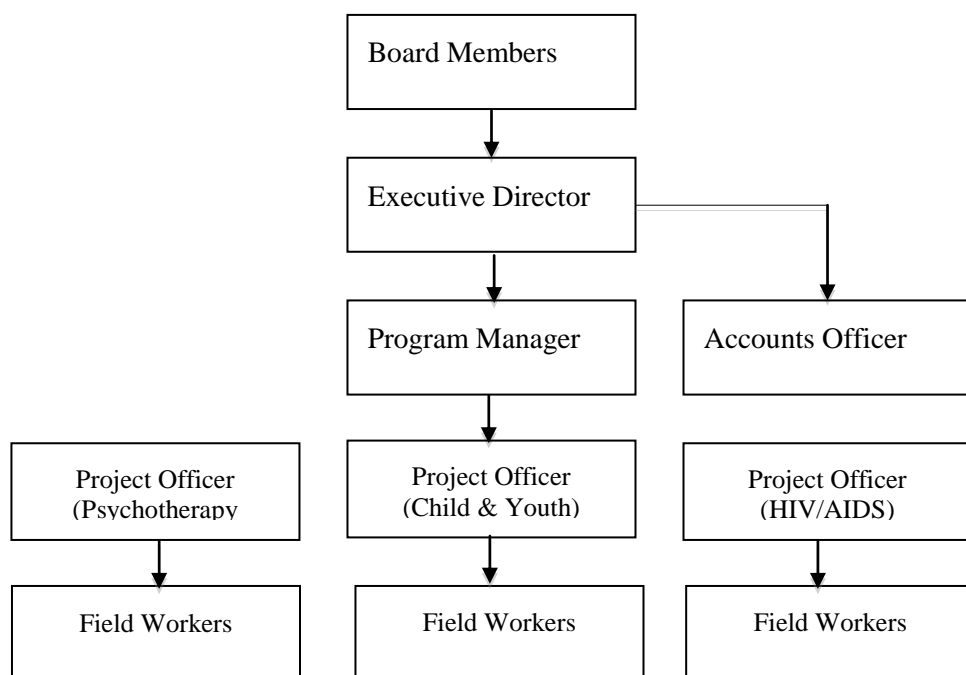


Figure 2.1: Organization Structure

Source: Study findings in Malunga Ward (2014)

Table 2.2: Roles of Each Staff

Position	Roles
Board Members	-Provide general supervision and direction of the organization ensuring that the organization is managed according to the provisions of the established regulations with a view to accomplishing the objectives of the organization.
Executive Director	-Directs and overall responsibility for all program area(s) and activities of the organisation including outreach and consultation services, training, fiscal and administrative duties. -Provides direction, guidance, and assistance in program area(s) to subordinates and provides information as required to supervisors. -Establishes goals and objectives that support overall unit strategies; plans, develops, and approves schedules, priorities, and standards for achieving goals; and directs evaluation activities. -Develops and implements techniques for evaluating program activities. -Plans, assigns, and supervises the work of others including all licensed staff, clerical staff, and trainees.
Programme Manager	-Reviews and approves all reports of the organisation. -Develops and implements techniques for evaluating program activities. -Represents the organization at meetings, hearings, trials, legislative sessions, conferences, and seminars
Accounts Officer	-Manage all financial related issues. -Keep petty cash for organization's activities. -Prepare accounts books for the organisation -Creates and reviews budgets and submits for final approval
Project officers	-Provide psychological counselling service to clients -Develop related counselling training and advisory forum -Conduct a training needs assessment for improving the wellness of employees. -Identify symptoms and assist clients in self-management skills for mental illness and substance personal abuse. -Maintain legible, accurate and timely confidential documentation that meets counselling requirements and standards -Manage integrated social rehabilitation therapeutic community model -Establish and maintain linkage with other social service , health and mental health agencies, including psychiatrist expertise
Field workers	-To establish rapport with the community and conduct village meetings. -To identify and work with leaders who command the trust of community members by holding training sessions within the village. -To plan and execute a small community self-help project -To address real needs in the community through self-needs assessment -To promote community awareness on HIV/AIDS and develop a strategy for promotion of HIV prevention -To help community in development of Facility Management Plan.

Source: Study findings in Malunga Ward (2015)

2.5.5 Organization's Operations and Funding Situation

TACOA's headquarter is in Kahama-Shinyanga. Another branch has been located at Geita. Since its inception to 2007, the organization has implemented various programmes in partnership with Dalai Islamic organization funded by Delloite

through RFE. Programmes funded include; OVC socio-economic support and vocational skills training.

2.5.6 TACOA's SWOT Analysis

Table 2.3: SWOT Analysis of the Host Organization (TACOA)

Strengths	TACOA has been working with young people hence developed a useful experience in running youth empowerment projects.
	TACOA possesses a very clear constitution which also among other objectives also deals with economic empowerment.
	TACOA has a long time culture of leading communities in developing their own socio-economic projects.
	The organization has committed and hardworking staffs whose performance brings efficiency in project implementation.
Weaknesses	Low level of education among most of network members inhibits their active participation in various project cycles.
	Delay in dissemination of information on various projects implemented by the organization to the rest of the society inhibits immediate impacts.
Opportunities	The organization has donor support for implementation of its various projects.
	Activities and projects implemented by this organization go hand in hand with government policies and priorities.
	Partnership with governmental and non-governmental organizations local and international facilitates easily exchange of various information for socio-economic development activities.
Threats	Poor government's bureaucracies which place hardship in implementing community related projects easily.
	Absence of technical volunteers from local context for helping in implementing various community projects
	High level of illiteracy and dependency syndrome among the community members hinders project implementation.

Source: Study findings in Malunga Ward (2015)

CHAPTER THREE

LITERATURE REVIEW

3.1 Introduction

This part covers a review of various researched reports related to the theme of study. This part is therefore divided into theoretical literature, empirical literature, policy reviews, and a summary on a reviewed literature.

3.2 Theoretical Literature

3.2.1 Definition of Terms

3.2.1.1 Unemployment

While the World Bank (2013) defines unemployment as the share of the labour force that is without work but available for and seeking employment, International Labour Organization (2012) defines unemployment as the status of individuals above a specified age who are without work, currently available for work, and actively seeking work. According to Tanzania National Employment Policy, 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.

3.2.1.2 Employability

ILO defines employability as the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into

the labour market at different periods of the life cycle. Individuals are most employable when they have broad-based education and training, basic and portable high-level skills, including teamwork, problem solving, information and communications technology (ICT) and communication and language skills. This combination of skills enables them to adapt to changes in the world of work. MMU's definition of employability defines as the "development of skills, abilities and personal attributes that enhance students' capability to secure rewarding and satisfying outcomes in their economic, social and community lives."

3.2.1.3 Entrepreneurship

Means the practice of starting new businesses or organizations, or revitalizing existing ones, in response to identified market opportunities.

3.2.1.4 Life Skills

Is the large group of psycho-social and interpersonal skills that can help youth make informed decisions, communicate effectively, and develop coping and self-management skills that may help them lead a healthy and productive life (UNICEF).

3.2.1.5 Livelihood Development

Refers to efforts to improve the capacities, capital (human, social, productive and economic) and activities needed to sustain life. This definition of livelihood is broad in that it includes all types of income generation, employment, enterprise development and production that help to supply enough food, clothing and shelter to lead a healthy and dignified life.

3.2.1.6 Vocation Education

Okoro (1993) defines vocational education as "any form of education whose primary purpose is to prepare persons for employment in recognized occupations". That is to say vocational education provides skills, knowledge, and attitudes necessary for effective employment in specific occupations. These are consistent with those found in UNESCO and ILO (2002) reports. The provision of vocational education exposes students/youths to vocational aspects such as business studies and introductory technology which comprises of some theoretical knowledge and practical skills in various trades like: electricity and electronic, woodwork, metal work, and building.

3.2.2 Global Youth Unemployment Situation

There is no disagreement that in most regions of the world youth faces significant employment and livelihood challenges. The global youth unemployment rate was 12.4 per cent in 2012, and has continued to grow to 12.6 per cent in 2013. In total, 74.5 million young people aged 15–24 were unemployed in 2013 (ILO, 2013). By 2018 the global youth unemployment rate is projected to rise to 12.8 per cent. There is considerable consensus that the roots of today's youth unemployment crisis lie in a toxic mix of global economic trends, poor global macroeconomic performance, and the poor quality and relevance of education curriculum, resulting in a skills mismatch.

3.2.3 Magnitude of Youth Unemployment in Global Context

Youth are at risk in developed countries where the number of unemployed youth increasing by more than 2 million from 2008 to 2012. The youth unemployment rate in 2012 is estimated at 18.1 per cent. The problem of youth unemployment has also

increasingly come to be recognised as one of the more serious socio-economic problems currently confronting many countries in Africa (Curtain, 2000; ILO, 1999). The youth unemployment rate in sub-Saharan Africa is 11.8 per cent and countries with the highest youth unemployment rates include South Africa, with over half of the youth population unemployed, Namibia (58.9 per cent in 2008) and Reunion (58.6 per cent in 2011). However, it is in the area of employment that young people have especially been affected as many of them have experienced a decline in their welfare owing to a fall in real incomes (Basu et al, 1995). Recent survey data from southern Africa indicate that formal employment opportunities for young people are very minimal (Chigunta, 2001; & Mkandawire, 2001). The International Labour Organization (ILO) reports 28.3 percent of young people in the Middle East and 23.7 percent of young people in North Africa cannot find work.

3.2.4 The Macro-Economic Context of the Employment Situation in Tanzania

The problem of unemployment has remained one of the stubborn problem facing Tanzania since the 1970s, whereby the country went through an economic crisis reflected by the fall in the annual GDP growth rate from 5% to an average of 2.6% in the early 1980s, and about 1% in the beginning of the 1990s (URT 2000). More efforts have been directed to poverty issues through the initial Poverty Reduction Strategy (2000/01–2002/03) and the National Strategy for Growth and Reduction of Poverty (NSGRP), 2005-2010, aimed at effectively addressing the challenges of unemployment and consequently poverty eradication as predicted in the Millennium Development Goals. In spite of these macroeconomic reforms, challenges of levels of unemployment and poverty among the youth remain high.

3.2.5 Causes of Youth Unemployment

Generally, youth unemployment is characterized by various causes some of which include: few available employment opportunities against a fast growing pool of employment seekers, a number of youth remaining in the labour market for long period without accessing employment, freezing employment by the public sector, poor access to information on available opportunities, gender and cultural biases, school dropout because of early marriage, financial difficulties, and limited career guidance.

Another reason is the lack of employable skills due to inappropriate school curricula which do not match the needs and demands of employers (Mcgrath, 1999; Kent, D. et al (1996). Educational systems in Africa have geared toward providing basic literacy and numeracy and not industrial skills. The education system for example in Nigeria, over supplies the labour market with graduates that do not possess the skills needed by employers. Many graduates in Nigeria lack entrepreneurial skills to facilitate self-employment. Also, the youth see their friends and relations who complete school and stay for long periods at home without productive employment and survive by relying on the goodwill of parents, relatives and friends (Chigunta, 2002).

3.3 Empirical Literature

3.3.1 Introduction

In this fast-changing society, the youth unemployment rate is high. The knowledge learnt in schools is inadequate to equip students to compete in the competitive marketplace. Students lack a right package of education credentials to increase their

employability so entering the labor market poses major challenges for most young people in many countries. In fact, in general young people tend to be in a more vulnerable position as the integration into the labor market is problematic and the unemployment rates increase steeply, Cheung, C et al (2011). Young people often face serious constraints in accessing the quality education and training that could enhance their productivity and thus, their likelihood of finding decent work.

3.3.2 The Context of Youth and Unemployment

Youth today are three times as likely as adults to be unemployed and comprise 44 per cent of the world's total unemployed (ILO, 2006b) and especially disadvantaged in terms of skill development and obtaining quality jobs in the labour market. The extent of the problem is highlighted by the fact that, according to ILO estimates, there are currently 85 million unemployed youth (young people between the ages of 15 and 24). The young people who are affected include many graduates of schools who are ill-equipped for the type of occupations available in the labour market. As already observed in chapter one, the source of the disadvantage may be lack of vocational skills, poor academic performance, lack of life skills and poverty to mention few.

ILO through International Labour Conference (ILC) at its 93rd Session (Geneva, June 2005) adopted a “resolution concerning youth employment” (ILO, 2005b) which highlights the fact that failure to find a job may be linked to lack of relevant skills and training opportunities or to low demand for the skills which young people have obtained through training. The ensuing mismatch can lead to long periods of job seeking, higher unemployment and uncertain work. Therefore, going further, there is

the need for vocational education which prepares young people for the world of work (ILO, 2008a).

3.3.3 The Institutional Response to the Youth Unemployment Problem

A review of the existing literature shows that government pronouncements are plentiful in African countries concerning the role of youth in development. In recent years through SEDP I & II in Tanzania, we have observed remarkable achievements in the secondary education in our country. Currently, there is at least one secondary school in each ward with a sharp rise in the number of secondary schools from 937 in 2001 to 4,266 schools in 2010 and 1,638,699 students were enrolled in secondary schools in 2010, compared to only 289,699 enrolled in 2001. It is unfortunate that, despite these rapid and dramatic expansions, secondary education does not match with the needed quality and objectives of Tanzania's education as indicated in the country's Education and Training Policy (ETP) of 1995. Some of the objectives highlighted in the policy that have rarely been featured in education provision itself include: "to prepare the student to join the world of work, to enable every child to acquire problem-solving skills, to inculcate a sense and ability of self-confidence and self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills".

3.3.4 The Role of Vocational Education

Different forms of vocational training, either at schools or on the job or combining both elements in a 'dual apprenticeship' are necessary preconditions for the employability and productivity of young people. Vocational training is a crucial element as it can link young people's competences with employers' needs,

(Biavaschi C, et al, 2012). Vocational education is expected among other things to assist students to acquire relevant occupational and technical skills, prepare for future occupations, and make successful transition from school to world of work.

Stanwick (2005, 2006) and Sherman (2006) investigated outcomes from various levels of vocational education and training and found out that youth had a smoother transition to employment, obtaining better employment outcomes six months after training. Smith E, et al (2005) conducted a follow-up survey of school students one to three years after they had left school. They found that participating in a school-based apprenticeship provides a clear pathway into apprenticeship or traineeships in a similar industry area.

Using the longitudinal survey of Australian Youth Data, Anlezark, et al (2006) found that school VET programs provide a clear pathway for some students, particularly for boys studying in the areas of building and engineering. Lamb et al (2006) further examined the issue of VET programs and found that linked VET programs to school typically result in smoother transitions to work, particularly for students who do not further their education. Therefore, by tracking young people, researchers are now able to conclude that vocational education and training assists the transition to work.

3.3.5 Vocational Education Programs and Labour Market Linkage in Tanzania

Recent evidence suggests that vocational education yields higher returns than either general secondary education or higher education, mainly because its focus is on providing work-relevant skills (Kuepie et al, 2009; Herschbach, 2009). Vocational education develops knowledge and skills that help the workforce become more

flexible and responsive to the needs of local labour markets while overcoming the skills mismatch issues that have impeded smooth education to employment transitions for many young people. Unemployment can be high if people have the wrong education and skills to fill the available jobs.

3.3.6 Coordination and Provision of TVET Sector in Tanzania

The government of Tanzania has a well-established department of Technical and Vocational Education and Training (TVET) in the Ministry of Education and Vocational Training (MOEVT) that coordinates vocation education. TVET oversees two quality regulating bodies which are NACTE and VETA. BEST, (2013) indicate there are 1068 public and private registered TVET institutions owned by Ministries, Departments and Agencies (MDAs), private, community and Faith Based Organizations. VETA has by 2013 registered 744 public and private Vocational Education and Training and Folk Development Centers with enrollment of 145,511 learners.

3.3.7 Effectiveness of the Institutional Response to Youth Unemployment

Although there are plentiful declarations by African governments concerning the role of youth in development, available evidence shows that very few African countries have come up with what can reasonably be called a “comprehensive national youth policy” that specifically seeks to address the concerns and needs of their young people within the context of national development plans or broad macroeconomic policies.

Furthermore, several analysts argue that in practice, the actions taken by most governments to address the problem of youth unemployment have been very limited

and guided by a vision that neither addresses the livelihoods needs nor meets the real expectations of young people (Mkandawire, 1996; Momoh, 1998). Indeed, Bennell (2000) wonders why a continent that has such a huge population of young people accords low priority to their livelihoods. However, many observers attribute this to the failure by many African governments to come up with comprehensive youth policies and institutional frameworks.

3.3.8 Improvement of Vocational Education in Tanzania

Katebalirwe D, (2014) presents that, the Tanzanian Government must play its constitutional responsibility of creating enabling socio-economic and political environment by employing interventions geared to the attainment of quality vocational education output at the same time creating a friendly climate for investment by industries. This will encourage investors to invest and thereby create jobs in order to absorb the unemployed youths from our TVET institutions. Some recommended interventions to ensure quality TVET output that fulfills requirements for productive youth employment and decent work is achieved through collaborative key stakeholders include:

- (i) To raise the public profile and attractiveness of TVET among learners, families and all other stakeholders, including through the media, and inform them on the possibilities for progression, employment and self-fulfillment that TVET can offer.
- (ii) To establish more TVET institutions in the rural areas and ensure emphasis at providing TVET skills to meet the needs of the community in that particular locality.

- (iii) To have a greater number of internships and apprenticeship systems in a broad range of disciplines and available to all segments of the youth population, particularly those who experience the most difficulties in accessing and completing education, such as young people living in extreme poverty and in rural areas, young women and youth with disabilities.

Therefore, to conclude, the primary objective of all technical and vocational education and training programmes is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area.

3.3.9 The Concept of Entrepreneurship and Life Skills

In almost all countries in world, large numbers of graduates coming out of the formal school system are unemployed, although opportunities for skilled workers do exist in the economy. This situation has brought into sharp focus the mismatch between training and labour market skill demands. Critics argue that the incidence of high unemployment among graduates is the absence of entrepreneurial and life skills training in the school curriculum. Entrepreneurship is the capacity to harness the right quantity, quality and combination of resources that are consistent with profit making under risks and uncertainly. Essien, (2006) defined entrepreneurship as the totality of self – asserting attributes that enable a personal to identify latent business opportunities, together with capacity to organize needed resources with which to profitably take advantage of such opportunities in the face of calculated risks and uncertainty.

The importance of entrepreneurship development to the economy has been the subject of increased attention the world-over in recent years. Gibson, (2001) defined entrepreneurship as the process of using private initiative to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with high great potential. Henry (2003) views entrepreneurship as the engine driving the economy of nations, creating new industries, young entrepreneurs, employments and wealth. Also, Agbionu,(2008) opined that entrepreneurship involves a process aimed at creating wealth for the purpose of growth, development of the environment and eradication of unemployment for national sustainability.

Sexton, D et al. (1997) add by stating that entrepreneurship” as the process whereby individuals become aware of business ownership as an option or viable alternative, develop ideas for business; learn the process of becoming an entrepreneur and undertake the initiation and development of a business. It includes the practical application of enterprising qualities such as initiative, innovation, creativity and risk-taking into the work environment (either in self-employment or employment in small start-up firms) using appropriate skills necessary for success in that environment and culture.

Peace Corps (2001) states that, the Life Skills program is a comprehensive behavior change approach that concentrates on the development of the skills needed for life such as communication, decision-making, thinking, managing emotions, assertiveness, self-esteem building, resisting peer pressure, and relationship skills. The program addresses the development of the whole individual so that a person will have the skills to make use of all types of information, whether it be related to

reproductive health, safe motherhood and other communication and decision-making situations.

3.3.10 The Role of Entrepreneurship and Life Skills

Entrepreneurship in any country is important for the following reasons; reducing unemployment, with the zeal of entrepreneurship very valuable jobs will be created, not just for the entrepreneurs, but also for others (George, I et al., 2010). Going beyond employability, entrepreneurship capacities enable graduates by self-determination to create their own future, exploit the opportunities that emerge in the complex unpredictable worlds and contribute better to economic development and social well – being (Anyamene, A et al., 2009). The Nigeria government in her bid to reduce unemployment introduced a new curriculum in the senior secondary school with goal geared towards wealth creation, entrepreneur development and skill acquisition training for self-employment. This is summarized by Oduselu, O (2011) that “every senior secondary education graduate should have been well prepared for relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation”. Therefore, to conclude, entrepreneurial and life skills education offers the citizens of acquiring the necessary technical know– how on business management, risk taking in business management thereby creating productive populace as well as eradicating unemployment in the nation.

3.4 Policy Reviews

There are numerous policies which ease school to work transition and prevent labour market mismatches so as to assist potential young for self-employment. Some of these include:

3.4.1 Tanzania Development Vision 2025

This inspires and raises national hopes of attaining high economic and employment growth to meet the needs and aspirations of all Tanzanians. This has strengthened our determination to build a strong, diversified and competitive economy that will provide adequate and sustainable employment opportunities in Tanzania. The people are urged to mobilize and effectively utilize domestic resources (natural, financial and human) to build adaptive capacity for promoting economic activities that enjoy comparative and competitive advantages with a view to minimize the impact of external economic shift and shock. The vision will be a vehicle of hope and an inspiration for motivating the people to search and work harder for the betterment of their livelihood and for posterity.

3.4.2 National Strategy for Growth and Reduction of Poverty

The strategy explains that considering limited capacity of the government the poverty eradication strategy aims at involving the people, especially the poor in identifying, planning, implementing, monitoring and evaluating poverty eradication programmes. In the view of the above the overall goal of the strategy is provide a framework guide to poverty eradication initiatives in order to eradicate absolute poverty by the year 2025. This goal will be achieved through among others; the expansion and strengthening of technical education in order to enhance the ability of individuals' advancement and reduction of unemployment rate among the women and youth.

3.4.3 The Technical Education and Training Policy in Tanzania (1996)

This policy states that, the majority of Tanzanians are self-employed. This group which forms the informal sector has a potential which is yet to be developed. In most

cases the productivity and income generation capacity of this group is below subsistence levels. Technological change taking place in Tanzania and the world over, demands an effective technical education and training system which can adequately address itself to labour market requirements. Also, the proportion of outputs from schools, who cannot find employment in the formal sector will continue to increase. Therefore the government shall ensure that those already in the informal sector shall be trained in different technical skills and entrepreneurship.

3.4.4 National Youth Development Policy (2007)

The youth constitute the majority of the active labour 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 Youth Development Policy is to establish workable plans of employment which will help to solve the problem of unemployment for youth through the acquisition of demand driven skills and competencies for wage and self-employment. This entails preparation of youths for work by developing a demand driven vocational and technical education system.

3.4.5 National Employment Policy (2008)

The aim of this National Employment Policy is to stimulate an adequate employment growth in our economy, in order to reduce unemployment and underemployment rates and eventually attain full, productive, and decent employment for all Tanzanians. The overall vision of this National employment policy is to have society engaged in decent gainful employment capable of generating adequate income to sustain it, and reduce poverty as envisaged by the Tanzania Development Vision

2025, the National Strategy for Growth and the Reduction of Poverty (MKUKUTA), as well as facing the challenges of labour Market gaps in the globalized economy. One of the policy issues is enhancing the promotion of youth employment. The main objective is to eliminate obstacles that constraint youth to access and engage into productive employment.

3.4.6 National Small and Medium Enterprises (SME) Policy (2002)

Small and Medium Enterprises (SMEs) development policy highlights SMEs are known to play a major role in social economy development as they contribute significantly to employment creation, income generation and stimulation of growth in both urban and rural areas. Most of the unemployed persons end up in the SME sector, and especially in the informal sector. Given that situation, SMEs has introduced entrepreneurial programmes in vocational and technical training and also facilitate entrepreneurship development programmes for selected target groups.

3.4.7 National Sustainable Industrial Development Policy (1996)

Again the Sustainable Industrial Development Policy - SIDP (1996 - 2020) places specific emphasis on deliberately undertaking measures to promote indigenous entrepreneurial base through orienting the education policy and strategy to emphasize technical education including strengthening of vocational training institutions and entrepreneurship development. The policy ensures tailor-made training programmes for youth entrepreneurs in order to engineer change towards poverty alleviation and national cohesion through improving access to business opportunities.

3.5 Literature Review Summary

Based on the above reviewed literatures, it is evident that a well transformed vocational education (employability program) gives more youth with opportunities to develop the skills needed for work and livelihood. Vocational education programs to equip youth with the hard skills for the world of work must provide a combination of classroom education with workplace training, and impart life or soft skills and entrepreneurship awareness. The skills acquired from the vocational education institutions and the skills required by the labour market must match to allow the effective application of the skills acquired from training to the work place. Otherwise, young people will find it difficult to find a job, to stay in employment, to move on in the workplace, and more broadly, to succeed in lifelong learning.

The relevance of vocational education is measured by the productive employment that graduates find after training. Vocational skills can bring about reduction in unemployment, and also has a positive role to play in equipping the unemployed with employable skills. If Tanzania is to become one among the Middle Income Countries in the world by the year 2025, it must properly equip vocational education institutions and programs with the state-of-the art equipment and facilities staff them with well trained professional teachers and develop relevant and up to date vocational skills programs.

Finally, the public and private sectors should recognize that vocational education is an investment, not a cost, with significant returns. Therefore, funding for vocational education should be shared to the maximum extent possible between government and

the community to effectively improve the livelihoods of secondary school leavers by promoting their employability as the way of working toward the nation's 2025 vision of improving its people's livelihoods.

CHAPTER FOUR

PROJECT IMPLEMENTATION

4.1 Introduction

This chapter explains how the project was planned and actions taken at each step of project implementation. It analyses products and outputs from the project, activities undertaken to meet the objectives, resources required, responsible personnel and time frame to accomplish the project. It also analyses tentative budget for purchase of tools/equipments and other running expenses.

4.2 Products and Outputs

The expected outcomes i.e. products and outputs were as shown hereunder.

- (a) Increased vocational skills
- (b) Improved life skills
- (c) Increased employment versatility
- (d) Growing and improved self-reliance
- (e) Increased employability
- (f) Improved income
- (g) Improved quality of life.

4.3 Project Planning

The project's strategy rested on partnership with the local community organization (TACOA) for livelihood improvement of the secondary school leavers. Appropriate agreements with relevant partners related to the training of the targeted trainees were concluded. The project consisted of the following key programmatic components,

“vocation skills training”, which focused on providing training in carpentry, entrepreneurship and life skills and “job placement assistance”

In order to meet the project goal the following activities were planned and accomplished to guide the achievements of its milestones.

- (a) Announcements/Recruitment and orientation of participants.
- (b) Outreach to partners (vocational mentors).
- (c) Training sessions on carpentry, entrepreneurship and life skills.
- (d) Assistance with job placements.
- (e) Monitoring and tracking of placement outcomes.
- (f) Monitoring and evaluation activities.

4.3.1 Implementation Plan

In order to ensure smooth implementation of the project, a work plan was prepared indicating different activities to be carried out, the required resources, time frame and person responsible for each project activity as shown in the Table 4.1.

Table 4.1: Project Implementation Plan

Specific objective	Output	Activity	Project Implementation Month						Resources Needed	Person Responsible
			5	6	7	8	9	10		
1. Preliminary activities	1.1 15 Participants are identified, recruited and oriented	1.1 Announcements/Recruitment and orientation of participants.							Human, transport, funds	TACOA NGO & MCED student
	1.2 Training partners are identified and contacted	1.2 Outreach to training partners (vocational mentors).							Human, transport, funds	TACOA NGO & MCED student
2. To train 15 secondary school leavers on carpentry skills by October 2014.	2.1 15 secondary school leavers are trained	2.1 Conducting skills training in:- Safety awareness, use of hand and power tools, building frameworks, installation, measuring, marking, cutting and joining.							Human, stationery, workshop place, funds	Trainer & MCED student
3. To train 15 secondary school leavers on entrepreneurship and life skills by October 2014.	3.1 15 secondary school leavers are trained	3.1 Conducting skills training in:- Qualities of an entrepreneur, business management, marketing, customer care, money management, information and communication technology (ICT) and business plan.							Human, stationery, workshop place, funds	Trainer & MCED student
	3.2 15 secondary school leavers are trained	3.2 Conducting skills training in: habits and attitudes, such as self-reliance, self-confidence, a spirit of initiative, effective communication, decision-making, problem-solving, and job search techniques							Human, stationery, workshop place, funds	MCED student & TACOA NGO
4. To facilitate employment of 50% of the trainee in informal and formal sector by 2015.	4.1 15 secondary school leavers are facilitated in joining informal or formal sector for employment	4.1 Conducting skills training in: - job search techniques, finding placement in internships, apprenticeships, jobs and enterprise development.							Human, stationery, workshop place, funds	MCED student & TACOA NGO
	4.2 Reports are prepared and developed	4.2 Monitoring and tracking of placement outcomes							Human, stationery, workshop place, funds	MCED student & TACOA NGO
5. Monitoring and evaluation	5.1 Reports are prepared and developed	5.1 Conducting progressive monitoring and evaluation on a weekly and monthly.							Human, stationery, workshop place, funds	MCED student & TACOA NGO

Source: Study findings in Malunga Ward (2015)

Table 4.2: Project Logical Framework

Hierarchy of Objectives	Objectively Verifiable Indicators (OVIs)	Means of verification (MOV)	Important Assumptions
Goal (Impact): Improving the livelihood of secondary school leavers through enhancing their vocation skills.	-Improved and sustained livelihood of secondary school leavers	-Leavers' livelihood improvement reports	-People are aware, open and honest about the improvement of secondary school leavers' livelihood
Preliminary activities			
<u>Activities</u> -Announcements/Recruitment and orientation of participants. -Outreach to partners (vocational mentors).	<u>Inputs:</u> -Human -Transport -Funds		
1.1 Announcements/Recruitment and orientation of participants.	-15 secondary school leavers identified, selected and oriented.	-Number of participants identified and selected	-Readiness of secondary school leavers to attend the training.
1.2 Outreach to partners (vocational mentors).	-1 Training partner is selected and contacted	-Number of training partner selected and contacted	-Willingness of training partner to provide the training.
Objective 1: To train 15 secondary school leavers on carpentry skills by October 2014			
Output 1: Training is conducted to 15 secondary school leavers.	-15 secondary school leavers are trained on carpentry skills	-Number of participants and training sessions	-Readiness of secondary school leavers to attend the training.
<u>Activities;</u> -Conducting skills training in:- Safety awareness, use of hand and power tools, building frameworks, installation, measuring, marking, cutting and joining by October 2014.	<u>Inputs:</u> -Human -Stationery, -Workshop place -Funds		
1.1: Conducting skills training in:- Safety awareness, use of hand and power tools, building frameworks, installation, measuring, marking, cutting and joining by October 2014.	-Increased capacity in employability -15 secondary leavers are trained on safety awareness, skills in handling working tools and carpentry skills	-Number of training sessions and participants -Number of training topics taught -Observation -Interview	-Readiness of secondary school leavers to attend the training.

Objective 2: To train 15 secondary school leavers on entrepreneurship and life skills by October 2014			
Output 2: Training is conducted to 15 secondary school leavers.	15 secondary school leavers are trained on entrepreneurship and life skills.	-Number of training sessions and participants -Interview -Observation	-Secondary school leavers are placed at the training place
Activities; -Conducting skills training in:- Qualities of an entrepreneur, business management, marketing, customer care, money management, information and communication technology (ICT) and business plan. -Conducting skills training in: habits and attitudes, such as self-reliance, self-confidence, a spirit of initiative, effective communication, decision-making, problem-solving, and job search techniques.	Inputs; -Human -Stationery -Workshop place -Funds		
2.1: Conducting training on:-Qualities of an entrepreneur, business management, marketing, customer care, money management, information and communication technology (ICT) and business plan by October 2014.	-Developed entrepreneurial spirit and skills -Established business - Improved livelihood -15 trained secondary school leavers -enhanced entrepreneur skills, customer care ability, money management, ability to plan for a business and knowledge in ICT	-Number of training sessions and participants - Number of topics held -Number / rate of trainees who start their own businesses -Number / rate of trainees with enhanced entrepreneurship skills -Interview -Observation	-Livelihood is improved among the trainees
2.2: Conducting training on:- life skills, habits and attitudes, such as self-reliance, self-confidence, a spirit of initiative, effective communication, decision-making, problem-solving, and job search techniques	-Enhanced positive life skills, habits and attitudes -15 trained secondary school leavers on communication ability and positive attitude and self-belief	-Number of training sessions and participants -Number of topics held -Number / rate of trainees with enhanced life skills -Interview -Observation	-Livelihood is improved among the trainees

Objective 3: To facilitate employment of 50% of the trainee in informal and formal sector by 2015			
Output 3: Assistance with job placement is provided to 15 secondary school leavers.	15 secondary school leavers are facilitated on informal or formal employment by October 2015.	-Number of trainees in informal or formal sector -Interview -Observation	-Secondary school graduates are helped on job placements
Activities: -Conducting skills training in: - job search techniques, finding placement in internships, apprenticeships, jobs and enterprise development. - Monitoring and tracking of placement outcomes	Inputs: - Human -Stationery -Workshop place -Funds		
3.1: Conducting skills training in: - job search techniques, finding placement in internships, apprenticeships, jobs and enterprise development.	-Trainees placed in jobs, internships, or self-employment - Number of improved livelihoods of trainees	-Number of training sessions and participants -Number / rate of trainees who obtain jobs and internships - Rate of expanded knowledge and work attitudes among the trainees -Interview -Observation	-Livelihood is improved among the trainees
3.2: Monitoring and tracking of placement outcomes	-Trainees in workshops identified	-List of trainees working in informal or formal sector -Interview -Observation	-Livelihood is improved among the trainees
4. Monitoring and evaluation			
Output 4: Progressive monitoring and evaluation report is prepared.	-Weekly and monthly progressive monitoring and evaluation conducted	-Monitoring and Evaluation report -Interview -Observation	-Willingness of members of evaluation team
Activities: - Conducting progressive monitoring and evaluation on a weekly and monthly.	Inputs: -Funds -Human -Stationery -Workshop place		
4.1: Conducting progressive monitoring and evaluation on a weekly and monthly.	-Weekly and monthly progressive monitoring and evaluation conducted	-Monitoring and Evaluation report -Interview -Observation	-Willingness of members of evaluation team

Source: Study Findings in Malunga Ward (2015)

4.3.2 Project Inputs

The project employed various inputs including; human, financial and materials resources. Human resources were TACOA NGO staff, MCED student and training partners. Financial resource is the major component in the implementation which was used for capacity building, purchase of project equipments and for payment of various expenses such as consultation costs, communications, fares, meals and transportation. Material inputs included tool and equipments used during training like; laptop, training tools and training place.

4.3.3 Staffing Pattern

The project had a project officer who came out of TACOA NGO staff and was assisted by MCED student. Also a trainer from Mwanva FDC and one vocational mentor played part in training secondary school leavers. However, the implementation to a great extent was and will be assisted by TACOA NGO management.

Table 4.3: Staffing Pattern

Position	Roles	Training needed
TACOA NGO staff	Introducing the project in the community by acting as a link between MCED student and the community as project beneficiaries.	Time management skills
MCED student	Providing technical support to the project by facilitating the implementation of the project.	Nil
Training partner.	Providing vocation skills training to the selected secondary school leavers.	Nil
Vocational mentor	Providing wood workshop for trainees to do their practical studies under his supervision	-Training methodology

Source: Study findings in Malunga Ward (2015)

4.3.4 Project Budget

Table 4.4: Project Budget

Activities	Total TZS.
CNA Piloting the instrument	3,000
Conducting the CNA field study	10,000
Analysing CNA data	5,000
Writing and binding CNA final report	20,000
Identification and selection of secondary school leavers (project trainees)	20,000
Selection and initial contact with training partner (project trainer)	10,000
Conducting carpentry training to 15 secondary school leavers	150,000
Conducting entrepreneurship and life skills training to 15 secondary school leavers.	50,000
Conducting progressive monitoring and evaluation on a weekly and monthly.	75,000
Writing final project report	50,000
Total	393,000

Source: Study findings in Malunga Ward (2015)

4.4 Project Implementation

4.4.1 Project Implementation Report

The project implementation was the responsibility of the MCED student, TACOA NGO, target group, Mwanva FDC trainer, workshops' mentors and other stakeholders to ensure that project activities were efficiently implemented. The implementation started by early May, 2014 through a participatory approach and followed the sequential order of activities as follows:

4.4.1.1 Output 1: Improved Carpentry Skills Among the Trainees

This output was realized after the successful training in many physical oriented skills like: - use of hand and power tools, measuring, marking, cutting and joining. Additionally, safety awareness, first aid and mathematical skills were also vital skills that trainees were taught. They were made familiar with some of the tools like:-

chisels, levels, drills and hammers. With these imparted skills and knowledge trainees were finally capable to construct various products such as tables, desks and cupboards. They could design and develop carpentry products on their own without supervision. This marked a very huge advancement to in terms of vocational skills.



Figure 4.1: Secondary School Leavers while at Carpentry Workshop

Source: Study findings in Malunga Ward (2015)

4.4.1.2 Output 2: Improved Entrepreneurship Skills Among the Trainees

This output was realized following an implementation of the following activities; training of 15 secondary school leavers on such skills like; - Qualities of an entrepreneur, business management, marketing, customer care, money management and information and communication technology (ICT). As result 10 trainees initiated and ran their business with an entrepreneurial drive and were able to manage careful

the capital and profits obtained in their business. Among other things taught were on the role of value addition in improving marketability of their products, creativity, producing for commercial purposes, how to prepare simple business plans and keeping records to maintain a sound link between inputs and outputs. This was an added advantage for them because sometimes jobs are not available despite that there are skilled labours. So for them they were also able to initiate their own business using the skills they were taught.

4.4.1.3 Output 3: Improved Life Skills Among the Trainees

This output was realized after training secondary school leavers on their self-concept knowledge. They were trained on positive life habits and attitudes such as:- self-awareness and empathy, self-reliance, self-confidence, a spirit of initiative, effective communication & interpersonal relationships, decision-making, problem-solving, and critical and creative thinking. Other skills were:- coping with stress & emotion, goal setting, negotiating, friendship, resisting peer pressure and assertiveness. Through this trainees were helped to adapt, behave positively and deal effectively with their everyday life challenges. It is due to the fact that life is so dynamic and challenging, and they are also can or face those everyday life challenges. But with these life skills made familiar to them they can easily cope and solve those challenges.

4.4.1.4 Output 4: Improved Sustainable Earning Potential Among the Trainees

With the aid of professional and certified trainers and mentors in the field finally trainees were able to construct good products that attracted customers for buying. Additionally, trainees were assisted with job placements by giving them such skills

like:- job search techniques, finding placement in internships, apprenticeships, jobs and enterprise development. For example all of them could get a place for working whereby 10 trainees employed themselves while 5 were employed at the workshop. While at those working places (workshops) they managed to make various carpentry products which in turn were sold to customer and hence earned money from them. They for instance made desks, cupboards and sofa sets whereby they got money through them. So through these secondary schools leavers were able to earn economic income for their basic needs.



Figure 4.2: Finished Carpentry Products Already Bought

Source: Study findings in Malunga Ward (2015)

4.4.2 Project implementation Gantt Chart

Table 4. 5: The Project Implementation Plan Matrix

Activities	Project year (2014)									(2015)
	4	5	6	7	8	9	10	11	12	1-5
Identification of CNA community										
Piloting the CNA instruments										
Conducting the CNA field study										
Analysing CNA data										
Supervisor’s reviews & Assessments										
Writing CNA final report										
Start project implementation										
Announcements/Recruitment and orientation of participants										
Outreach to partners/vocational mentors.										
Conducting carpentry skills training to 15 trainees										
Conducting entrepreneurship and life skills 15 trainees										
Providing assistance to 15 trainees with job placement skills										
Monitoring and tracking of placement outcomes										
Conducting progressive monitoring and evaluation on a weekly and monthly.										

Source: Study findings in Malunga Ward (2015)

4.5 Challenges Encountered During Project Implementation

During the implementation of this project many obstacles occurred which placed the process to some difficulties. For example at its initial stages it was not easy to find the trainer for carpentry skills since the expected one was so busy with the college activities. The big number of trainees who aspired to join the program placed difficulties to the initiative especially in the time of registering them. Almost every youth within the ward wanted to be recruited while the chances were very few. Also financial resources were another limiting factor as it was expected to be incurred only by the MCED student. However, later on through proper participatory approach then students agreed to share some costs for the project achievement.

CHAPTER FIVE

PROJECT PARTICIPATORY MONITORING, EVALUATION AND SUSTAINABILITY

5.1 Introduction

This chapter provides details for participatory monitoring, evaluation and sustainability of the project. Participatory Monitoring and Evaluation is one of many approaches to ensure that the implementation of the different projects within the action plan leads to the expected outcomes. As with all other monitoring and evaluation elements, the process for PM&E has to be prepared prior to project implementation (Philip et al. 2008). Participatory monitoring & evaluation (PM&E) process helps in taking or identifying corrective actions (World Bank, 2010a). The chapter is divided into the following parts; monitoring information system, participatory monitoring methods, participatory monitoring plan, participatory evaluation plan, performance indicator, participatory evaluation methods, project evaluation summary and project sustainability.

5.2 Participatory Monitoring

Monitoring is the systematic and routine collection of information from projects and programmes for learning from experiences to improve practices and activities in the future. Monitoring is a periodically recurring task already beginning in the planning stage of a project. Monitoring aims at providing major stakeholders with regular feedback and early indications of progress or lack thereof in the achievement of intended results. In general, monitoring is integral to evaluation. In the course of this project, participatory monitoring focused on the measurement of the aspects of

quantity and quality, outcomes and impacts of the implemented activities (outputs). These were done through reviewing of each activity schedule. The following indicators were used to monitor the progress of the project:

- (i) Number of trainees attended the trainings.
- (ii) Number of training topics held.
- (iii) Number of training sessions held.
- (iv) Number/rate of trainees with improved and enhanced capacity in carpentry, entrepreneurship and life skills.
- (v) Number / rate of trainees who obtain jobs, internships or self-employment.
- (vi) Rate of enhanced employability of trainees.
- (vii) Rate of improved livelihoods of trainees
- (viii) Rate of expanded knowledge on work attitudes.
- (ix) Number / rate of trainees who start their own businesses

5.2.1 Monitoring Information System (MIS)

This was a system designed to collect and report information on a project activities that enabled a project implementers to monitor and evaluate the operations and performance of the project by determining whether the resources are utilized efficiently and effectively. For this project, the system collected information about the project performance and compared it to its goals. MIS established a database by recording relevant information to activities that were planned in a specified period. Information recorded included; number of identified and selected secondary school leavers, selected and contacted training partner, trained secondary school leavers, trainees attained jobs and reports prepared.

5.2.2 Participatory Monitoring Methods

Three different methods namely: key informants interview, observation and documentary reviews were used for project monitoring purposes.

5.2.2.1 Key Informants Interview

Checklist was used during interview, questions were prepared in order to assess the respondents understanding on the progress of the project and getting their opinions and recommendations to improve the on-going activities in order to achieve the project objectives. Information was collected through; secondary school leavers, TACOA NGO staff, local government leaders, parents and community development officials. As a result it was seen that the project was very relevant to the beneficiaries and it was kept on track. Furthermore, they reported that the project is highly demanded to many youth in our community so it should be scaled up.



Figure 5.1: Monitoring Session with Secondary School Graduates in Malunga Ward

Source: Study findings in Malunga Ward (2015)

5.2.2.2 Observation

From the project it was observed that secondary school graduates responded well in registering for training. And the training started in time and was going very well as the attendance was very convincing. More youth came for vocational skills training in carpentry skills whereby the identified trainer from Mwanva FDC was available for training delivery.

5.2.2.3 Documentation

The objective of this was to collect data that was used to assess the progress of the project and to take precaution if necessary, this included review of list of registered training participants and training evaluation forms.

5.2.3 Participatory Monitoring Plan

Table 5.1: Participatory Monitoring Plan

Activities	Indicators	Importance of Monitoring	Methods/ tools	Person responsible	Time frame
Identification of CNA community	Name of identified community	Get target group	Site visit	MCED student & NGO staff	April 2014
Piloting the CNA instruments	Questionnaires prepared	Get real community needs and problems	Site visit	MCED student	April 2014
Conducting the CNA field study	Questionnaires prepared	Get accurate community needs	Needs assessment	MCED student	April 2014
Analysing CNA data	Report prepared	Give general/clear community picture	SPSS V.16	MCED student	April 2014
Supervisor's reviews & Assessments	Feedback/Comments for improvement	Provide technical inputs	Comments	OUT supervisor	April 2014- May 2015
Writing CNA final report	CNA report	Get general community picture	Binding	MCED student	May 2014
Start project implementation	Number of trainees, Training sessions	Sustain the project	Site visit	WEC, Trainer, Trainees & MCED student	May 2014
Announcements/Recruitment and orientation of participants	List of trainees	Get target project group	Advertisement	MCED student, &WEC	May 2014
Outreach to partners/vocational mentors.	Positive response from the trainer	Get professional trainers	Site visit	MCED student	May 2014
Conducting carpentry skills training to 15 trainees	List of participants , Training report	Ensure accurate skills are provided	Lecture & Practical	Trainer	May-September 2014
Conducting entrepreneurship and life skills 15 trainees	List of participants , Training report	Ensure accurate skills are provided	Lecture & Practical	Trainer	June-July 2014
Providing assistance to 15 trainees with job placement skills	Number of trainees placed in jobs or internships	Ensure trainees are in jobs	Lecture & Practical	MCED student, Trainer	Sept –October 2014
Monitoring and tracking of placement outcomes	Number of trainees tracked	Ensure trainees' livelihood is improved	Field visits	MCED student, NGO staff, WEC	October-2014- May 2015
Conducting progressive monitoring and evaluation on a weekly and monthly.	-Number of monitoring and evaluation conducted -List of participants	Ensure project sustainability	Participatory monitoring and evaluation	NGO Leaders Sector experts Other stakeholders	April 2014-May 2015

Source: Study findings in Malunga Ward (2015)

5.3 Participatory Evaluation

Evaluation is assessing, as systematically and objectively as possible, a completed project or programme (or a phase of an ongoing project or programme that has been completed), its design, implementation and results. Evaluations appraise data and information that inform strategic decisions, thus improving the project or programme in the future. Evaluation determines the relevance and fulfillment of objectives, efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling incorporation of lessons learned into the decision making process of both recipients and donors. It is an analysis or interpretation of the collected data which explores deeper into the relationships between the results of the project, the effects produced by the project and the overall impact of the project.

With regard to this project, evaluation was designed so as to objectively assess the impact and accomplishments of the project goal, objectives and activities. Because the project was on improvement of the livelihood of secondary school leavers through enhancing their vocation skills in Malunga ward, the evaluation checked if the project had been able to promote the livelihood (healthier lifestyles) of the secondary school leavers' on issues related to sustainable economic empowerment. Different tools were used to evaluate the project, such as beneficiaries' assessment method. Evaluation was planned in two terms, one was the midterm evaluation which was conducted to check the performance and if need arose then review action plan. The second term evaluation was at the end of the project; this was the final evaluation, which examined the impact of the project and how it functioned.

5.3.1 Project Performance Indicators

Performance indicators of the project fall in two categories qualitative and quantitative. To measure the input indicators, participants were to examine resources that were utilized in project implementation while for output indicators involved number of secondary school leavers selected and trained and project staff identified whereas impact indicators were measured by examining actual change to livelihood of secondary school leavers. 15 secondary school leavers were expected to promote their standard of living by improving their earning potential. Project activities and performance indicators were evaluated as shown in Table 5.2.

Table 5.2: Project Performance Indicators

Activities	Resources needed	Performance indicators
Announcements/Recruitment and orientation of participants	Human, transport , funds	-Number of recruited participants
Outreach to partners/vocational mentors.	Human, transport, funds	-Number of trainer identified
Conducting carpentry skills training to 15 trainees	Human, Training room, stationery, funds	-Number of participants and training sessions -Rate of enhanced trainees in carpentry skills -Number of training topics taught
Conducting entrepreneurship and life skills 15 trainees	Human, Training room, stationery, funds	-Number of training sessions and participants - Number of topics held -Rate of trainees with enhanced entrepreneurship skills -Rate of trainees with enhanced life skills -Number / rate of trainees who start their own businesses -Number of trainees in informal or formal sector
Providing assistance to 15 trainees with job placement skills	Training room, stationery, funds	-Number / rate of trainees who obtain jobs and internships -Number of training sessions and participants - Rate of expanded knowledge and work attitudes among the trainees -Number of trainees working in informal or formal sector
Monitoring and tracking of placement outcomes	Human, transport, funds	-Monitoring and Evaluation report
Conducting progressive monitoring and evaluation on a weekly and monthly.	Human, transport, funds	-Monitoring and Evaluation report

Source: Study findings in Malunga Ward (2015)

5.3.2 Participatory Evaluation Methods

Participatory evaluation method used a Participatory Rural Appraisal (PRA). The PRA techniques used were Key informant Interview, Focus Group Discussion and Direct Observation. Main issues to be evaluated were agreed through democratic way during the Focus Group Discussion. The participatory evaluation focused on the progress in work plan, implementation of planned activities, achievement of objectives, project success, impact of the project and project sustainability. In order to have a clear understanding and flow of information, a check list were prepared to guide the discussion during the Key Informant Interview and Focus Group Discussion.

Key informants were TACOA staffs, secondary school leavers, parents, local government leaders, WEC and community development officer. Observation was used to examine the information collected during the Focus Group Discussion, and Key Informant Interview. The collected data and information involved investigating project performance in line with participatory evaluation objectives. That is to check whether planned activities were accomplished according to plan then project outcome were evaluated. Based on participatory evaluation exercise the following results were observed.

- (i) 15 secondary school leavers were identified and selected for the training as key beneficiaries of the project.
- (ii) Evaluation team also managed to meet with the trainer from Mwanva FDC.
- (iii) Training on carpentry, entrepreneurship and life skills were also done very effectively as the evaluation team managed to meet with the already made products from the trainees like the cupboard.

- (iv) Trainees revealed that their income by then was improved and sustained, since they have attained skills which last longer.

5.3.3 Monitoring Results

5.3.3.1 Activity 1: Conducting Carpentry Skills Training to 15 Trainees

Looking at this project area, there are marked achievements and successes on developing carpentry skills, safety awareness, use of hand and power tools, building frameworks, installation, measuring, marking, cutting and joining. Overall, all 15 beneficiaries reported gaining full knowledge of the skills trained on. They showed competencies in making different furniture like, desks, cupboards, sofas, chairs and tables.

3.3.3.2 Activity 2: Conducting Entrepreneurship and Life Skills 15 Trainees

Promoting entrepreneurship and life skills were also considered by many trainees to be the success story. The magnitude of knowledge gained was generally high with some intangible gains in life skills knowledge such as self-reliance, self-confidence, a spirit of initiative, effective communication, decision-making, problem-solving, and job search techniques and entrepreneurial spirit like; marketing, customer care, money management and business plan. Generally, all trainees gained entrepreneurship spirit which helped them to develop confidence which helped 10 out of them to start and run their own business very effectively.

5.3.3.3 Activity 3: Providing Assistance to 15 Trainees with Job Placement Skills

67% of beneficiaries now use their new skills as part of a full time job, a finding that confirms the significant impact of the project on access to employment. Interestingly,

the impact shows that, trainees were competent enough in the various levels of access to employment such as; job search techniques, finding placement in apprenticeships and enterprise development. Overall, 100% of beneficiaries reported an increase in income as a result of vocational training.

5.3.3.4 Activity 4: Monitoring and Evaluation

Under this activity monitoring and evaluation were conducted on the weekly and monthly basis with 100%. Interviews and observation were used as the way of detecting any areas of improvement. Recorded monitoring and evaluation reports were kept such as checklists.

5.3.4 Project Evaluation Summary

Table 5.3 indicates the project evaluation summary based on the project goal, objectives, performance indicators, expected outcomes and actual outcome. Generally the evaluation shows that there are strong commitments of various stakeholders from the planning stage to the implementation activities. This indicates that the project is the real need to the direct beneficiaries and community at large because project goal, objectives and activities planned have been met.

Table 5.3: Project Evaluation Summary

Activities	Performance Indicators	Expected Outcome	Actual Outcome
Announcements/Recruitment and orientation of participants	-Number of students identified and selected	-Positive response	-15 participants identified - Real positive response oriented trainees
Outreach to partners/vocational mentors.	-Number of training partner identified	-Positive response	-Real positive response from 1 training partner
Conducting carpentry skills training to 15 trainees	-Number of participants and training sessions -Rate of enhanced trainees in carpentry skills -Number of training topics taught	-Improved and expanded participants' knowledge and experience	-15 participants trained on carpentry skills
Conducting entrepreneurship and life skills 15 trainees	-Number of training sessions and participants - Number of topics held -Rate of trainees with enhanced entrepreneurship and life skills -Number / rate of trainees who start their own businesses	-Improved and expanded participants' knowledge and experience	-15 participants trained on entrepreneurship and life skills -5 trainees were employed and 10 trainees started their business
Providing assistance to 15 trainees with job placement skills	-Number / rate of trainees who obtain jobs and internships -Number of training sessions and participants - Rate of expanded knowledge and work attitudes among the trainees -Number of trainees working in informal or formal sector	-Improved and expanded participants' knowledge and experience	-15 participants trained on job search skills - 5 trainees obtained jobs and internships and 10 started their business -Expanded knowledge and work habits to 15 trainees
Monitoring and tracking of placement outcomes	-Number of tracked sessions	-Trainees placed in jobs	-5 trainees placed in jobs and 10 trainees employed themselves
Conducting progressive monitoring and evaluation on a weekly and monthly.	-Number of reports prepared	-Number of reports documented	-Reports distributed to stakeholders

Source: Study findings in Malunga Ward (2015)

5.4 Project Sustainability

Project sustainability is the capacity of a project to continue functioning, supported by its own resources (human, material and financial) even when external source of support has ended. It is commonly known as a state whereby the project functions will totally depend on its own resources. However, it is very important to the organisation to develop its own definition of sustainability, the links between organization's own contexts, focus, and the state of affairs.

5.4.1 Institutional Sustainability

The sustainability of “Improvement of the livelihood of secondary school leavers through enhancing their vocation skills” in Malunga ward is most likely to be sustainable since key stakeholders like trainer and vocational workshops are readily and cheaply available towards project implementation. Essentially the most materials required as inputs (training room) are produced by the beneficiaries themselves at no cost. Training done to 15 secondary school leavers on carpentry will contribute to increased interest to other students too since it has helped them in improved income security. Thus, established project is a liberty since it will enable secondary school leavers to gain income for their basic needs. The community participation in identifying, designing, planning, implementation, monitoring and evaluation of the project is another key issue that creates sense of ownership that leads to sustainability of the project.

5.4.2 Financial Sustainability

The “Improvement of the livelihood of secondary school leavers through enhancing their vocation skills” has been implemented readily with TZS.393, 000/=. Through

collaboration with other development partners such as Kahama Town Council, it encourages and insists the project to acquire tools support that will allow more practical learning to be done to many trainees. Therefore having such qualifications the project will be financially sustainable since it will be in recognition by the government. Contributions by trainees as key stakeholders will continue to support the project even after completion of the project of which reduce project expenses.

5.4.3 Political Sustainability

The “Improvement of the livelihood of secondary school leavers through enhancing their vocation skills” project is directly supporting the Nation Strategy for growth and Reduction of Poverty II. The sustainability of this project will be guaranteed because the project involved the participation and collaboration of all concerned key local government leaders and community at large. The beneficiaries through training given to them shall handle and reduce unemployment rate among the youth hence lower down the rate of crime within the community.

5.4.4 Economic Sustainability

The major objective of this project was to contribute in improving livelihoods of secondary school leavers’ in Malunga ward by improving the livelihood of secondary school leavers through enhancing their vocation skills. This was done through training 15 secondary school leavers on skills of carpentry, entrepreneurship and life. After acquiring these skills secondary school leavers were able to manufacture various carpentry products and sell them. It is expected that secondary school leavers will go on using the obtained knowledge and skills to improve the

marketability of their products and hence their livelihoods will be improved to a great extent and the continuity of the project benefits will be unlimited.

5.4.5 Social Sustainability

Improvement of people's livelihoods is a priority area for social development. It is a fact that the income raised as a result of improvement of employability among the secondary school leavers will be used to meet families' basic necessities such as food, good houses, clothes, medical services and other social necessities.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.1 Introduction

This chapter gives a summary of the improvement of the livelihood of secondary school leavers through enhancing their vocation skills project in Malunga ward. Briefly it analyzes on the processes that were carried out from project identification up to the project implementation. However, the chapter will carry a conclusion which will enable researchers, decision makers, policy makers and other developments partners in the improvement of livelihood among the secondary school leavers get the necessary information about the project and come up with concrete suggestions and improvement.

6.2 Conclusion

Following participatory needs assessment carried out in Malunga ward, it was revealed that secondary school leavers had many needs and problems for their livelihood. However, it was clear that the need of opportunities for employments and vocation skills were identified as the most pressing needs and were the base for the formulation of the project named *“Improvement of The Livelihood of Secondary School Leavers Through Enhancing Their Vocation Skills”*. The project was implemented in a period of 6 months (from May 2014 to October 2014) with a budget of a total cost of Tshs. 393,000/=.

The major objective of the project was to improve the livelihood of secondary school leavers through enhancing their vocation skills in Malunga ward. The following

planned activities were successfully implemented during this period of the project in order to achieve the project objectives.

6.2.1 Activity 1: Conducting Carpentry Skills Training to 15 Trainees

This project managed in helping skills development among the 15 trainees. It brought attention to the fact that trainees are most employable when they have such vocational skills in carpentry. They were imparted with such skills like:- Safety awareness, use of hand and power tools, building frameworks, installation, measuring, marking, cutting and joining. Generally, all 15 beneficiaries reported gaining full knowledge of the skills trained on. They showed competencies in making different furniture like, desks, windows, tabled, doors, cupboards, sofas, chairs and tables.

6.2.2 Activity 2: Conducting Entrepreneurship and Life Skills 15 Trainees

Also the project trained all 15 trainees on a broad-based basic and portable high-level entrepreneurship and life skills. These skills included among others:- self-reliance, self-confidence, a spirit of initiative, effective communication, decision-making, problem-solving, and job search techniques and entrepreneurial spirit like; marketing, customer care, money management and business plan. Generally, all 15 trainees gained entrepreneurship spirit which helped them to develop confidence. This helped them to start and run their own business very effectively and adjust well in various life challenges.

6.2.3 Activity 3: Providing Assistance to 15 Trainees with Job Placement Skills

The results suggest that entrepreneurship education had a positive impact on the strength of the trainees' entrepreneurial spirit in terms of starting-up a new business,

and a high percentage of trainees acknowledged that the entrepreneurial knowledge they had acquired would be useful to them. This was successful because it possessed a set of generic personal attributes, skills and behaviours such as those related to communication, creativity, and problem-solving that are important to life as well as business. 10 out of 15 trainees managed to employ themselves and 5 were employed at the carpentry workshop. Through this, they achieved full and long-term potential for productive employment and decent work hence avoiding the high risk of extending the cycle of low productivity and poverty.

67% of beneficiaries now use their new skills as part of a full- or part- time job, a finding that confirms the significant impact of the project on access to employment. Interestingly, the impact shows that trainees were competent enough in the various levels of access to employment such as; job search techniques, finding placement in internships, apprenticeships, jobs and enterprise development. Overall, 100% of beneficiaries reported an increase in income as a result of vocational training.

6.2.4 Activity 4: Monitoring and Evaluation

Under this activity monitoring and evaluation were conducted on the weekly and monthly basis with 100%. Reports were recorded and kept safely for future reference. However, during the project implementation various methods and tools were used for monitoring and evaluation as a way of avoiding any divergence. Among the tools used for monitoring and evaluating the project progress included interviews and observation. Checklists were used during interviews with the project beneficiaries' observation was used in obtaining information on how the secondary school leavers were applying the knowledge acquired. Evaluation was conducted

every month using monitoring reports which helped to assess the extent to which each project activity has contributed to the attainment of project goals and objectives. Monitoring reports were also used to decide on the long term development of the project by considering achievements obtained, challenges encountered and then decide on their appropriate solutions.

For the project sustainability precautions were also taken into consideration. For that reasons sustainability aspects like; economic, political, financial, social, and institutional were considered. In terms of economic sustainability the project had improved the livelihood of secondary school leavers by imparting them with skills of life, entrepreneurship and carpentry and hence it was expected that the application will go further. In terms of political sustainability the project was guaranteed because it involved the participation and collaboration of all concerned key local government leaders and community at large.

In terms of financial sustainability the project had been implemented through the collaboration with other development partners such as Kahama Town Council therefore having such qualifications the project will be financially sustainable since it will be in recognized by the government. In terms of institutional sustainability, the project was most likely to be sustainable since key stakeholders like trainer and vocational workshops are readily and cheaply available within the ward towards project implementation. Essentially most materials required as inputs (training room) are produced by the beneficiaries themselves at no cost. In terms of social sustainability, the rise of secondary school leavers' incomes through the project will

enable them acquire better social services such as better health care, education, improve their housing conditions and other social necessities.

However, the MCED student realized that the community and CBO members are capable enough to run the project even when in his absence because of the participatory approaches used during the project implementation which created a sense of belonging among them and hence enabled them to identify the key problems, needs and intervention measures and also to properly utilize the available resources in their localities.

The obtained information through participatory needs assessment was accompanied by available theories in different literature. The empirical literature supported the hypothesis that there is a need for vocational skills and employment opportunities among many secondary school leavers many communities around the world. Through the empirical literature it was learned that there were great and sustained economic attainments in areas where secondary school leavers have been facilitated with among others, vocational skills, capital for business, entrepreneurship skills and improved life skills. These proved to improve their employability hence improve their living standard as a result of increased productivity and incomes.

Another lesson drawn from the policies and government documents reviewed is that if we are to improve the livelihoods of secondary school leavers we need first to promote their employability through improving their vocational skills, entrepreneurship skills and life skills. For that case the government of Tanzania has developed a conducive policy environment for transformation of youth group as a

means of improving their economic performance and livelihoods. It is for this case the improvement livelihood of secondary school leavers in Malunga ward by enhancing their employability goes hand in hand with the government policies and can work too in improving livelihoods if applied in other areas.

6.3 Recommendations

In order to improve livelihoods of secondary school leavers through enhancing their vocational skills the following recommendations should be considered among others;

- (a) It is true that investing in technical and vocational education will set the potential to solve youth unemployment by bridging the skills gap. Therefore, there should be well-coordinated supports and incentives from all key stakeholders, including employers, trade unions, NGOs, and naturally from youth themselves to work together to make that happen.

- (b) Need to promote youth empowerment through youth enterprise development and self-employment. This is widely seen a possible solution to the problem of youth unemployment. Among others, doing this will require the following: Improving the policy environment, improving the access of youth to credit, providing business development services (BDS) to youth, and promoting institutional and enterprise networking.

- (c) In order to encourage youth entrepreneurship, ongoing support from professional experts, motivational activities and volunteers must be provided to promote confidence.

- (d) If participatory community needs assessment is done thoroughly, community members or beneficiaries are always ready to devote their time, work force and material resources hence sense of ownership can easily be determined.
- (e) Participatory Rural Appraisal (PRA) allows shared learning between local people and outsiders (development practitioners, government officials) to plan together on appropriate interventions.
- (f) The project which aims at economically empower disadvantaged youth should systematically link and integrate business development services necessary to improve their access to productive resources and sustainable earning potential.

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APPENDICES

Appendix I: Community Needs Assessment Questionnaire

Topic: Assessment of problems and needs faced by secondary school leavers.

Instructions

Dear Respondent:

Tanzania Counsellors Associates (TACOA) would like your help in reviewing the current problems and needs facing secondary school leavers. Please read the directions and give your honest feedback. Be sure that all responses will be kept confidential.

A. Respondents' personal particulars

Sex: Male () Female ()

Village.....

Age

Secondary education level (a) O-level..... (b) A-level.....

B. Secondary school leavers' problems and needs.

1. Did you have any opportunity to go for further studies? (a) Yes.... (b) No.....
2. If yes, mention the education pathway you followed.....
3. If no, give reason (s)
 - (a)
 - (b)
 - (c)

- (d)
4. Do you/secondary school leavers face any problem (s) since graduating?
(a) Yes..... (b) No.....
5. List all major problems and needs that face secondary school leavers.
(a)
(b)
(c)
(d)
6. Rank the problems and needs listed in question 5 (by priority) from the most to the least pressing problem or need for secondary school leavers?
(a)
(b)
(c)
(d)
7. What is the level of the impact of the secondary school leavers' problems with regard to their welfare?
High..... Moderate..... Low..... Very Low..... None.....
8. What should be done in order to improve the livelihood of secondary school leavers?
(a)
(b)
(c)
(d)

Thank you for taking time to complete this survey

Appendix II: Focus Group Discussion Questionnaire

Topic: Assessment of problems and needs faced by secondary school leavers.

Instructions

Dear Respondent:

Tanzania Counsellors Associates (TACOA) would like your help in reviewing the current problems and needs for secondary school leavers. Please give your honest feedback. Be sure that all responses will be kept confidential.

1. How is the state of employability or livelihood among the secondary school leavers in your area?
2. What are the main problems that secondary school leavers face in your community?
3. What are the main needs that secondary school leavers are in high demand in your community?
4. What do you think is the major pressing problem and the top most priority need out of the above mentioned problems and needs you think faces to the extreme secondary school leavers?
5. What do you think should be done so as to improve the livelihood of secondary school leavers?

Thank you for your co-operation

Appendix III: Monitoring & Evaluation Focus Group Discussion Guide

Focus group questions

Let's start by having everybody introduce him/herself: please tell us your first name and where you are coming from.

1. What was the number of trainees attended the training in the project within the ward?
2. How many topics and sessions were covered during the project and what are they, mention?
3. Do you feel that the time spent were enough to cover the objectives of the project?
4. Did the project recruit the right training partner?
5. Are there any skills advancements/improvements as a result of the project?
6. Do you think that the project had improved livelihood among the trainees?
7. Do you feel like you have a lot of say in how things are run?
8. What, if anything, would you do to improve the project in future?

Thank you for your cooperation!

Appendix IV: Project Monitoring and Evaluation Form

Date:

Participant's Name (optional):

Instructions:

A. We appreciate your help in evaluating this project. Circle your response to evaluate this project.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The objectives of the project were met.					
The topics covered were relevant to trainees					
Do you feel this project will be helpful to the trainees?					
Did this project improve the income and the quality of life/livelihood of the trainees?					
Do you feel this project was of value based?					
Did the project enhance vocational, entrepreneurship and life skills among the trainees?					
Did the project improve employability among the trainees?					
Did the project improve self reliance among the trainees?					
Did the project help in job placement among the trainees?					
Did the project help trainees to start and run their own business?					
Was there any expanded knowledge on work attitudes among the trainees as a result of the project?					

B. What are your ideas for future projects?

Thank you for your feedback!

Appendix V: Beneficiary Self-Assessment Form

Instructions:

Please complete the evaluation for today's training session – your feedback is valuable to us and is appreciated.

Date:

Trainer:

Title of training:

Circle 1 – 5 with your evaluation.

Criteria	Strongly Disagree			Strongly agree	
Training was relevant to my needs	1	2	3	4	5
Materials provided were helpful	1	2	3	4	5
Length of training was sufficient	1	2	3	4	5
Content was well organised	1	2	3	4	5
Instructions were clear and understandable	1	2	3	4	5
Training met my expectations	1	2	3	4	5
The pace and style of the training was effective	1	2	3	4	5
Participation and interaction was encouraged	1	2	3	4	5
The trainer responded to questions effectively	1	2	3	4	5

What were the major strengths of the training? What was the most useful?

How do you hope to change your practice as a result of this training?

What aspects of the training could be improved and how? General Comments.

Thank you for taking the time to help us improve our project.

Appendix VI: Community Needs Assessment Application Letter



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07th April, 2014.

To whom it may concern,

**RE: REQUEST FOR CONDUCTING A COMMUNITY NEEDS
ASSESSMENT IN MALUNGA WARD.**

Reference is made to the above captioned subject. TACOA is hereby introducing Mr. Daniel Charles a student at Open University of Tanzania pursuing his Master degree in Community Economic Development. TACOA is hereby requesting for the above mentioned task to be conducted within your area by the mentioned student.

The reason behind this request is for meeting his academic requirements/assignments based on the Master's Degree studies being pursued at the Open University of Tanzania. However, TACOA do declare that these information shall solely serve the intended purpose and not otherwise.

It's our sincere hope that you are going to be part and parcel for the successful completion of this task.

Thanks and regards

Bernard Otieno

Programme Coordinator.

Appendix VII: Carpentry Skills Training Syllabus

A. Introduction

This syllabus is aimed at providing knowledge and also to train and impart required skills and knowledge to produce skillful craftsmen who will become self-employed or work in the industry.

B. General Objectives

- (i) Prepares materials, and assemble them, erects and repairs structural and other woodwork at the workshop and in construction site using nails, screws, glue and other means.
- (ii) Works from plans, drawings, sketches and instructions
- (iii) Selects wood and other materials to be used for a particular job
- (iv) Mark out reference points according to pattern or plan to facilitate accurate cutting and shaping
- (v) Cuts and shapes wood by hand or machine and performs such other operations as sawing, mortising, planing, sanding and finishing
- (vi) Demonstrate a broad knowledge base incorporating some technical concepts.
- (vii) Demonstrate knowledge of the theoretical basis of practical skills.
- (viii) Demonstrate knowledge in numeracy, literacy, IT and Entrepreneurial skills

TASK	CRITICAL POINTS	SUB-POINTS
Safety	1.1 Personal Safety	1.1.1 Observe personal safety 1.1.2 Know the names and the uses of personal protective equipment 1.1.3 Maintain personal safety equipment 1.1.4 Use safety equipment such as fire extinguishers, guards, goggles etc.
	1.2 Workshop Safety	1.2.1 Observe workshop safety 1.2.2 Keep the workshop tidy before and after working 1.2.3 Ensure that there is enough ventilation, daylight 1.2.4 Avoid running in the workshop 1.2.5 Know position of electrical cut outs. 1.2.6 Avoid interfering with other people's work
	1.3 Material Safety	1.3.1 Identify hazards components in the workshop 1.3.2 Know the safe uses of hazardous materials such as lacquer, thinner, vanish etc. 1.3.3 know the position of first aid box
	1.4 Tools and machine safety	1.4.1 follow the instructions for the use of a particular tool and machine 1.4.2 Check electrical connections and wiring on machines regularly 1.4.3 Ensure that you are trained in a particular machine or tools before using it e.g. uses of safety equipment and gadgets 1.4.4. Remove plugs from sockets before making any adjustment of a machine 1.4.5 demonstrate the safe handling of tools
Classification Of Hand Tools	2.1 Geometrical or marking out tools	2.1.1 identify geometrical or marking out tools 2.1.2 know the uses of geometrical tools 2.1.3 sketch and label parts of marking out tools such as marking gauge, compasses, dividers etc.
	2.2 Cutting tools	2.2.1 Name, identify cutting tools 2.2.2 Know the uses of cutting tools 2.2.3 Sketch and label parts of cutting tools such as planes, saws, chisels, boring tools etc.
	2.3 Holding and supporting tools	2.3.1 Name, identify holding and supporting tools 2.3.2 know the uses of holding and supporting tools 2.3.3 Sketch and label parts of holding and supporting tools such as the workbench, bench vice, sash cramp, Gee cramp, holdfast, bench hook, bench stop etc.

	2.4 Percussion and impelling tools	2.4.1 Name and identify percussion and impelling tools 2.4.2 know the uses of percussion and impelling tools 2.4.3 Sketch and label parts of percussion and impelling tools such as crowbar, claw hammer, Warrington hammer, screw drivers, pincers, nails pullers, mallet etc.
	2.5 Miscellaneous tools	2.5.1 Name and identify miscellaneous tools 2.5.2. Know miscellaneous tools 2.5.3 Sketch and label miscellaneous tools such as scraper, oil can, spanner, plier etc.
Portable Power Tools	3.1. Portable powered planer 3.2 portable powered jointer 3.3. portable powered circular saw 3.4 portable powered drill 3.5 portable powered jig saw 3.6 portable orbital sander 3.7 portable powered belt sander 3.8 portable powered disc sander 3.9 portable powered router 3.10 portable power screw Driver	3.1.1. Name and identify portable power tools 3.1.2 Know the uses of portable power tools
Woodworking Machines	4.1 Thicknesser/Planner 4.2 Jointer/surface machine 4.3 Circular saw machine 4.4 Band saw machine 4.5 Mortiser (chain slot, auger) 4.6 Sander (belt, disc) 4.7 Wood lathe 4.8 Spindle moulder 4.9 Radial arm saw 4.10 Pillar drill	4.1.1 Name and identify woodworking machines 4.1.2 Know the uses of woodworking machines 4.1.3 State the functions of guards, cutters, fence, etc on a machine.
Classification Of Wood Working Joints	5.1 Lengthening joints	5.1.1 Name and identify lengthening joints 5.1.2 Know the uses of lengthening joints 5.1.3 Sketch all the lengthening joints such as scarf joint, fish platted joint, beam laminated joint, splayed joint etc.
	5.2 Widening joints	5.2.1 Name and identify widening joints 5.2.2 Know the uses of widening joints 5.2.3 Sketch all the widening joints, eg. simple-butt joint, tongue and groove joint, rebated joint, dowel joint etc.

	5.3 Angle/Framing joints	5.3.1 Name and identify angled joints 5.3.2 Know the uses of angled or framing joints 5.3.3 Sketch the angled joints, e.g. mortise joints, Halving joints, dovetail joints, housing joints, mitre joints, bridle joints etc. and state where they are used.
Timber	6.1 Growth and structure of timber	6.1.1 Describe the major parts of a tree
	6.2 Cross-section of a tree	6.2.1 Name and identify parts of a cross-section of a tree 6.2.2 Know the functions of the various parts of a cross-section of a tree
	6.3 Sources of softwood and hardwood	6.3.1 Explain the growth characteristics of softwood and hardwood
	6.4 Commonly used timbers	6.4.1 Identify commonly used timber 6.4.2 Know local Tanzanian timbers and their uses
Conversion Of Timber	7.1 Methods	7.1.1 Know various methods of conversion of timber E.g. <ul style="list-style-type: none"> · Through and through sawing · Quarter sawing · Tangential sawing · Boxed-heart sawing 7.1.2 Know the advantages and disadvantages of various methods of conversion of timber 7.1.3 Produce sketches of various
	7.2 Marketable sizes of timber	7.2.1 Identify the following marketable sizes of timber <ul style="list-style-type: none"> · Boards · Beams · Scantlings · Baulk etc. and state their sizes
Seasoning Of Timber	8.1 Definition of seasoning 8.2 Methods of seasoning timber	8.1.1 Defining seasoning of timber 8.1.2 Name and explain two methods of seasoning timber (natural and artificial) 8.1.3 Sketch natural and artificial methods of seasoning timber and label all the parts 8.1.4 State the advantages and disadvantages of each method
Defects In Timber	9.1 Explanation of defects in timber	9.2.1 Explain defects in timber 9.2.2 Differentiate natural defects from artificial defects 9.2.3 Identify various types of defects and their causes 9.2.4 Sketch types of defects e.g. star shake, cup shake, upset, knots, twisted grain, checks twisting, bowing, cupping collapse, case hardening
Timber Preservation	10.1 Explanation of timber preservations	10.1. Explain timber preservation

	10.2 Types of timber preservatives	10.2.1 Know types of timber preservatives e.g. tar oil, water soluble, organic solvent, etc.
	10.3 Methods of application	10.3.1 List and explain methods of application e.g. non-pressure treatment – brushing, spraying, dipping, stippling and charring pressure treatment – empty cell process and full cell process etc.
Manufactured Boards	11.1 Explanation of manufactured boards	11.1.1 Explain manufactured boards 11.1.2 State types of manufactured boards e.g. plywood, block boards, lamin board, batten board, chip board (particle board) composite board 11.1.3 Sketch the various types of manufactured boards and state their specific uses 11.1.4 State advantages and disadvantages of manufactured boards
Adhesives	12.1 Explanation of adhesives	12.1.1 Explain adhesives used in the wood industry 12.1.2 List and explain types of wood adhesives e.g. PVA, animal glue, contact glue, casein glue, synthetic resin etc. 12.1.3 State uses of the various types of wood adhesives 12.1.4 List and explain terms used in adhesives. e.g. shelf life, pot life, storage life, gap filling 1NT, WBP, MR, BR.
Door/Window Frame	13.1 Description of wooden door and window frames, sketch and labeling of parts, purposes of functions constructional procedures and method of fixing	13.2.1 Describe door and window frames made of wood 13.2.2 Sketch and label wooden door/window frames showing all the parts including 13.2.3 State purpose or functions of door and window frames 13.2.4 State constructional procedures and methods
Wooden Doors	14.1.1 Description of wooden doors and windows, types of doors, methods of construction and fixing, iron mongery/ fittings	14.1.2 Describe various types of wooden doors and windows e.g flush, doors, panel doors, panel windows, battened doors, battened windows, etc. 14.2.2 State the process of constructing the various types of doors 14.2.3 List and sketch suitable joints for the various types of doors e.g hunched mortise and tenon joint, rebated joint, dowel joint etc. 14.2.4 Describe the procedure for fixing a door 14.2.5 State procedure for fixing locks on doors

Iron Mongery/ Fittings	15.1 Description of iron mongery, classification, types, functions and fixing	15.2.1 Describe types of iron mongery e.g. nails, screws, bolts, locks, hinges, barrel bolt etc. 15.2.2 Classify iron mongery under:- i) fixing devices ii) fittings which allow movement iii) fittings which provide security 17.2.3 Sketch and describe the uses of various types of iron mongery
Formwork	16.1 Identification of various types of formwork	16.2.1 Identify various types of formwork 16.2.2 Describe and sketch types of formwork e.g. square columns, beams, floors, window cill 16.2.3 Differentiate between pre-cast and cast-in-situ formwork
Finishing And Finishes	17.1 Definition of finishing 17.2 Procedure for finishing 17.3 Explanation of finishes 17.4 uses of finishes 17.5 Methods of application and finishes	17.2.1 Define the term finishing 17.2.2 State the process of finishing a piece of wooden item 17.2.3 List and describe the materials used during finishing 17.2.4 State purpose of finishing 17.2.5 Explain finishes in relation to woodwork 17.1.6 List types of finishes and state their uses 17.1.7 State methods used for the application of finishes 17.1.8 State advantages and disadvantages of using various types of finishes

Source: Study findings in Malunga Ward (2014)

Appendix VIII: Entrepreneurship Skills Training Syllabus

COURSE CONTENT

TOPIC	SUB TOPICS
My Window On The World Of Self-Employment	What is a business? Who is an entrepreneur?
Developing My Entrepreneurial Skills	Managing my own business Communicating Making the best use of my time and Practising business ethics
Getting Started	Matching my skills with business and Compiling my business plan Assessing demand and Sizing up the market Estimating cost and setting a price Observing rules and regulations
Mobilizing Resources	Financial resources – How I find and manage my money Human resources – Hiring people to work with me Material resources – The things I need
Information And Communication Technology (ICT)	Contacting my clients and partners with ICT The Internet and e-business

Source: Study findings in Malunga Ward (2014)

Appendix IX: Life Skills Training Syllabus

TOPIC	SUB TOPICS
The Life Skills Program. Background and Introduction	Session 1: The Bridge Model: How Do We Build a Bridge From Information to Behavior Change? Session 2: Identifying the Missing Life Skill
Peer Education	Session 1: Dealing With Problems in Groups Session 2: Support for Responsible Behavior
Facing Facts about HIV/AIDS and STDs	Session 1: Facts and Myths about HIV/AIDS Session 2: How HIV is Transmitted Session 3: The Relationship of STDs and HIV/AIDS Session 4: HIV Prevention Session 5: Disease Progression and Positive Behaviors Session 6: Cure or Treatment? Session 7: HIV/AIDS and Human Rights Session 18: HIV/AIDS and Behavior Change
Communication Skills	Session 1: Communication Puzzle Session 2: Assertiveness: Attack and Avoid, Passive, Assertive, Aggressive and Peer Pressure
Decision Making Skills	Session 1: Steps in Making a Good Decision Session 2: Just Between Us Session 3: Exchanging Stories. Role Models (The Person I Admire) Session 4: Your Life Story Session 5: Your Goals Session 6: Early Pregnancy Session 7: Alcohol and Drug Use Session 8: Risk Behavior. Testing the Waters Session 9: Delaying Sex