ENHANCING COMMUNITY LIVING STANDARDS THROUGH

ENTREPRENEURSHIP AND BUSINESS SKILLS TRAININGS

A CASE OF POSITIVE CHANGE FOUNDATION

MANZESE DARAJANI

ABDULAZIZ SANGWA

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FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTERS IN COMMUNITY ECONOMIC DEVELOPMENT OF THE OPEN

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SUPERVISOR'S CERTIFICATION

I, the undersigned, certify that I have read and hereby recommend for acceptance by The Open University Tanzania, a project titled "Enhancing Community Living Standards Through Entrepreneurship and Business Skills Trainings: A Case Of Positive Change Foundation- Manzese Darajani " in partial fulfilment of the requirement for the award of the degree of Masters in Community Economic Development (MCED) of the Open University of Tanzania.

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Dr. William Pallangyo

(Supervisor)

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Date

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DECLARATION

I, Abdulaziz Sangwa, do hereby declare to the Senate of the Open University of Tanzania that this dissertation is my original except for quotations and summaries which have been duly acknowledged. The project has not been concurrently submitted to any other colleges or universities for academic credit.

………………………

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Date

DEDICATION

I lovingly dedicate this dissertation to my life partner Chloe McKeever, who supported me each step of the way. Without her tolerance during the time of my studies, I wouldn't have achieved this. Thank you sweetheart.

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I would like to express my heartfelt appreciation and sincere gratitude to my supervisor Dr. William Pallangyo, for his continuous encouragement, excellent comments and invaluable help and guidance during the whole period of writing this project report. Without his limitless instructions, this paper wouldn't have been done properly.

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ABSTRACT

The project was implemented in Manzese and it started with a participatory community needs assessment (CNA). This assessment aimed to identify strengths and weaknesses of the ward. The sample for the study was randomly and purposively selected where by 80 respondents had both full participation and control of the whole exercise. A thorough field research as well as library research which include reading and reviewing text books, internet materials, journals, pamphlets and newspapers, were used to collect primary and secondary data. The study employed four research methods namely Focus Group Discussions (FGDs), in-depth interviews, questionnaires and a participatory observation to gather information which was analysed by using qualitative and quantitative data analysis methods. The project's main goal was to "enhance young people's abilities to take up productive livelihoods and employment opportunities that contribute to their fight against income poverty". The project main objective was "to reduce income poverty among young people by increasing economic security by the end of the project, through the provision of entrepreneurship and business training". In the monitoring and evaluation exercise, 50 households and the members of PCF participated. These respondents participated in FGDs, key informant interviews, observation and questionnaire interviews. This project was also pre-tested for sustainability purposes and it was proven to be sustainable.

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LIST OF ABBREVIATION AND ACRONYMS

AIDS   -   Acquired Immunodeficiency Syndrome

AMREF   -   African Medical & Research Foundation

CBO   -   Community Based Organization

CED   -   Community Economic Development

CNA   -   Community Needs Assessment

CSO   -   Civil Society Organization

EU   -   European Union

FBO   -   Faith Based Organization

FGD   -   Focus Group Discussion

GDP   -   Gross Domestic Product

GNP   -   Gross National Product

HIV   -   Human Immunodeficiency Virus

IGA   -   Income Generating Activities

IGP   -   Income Generating Project

ILO   -   International Labour Organization

IMF   -   International Monetary Fund

LGA   -   Local Government Authorities

MFI   -   Microfinance Institution

MKUKUTA -   *Mkakati wa Kukuza Uchumi na Kupunguza Umaskini*

Swahili for (National Strategy for Growth and

Reduction of Poverty)

M&E	-	Monitoring and Evaluation
NGO	-	Non-Governmental Organization
PCF	-	Positive Change Foundation
PGA	-	Profit Generating Activities
PPP	-	Purchasing Power Parity
REPOA	-	Research on Poverty Alleviation
RFA	-	Request for Application
SACCOS	-	Savings and Credit Cooperative Organizations
SPSS	-	Statistical Package for the Social Science
TNA	-	Training Needs Assessment
UN	-	United Nations
UNDP	-	United Nations Development Programme
USAID	-	United States Agency for International Development
WCDO	-	Ward Community Development Officer
WEO	-	Ward Executive Officer
YP	-	Young people

CHAPTER ONE

1.0 PARTICIPATORY NEEDS ASSESSMENT

1.1 Introduction

This chapter brings forward the findings obtained from the Community Needs Assessment (CNA) conducted in Manzese, Dar es Salaam, in March 2012. The assessment was done in order to examine the weaknesses and strengths of the ward so that the potential livelihood opportunities that exist in the area could be identified.

The community needs assessment focused on the economic sector, and it confidently uncovers the strengths and the weaknesses of this locale. Understanding the community's weak and strong points provides guidance to development experts when planning for development activities in the future. In this exercise, the researcher assumed to have no knowledge of the existing ward economic issues. This was done to ensure the researcher's knowledge did not conflict or influence the community's decisions in any way.

Tanzania is amongst the poorest countries in the world and it is ranked 152 according to the 2012 United Nations Development Programme Human Development Index while individual income (Purchasing Power Parity -PPP) is at 1,328 USD annually.

Young people in this country are said to be more vulnerable to economic shocks, less likely to secure formal employment and more vulnerable to early marriage and parenthood. They are the main victims of the persistent unemployment problem in the country.   In order to successfully conduct the community needs assessment, various community members were involved in the exercise. They were involved in

the in-depth interviews, Focus Group Discussions, household questionnaire interviews and participatory observation exercise. The researcher formulated a committee comprised of 16 people who are the members of Positive Change Foundation (a youth-led Community Based Organization found in Manzese that hosted the project).

Local government officials, Ward Executive Officer (WEO) and Ward Community Development Officer (WCDO) were also involved and participated, although they were not members of the committee. The findings revealed the problem of low income among young people as an obstacle towards the development process of Manzese ward. A low level of literacy was also said to contribute to the consolidation of the low income problem.

1.2 Community Profile of Manzese

Manzese is one of the first areas to start settlement in Dar es Salaam. With the city founded in 1862 by Seyyid Majid Sultan of Zanzibar, and the township declared in 1920 and upgraded to a municipality in 1949 by British major Mr. Percy Everett, Manzese proudly claims to be one of the earliest human settlements in the history of Dar es Salaam (City Council, 2004).

According to Mari (1997), "the area grew from small village into an unplanned settlement during German rule and it remains the largest unplanned settlement to date". According to Kakunda, et al (1999), Manzese is a sub-urban locality with a poor sanitation infrastructure. It is one of the most highly congested localities in the city of Dar es Salaam, giving it a potentially conducive environment for the outbreak and spread of contagious diseases, particularly diarrhoea, cholera and typhoid.

1.2.1 Location

Manzese is one of the 27 wards in the Kinondoni district of the Dar es Salaam region. It is located 7 kilometres from the city centre and it is 6-8 kilometres to the west of Dar es Salaam. Manzese ward has six sub-wards namely Mnazimmoja, Midizini, Uzuri, Muungano, Mvuleni and Kilimani (Natty, 2010).

1.2.2 Climate and Precipitation

Manzese like other areas of Dar es Salaam experiences a modified type of equatorial climate. The area is generally hot and humid throughout the year with an average temperature of 29ºC. The hot season goes up to 35ºC between October and March, and the cool season is between May and August with an average temperature of 25ºC. There are two main rainy seasons; a short rainy season from October to December and a long rainy season between March and May.

The average rainfall is 1000mm (lowest 800mm and highest 1300mm). Humidity is around 96% in the mornings and 67% in the afternoons. The climate is also influenced by the southwesterly monsoon winds from April to October and northwesterly monsoon winds between November and March (City Council, 2004). Despite having a climate suitable for farming, Manzese does not practice agriculture. The area is totally populated and there is not much land left for agricultural activities.

1.2.3 Population

The ward has an estimated population of 67,002. Female members of this community count 32,613 while male members are 34,389 and all are living in 5,500 households (Alicia & Seonghye, 2012). The community is culturally integrated.

1.2.4 Communication and Transportation

Manzese is well connected with other parts of the Kinondoni district. It has reliable tarmac roads which connect Manzese with Ubungo, Kariakoo, Tandale, Magomeni and other parts of Dar es Salaam.

This ward is also connected with other parts of Tanzania and the world in general through telephone communication and internet. There is a stable coverage of mobile networks. All mobile phone networks are available in the ward (Community Needs Assessment, March 2012).

1.2.5 Financial Services

Manzese has got limited development in terms of banking services. There are a few financial institutions in the ward. Despite the country's recent development in the banking sector, Manzese has experienced very slow improvement. Traditional banking services are far from making big impacts to locality dwellers. Access bank and Advans bank are the only banks working to really make noticeable impacts on lives of the local people by providing micro and small loan services.

However, there is large number of informal saving groups popularly known as Upatu. Members lodge a small amount of money and every week one member gets the lump sum (Community Needs Assessment, March 2012).

1.2.6 Education Services

Manzese has no higher learning institutions but it has four primary schools serving the culturally diverse population. The four primary schools are Manzese, Ukombozi, Uzuri and Kilimani. The recent primary school enrolment figures show that there are

6,690 primary school children enrolled in these schools. There is also a ward secondary school which was built following the government initiative to improve the quality of education and provide more opportunities for residents to get education in their ward.

Table 1: Primary School Enrolment and Number of Teachers.

School	Enrolment	Ideal Number of Teachers	Current number of teachers	Shortfall
Manzese	1934	55	43 (78%)	9
Uzuri	1535	44	38 (86%)	6
Kilimani	1436	41	27 (65%)	13
Ukombozi	1785	51	43 (84%)	8
Total	6690	191	151	33

Source: Manzese Ward Education Office

1.2.7 Security

Despite the presence of a police station and local street security guards (polisi jamii/ulinzi shirikishi), Manzese remains one of the most dangerous areas to walk alone at night in the region. The ward was named 'Soweto' back in the 1970s following its notorious habit of robberies and 'lawlessness' (Kironde, 1995).

There are many criminal activities going on in the ward including robbery, pick pocketing, murder, drug dealing, prostitution, smuggling, bribery, counterfeiting

goods, money laundering, conning, vandalism and abortion. According to Mtani (2002), a study conducted in 1997 based on police reports for the previous five years revealed that 25% of all Dar es Salaam crimes had occurred in Manzese.

1.2.8 Entertainment

Manzese has a love for sports especially football. Many young boys are involved in this sport from schools to streets where they live. Music is a new community economic saviour for community members; it has employed a good number of people and it has inspired entertainment activities around the area.

There are bars and pubs which use local musicians to attract customers. The most popular types of music admired by most residents of Manzese include Taarab, Bongo Fleva and Mchiriku. Famous Bongo Fleva artists from Manzese are Ney wa Mitego, Madee, Tunda Man and Tip top Connection.

1.2.9 Markets

Trade activities in Manzese have created a variety of markets. There is a market for home-base products featuring products such as mattresses, furniture, kitchen utensils, cupboards, sofa chairs, wardrobes, bags and clothes. There is also another market that comprised of food stuff. The food market, however, is not as big compared to the neighbouring market of Tandale, but it does satisfy the demands of the households and the people around.

1.2.10 Ethnicity

Manzese is characterized by ethnic heterogeneity, multi-racial groups and a wide range of social and economic groups (Alicia &, Seonghye, 2012). According to Mari

(1997), the main ethnic groups in this locality include Zaramo, Manyema and Nyamwezi tribes who make up a large part of the population. The ward is also home to other tribes such as Makonde, Chaga, Masai and Sukuma whose presence resulted from business and trading activities.

1.2.11 Administrative Structure

The ward is made of 6 sub-wards with six democratically elected chairpersons. At the ward level, there is a Ward Executive Officer (WEO) who is in charge of the ward. WEO is not a political leader but rather he is employed by the Kinondoni municipality. There is also a Ward Community Development Officer (WCDO) who is in charge of development projects in the ward. She is also employed by the municipality.

1.3 Community Needs Assessment

The general goal of the community needs assessment was to examine the strengths and weaknesses of the community. The assessment was meant to uncover economic hardships that residents of Manzese encounter. The exercise was also meant to explore economic opportunities that could be used to enhance living standards of the community dwellers. The collected information was based on what was functioning and what was not functioning well.

The researcher collaborated with Positive Change Foundation (a youth-led CBO working in Manzese) to perform the needs assessment. A total of 16 people; 14 members and two leaders of PCF formed a CNA committee. Local government officials, cell leaders, WEO and WCDO participated in the exercise but were not part of the committee.

1.3.1 Research Main Objective

The overall objective of this community needs assessment was to collect opinions, comments and views of the community members so as to design and implement a project that would reflect the residents' needs.

1.3.2 Specific Objectives

- To collect information on the existing local economy

- To identify assets and opportunities that could be utilized for economic improvements

- To examine factors contributing to economic stagnation of the ward.

1.4 Research Questions

The study intended to respond to the questions "Why does the community fail to attain economic development?", "What strength does the community have?" and "How do we address the issue of low income in the community?" In this study, four questions laid down a foundation of the whole assessment. The following questions were the research questions used in the process;

i. What accounts for the low utilization of micro loans among the community members?

ii. Is there any relationship between lack of information, ignorance and rigidity of the community members and the low exploitation of livelihoods opportunities?

iii. In your opinions, how do the youth groups help the fight against poverty in your locality?

iv. How does the level of literacy in your community affect the economic development of the community?

1.4.1 Research Methodology

Research methodology is a collective term for the structured process of conducting research. It consists of research design, sampling techniques, data collection methods and data analysis methods.

1.4.2 Research Design

This research used descriptive research design to gather information during the community assessment. According to Shuttleworth, (2008), Descriptive research design is "a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way".

Furthermore, OHRP, (2012) defines descriptive study as the one in which information is collected without changing the environment (i.e., nothing is manipulated). Sometimes these are referred to as "correlational" or "observational" studies.

Usually, descriptive studies can involve a one-time interaction with groups of people (cross-sectional study) or a study might follow individuals over time (longitudinal study). Descriptive studies, in which the researcher interacts with the participant, may involve surveys or interviews to collect the necessary information. In this needs assessment, the researcher used cross-sectional descriptive research design. With this research design, the researcher was able to observe the subject in a completely

natural and unchanged environment. The researcher chose cross-sectional design because it is ideal for a small sample size of between 70 and 150 respondents.

1.4.3 Sampling Techniques

In order to achieve the expected results, both probability and non-probability sampling techniques were applied in the study. It was not possible to cover the whole population in the ward, thus the two sampling techniques were employed when selecting the sample size.

Non-random sampling was used to select specific respondents that the researcher had in mind. Through this technique, the researcher selected 16 respondents from the host group to work with. After the first selection, the researcher and his committee figured out how to get the sample using random sampling technique.

It was agreed that the 64 questionnaire respondents would be picked from 480 houses whereby from each one of the six sub-wards, 80 houses were sampled which means one respondent was interviewed after every 7 houses. Thus, the total of 80 respondents had participated in the whole assessment exercise.

1.4.4 Data Collection Methods

In this part, the researcher collected information from primary and secondary sources, whereby the primary data was gathered by the researcher through the assessment exercise conducted in the ward. The secondary data was collected through a library-based research which included reading and reviewing books, reports, research studies, journals, pamphlets, newspaper and online materials obtained from internet sources.

1.4.5 Research Methods

Four research methods employed in the study included; Focus Group Discussion (FGD), questionnaire interviews, in-depth interviews and participatory observations.

a. Focus Group Discussion

This method was used to collect data which could not be obtained through questionnaire interviews. The researcher chose FGD because this qualitative research method provides rich data through direct interaction between researcher and participants.

It is also relatively easy to assemble; it is inexpensive and flexible in terms of format, types of questions and desired outcomes (Waterloo, 2003). FGD was applied when gathering information from the respondents selected with non-random sampling technique. Two groups of seven people were used by the researcher in this exercise.

b. Questionnaire Interviews

A questionnaire is a research method that consists of a series of questions. It was purposely used in the assessment to collect data from households which would be quantitatively analyzed in the SPSS (Statistical Package for the Social Science) using descriptive statistics method.

Questionnaires used due to their effectiveness in data collection and many respondents are familiar with it thus making the exercise easy to conduct. One of the advantages of a questionnaire is the fact it reduces bias due to the absence of a middle-man. It has a uniform question presentation and it is a cost-effective tool, unlike face to face interviews.

c. In-depth Interviews

By definition an "in-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation" (Boyce & Neale 2006).

According to Hitchcock, (2011) this method accommodates greater flexibility, and it gives the researcher a deeper insight as it allows him to thumb deeper with a participant, and to gain greater knowledge and insight than focus groups. During the assessment the in-depth interviews were successfully used to gather information from respondents who had important information about the community.

d. Participatory Observation

To double check the accuracy of the given information, the researcher together with his committee conducted participatory observation. This was to ensure that the data provided corresponds with the real situation. By definition, according to Pearson (2005), "participatory observation is a form of sociological research methodology in which the researcher takes on a role in the social situation under observation". The participatory observation method allows the researcher to observe things by using his/her five senses.

The researcher can prove the accuracy of the data by looking at the environment, hearing the things which were discussed, or even tasting or smelling depending on the data he/she wants to prove. For accurate observation, the researcher and his committee prepared checklist questions before hand.

1.4.6 Data Analysis Methods

In this part, the researcher used qualitative and quantitative data analysis methods to analyse the gathered information. The qualitative data analysis method was used to analyse data obtained from FGD and in-depth interviews. The quantitative data analysis method was employed to analyse data processed in the SPSS whereby the descriptive statistics method was mostly used.

1.5 Data Analysis and Presentation

The data obtained during the community assessment was used by the researcher to find out the results. The data was qualitatively and quantitatively analyzed whereby the quantitative analysis was done in the SPSS.

1.5.1 Quantitative Findings

The data gathered during the assessment claims that Manzese economy is growing relatively slowly. About 64.1% of all respondents said the Manzese economy is very weak, 23.4% said the economy is weak while only 12.5% claimed to have noticed economic improvement in the ward. Manzese is one of the poorest areas in Kinondoni and Tanzania in general.
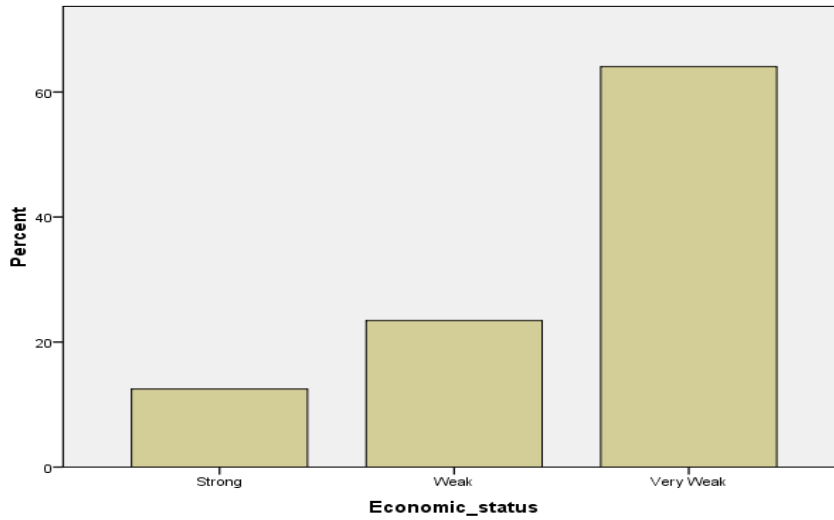
Figure 1: Manzese Economic Status

Source: Field Findings 2012

Furthermore, the SPSS descriptive data analysis revealed that 65.6% of all respondents are employed while 34.4% are unemployed. See the table below for exact figures of employed and unemployed residents

Table 2. Employment Status

Employed		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	42	65.6	65.6	65.6
	No	22	34.4	34.4	100.0
Total		64	100.0	100.0	

Source: Field Findings 2012

The number of people employed in the private sector is higher than in the public sector. The following table suggests that the private sector provides most jobs for

Manzese residents with 60.9% working in the sector whilst the public sector only provides employment to 39.1% of all respondents.

Table 3. People Employed in Public Sector or Private Sector

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public sector	25	39.1	39.1	39.1
	Private sector	39	60.9	60.9	100.0
	Total	64	100.0	100.0	

Source: Field Findings 2012

Financially, basing from the study, most people living in Manzese earn between 0 and 5000 TZS a day. 45.3% of all respondents lie in this line, this suggests poor standard of living for most residents. The current poverty line is measured by the lack of earning at least two dollars a day (1$=1600 TZ). There is a few people earning above 20,000 TZS. This group accounts for 10.9% of all respondents.
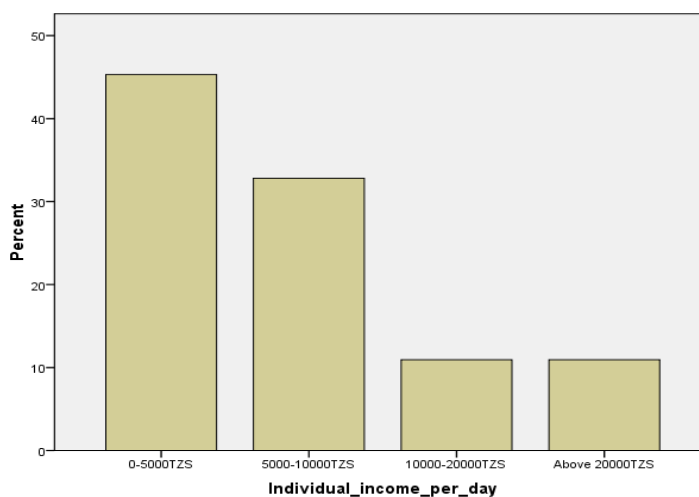
Figure 2. Individual Income Per day

Source: Field Findings 2012

Furthermore, regarding the accommodation and housing status, statistics shows 50% live in family houses. Many people still struggle to establish their own lives away from parents' and guardians' houses. All respondents who still live in family houses claim that they cannot afford to rent. About 37.5% of residents have managed to rent houses.

However, despite living an independent life they still cannot afford good accommodation due to a low income. There is also a group of residents whose families had nothing to offer in terms of housing and accommodation. These people end up living in friends' houses and they account for 9.4% of all respondents in the statistics. Despite all this hardship, Manzese has only 3.1% of homeless people.

Table 4. Accommodation and Housing Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rent house/room	24	37.5	37.5	37.5
	Family house	32	50.0	50.0	87.5
	Friend's house	6	9.4	9.4	96.9
	Homeless	2	3.1	3.1	100.0
	Total	64	100.0	100.0	

Source: Field Findings 2012

The field findings reveal that many people in Manzese have no access to major means of production such as land. There is limited distribution of land which leads to limited economic progress. Only 15.6% of all respondents said they have land of their own while 84.4% do not.

Table 5: Distribution of Land

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, I do	10	15.6	15.6	15.6
	No, I don't	54	84.4	84.4	100.0
	Total	64	100.0	100.0	

Source: Field Findings 2012

There is a good number of respondents who practice micro business. 53.1% of all who responded to the question said that they practice micro business, while 46.9% said they don't practice any business.

When questioned on whether they know the importance of microfinance institutions and if they know that they exist in the community, 21.9% said they are aware of their existence. 37.5% said there are no Microfinance Institutions (MFIs) in their community while 40.6% had no idea. There was an issue of loan accessibility which respondents mentioned as an obstacle towards economic development.

Many residents have no idea of how to go about applying for loans that could be used to enhance their living standards by engaging in business and trading activities. 31.2% said they don't know anything about loan procedures while 21.9 said it is difficult to go through the application process.

Table 6. Loan Accessibility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very easy	8	12.5	12.5	12.5
	Easy	11	17.2	17.2	29.7
	Difficult	14	21.9	21.9	51.6
	very difficult	11	17.2	17.2	68.8
	I don't know	20	31.2	31.2	100.0
	Total	64	100.0	100.0	

Source: Field Findings 2012
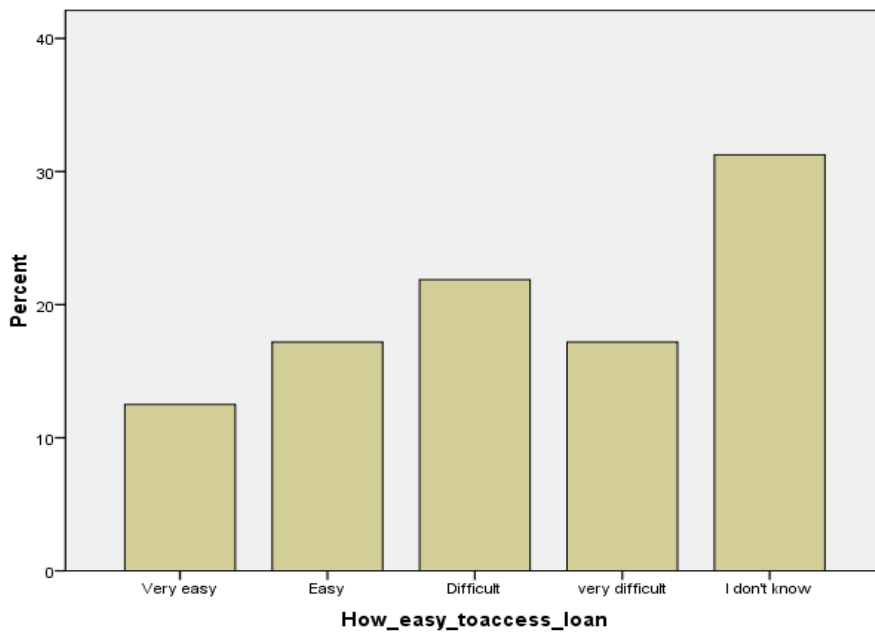
Figure 3. Loan Accessbility

Source: Field Findings 2012

1.5.2 Qualitative Findings

According to Guest, (2012), one of the most commonly used methods of qualitative

analysis is thematic analysis. Braun and Clarke,(2006) define thematic analysis as a

qualitative analytic method for: 'identifying, analysing and reporting patterns (themes) within data.' In this research the qualitative data was analyzed based on the themes.

i. Steps Followed When Analyzing Qualitative Data

Step one; to familiarize with the obtained data. In this step the data collected from group discussion was read and re-read until the researcher became very familiar with the entire body of data.

Step two was coding whereby the data was organized in a meaningful and systematic way in order to reduce its size and make it small and understandable.

Step three was searching for themes. After coding was completed, themes were then developed. They are bigger and make sense more than codes. They actually say something about the topic. This step was carefully done. The codes were examined and fitted into themes.

Step four was reviewing the theme. This step saw all themes developed being reviewed. Each data was reviewed to see how it was associated with the theme. This was to ensure that all data which support themes are identified.

Step five was to define themes. The researcher wanted to double check what exactly the themes say. This step allowed the researcher to check if there were any subthemes and how they related to the main theme.

The whole process of analysing the data thematically revealed the following the results;

- Trading activities were the main economic activities in Manzese. There was a good number of residents practicing micro businesses such as tailoring, selling food crops, running small restaurants and carpentry. The capital for their businesses is obtained through contributions from their families, gifts and help from good Samaritans.

Picture 1: Site visit

"I started making jewellery three years ago when I couldn't find anything meaningful for my life. Life was difficult and only business was there for my rescue. If you asked people around here, they will tell you that the government has abandoned them. I agree with them because I don't see the government is doing enough to help change the situation" Mwajuma Said, member of Positive Change Foundation

- Most of the respondents have no sustainable income. They lack business skills and are not participating fully in the major economies because of a lack of confidence and a lack of motivation.

- The majority of households have limited access to micro credit. In the past year, very few people had received loans. Youth and women with access to

microfinance services claimed that they constantly face difficulties due to conditions put by creditors.

- The main theme which was income poverty was associated with subthemes. The residents believe income poverty could be overcome if the government involve them in designing projects affecting the lives.

Picture 2: Field Findings, Focus Group Discussion/ In-depth Interview

1.6 Community Needs Prioritization

The researcher asked committee members to mention problems that needed immediate intervention. The researcher presented the six problems found as a result of needs assessment. These problems were limited access to microloans, low income, low level of education, lack of land ownership, lack of jobs and lack of business skills.

Researcher then asked participants to ranks the problems. In this part, the researcher used a pair wise ranking technique. He asked questions such as; "Is the low income a bigger problem than the lack of land ownership?" "What should be started first,

providing microloans to small businesses or offering capacity building trainings to entrepreneurs" and so on.

At the end of the exercise, low income ranked first with six votes, lack of jobs received five votes, the third problem was low level of education with four votes, limited access to microloans got three votes, lack of land ownership received two votes and the last problem was lack of business skills which got only one vote. Since low level of income received six votes was therefore named the priority problem which needed immediate intervention.

1.7 Chapter Conclusion

The information obtained from the community needs assessment is viable and reliable. The researcher pre-tested the questions used in the assessment and employed a variety of tools to investigate the same information from different respondents.

The whole exercise was conducted in a very discreet manner, thus making the CNA results accurate and reliable. The needs assessment used cross-sectional research design and the data collected was quantitatively and qualitatively analysed. The data collection methods used were FGDs, observation, in-depth interviews and household questionnaire guided interviews.

This assessment applied both random and non-random sampling techniques. The random technique was used to select the already known respondents while the non-random technique was used to randomly pick households that participated in the guided questionnaire interviews. The community problems which were discovered were then discussed and prioritized so that the project could address them.

CHAPTER TWO

2.0 PROBLEM IDENTIFICATION

2.1 Introduction

This chapter gives details on specific areas that require change. This appraisal for problem identification was performed based on the findings and the results of community needs assessment which created the benchmark for the whole project. The exercise assessed community economic strengths and weaknesses in order to plan a project that would bridge the identified gaps.

The chapter describes all problems which were observed during the CNA exercise. The recognized needs which called for pressing intervention are the goals and objectives this project went on address. Furthermore, the chapter gives details on the following things; target community, stakeholders who had roles to play in the project, project goals, project objectives and lastly the chapter talks about the host of the project.

The community needs assessment identified six problems. The problems were ranked and prioritized through a pair wise ranking exercise. Low level of income was ranked high followed by a lack of jobs. The number one priority was chosen in regard to the votes. The problem of low income had six votes while lack of jobs had five. Low level of education is another problem that the community is suffering from and it was ranked third with four votes.

Moreover, lack of land ownership also caused concern as the majority of residents do not own the resource. The complaints resulted from the unplanned settlement that the ward is hugely affected by. The project addressed low income through the provision

of training on entrepreneurship and business skills. Project beneficiaries gained skills on marketing, trade, budgeting and administration which are essential for trading and economic activities. The training impact enabled the decrease in income poverty and therefore the level of the ward per capita income experienced significant improvements to a certain extent.

Table 8. Pairwise Ranking Results

Problems	Number of Times Preferred	Rank
Low income	6	1
Limited access to microloans	3	4
Low level of education	4	3
Lack of land ownership	2	5
Lack of jobs	5	2
Lack of business skills	1	6

Source: Field Findings 2012

An additional reason as to why the project should address low income instead of other problems was that problems such as a low level of education and a lack of land ownership are national level problems and require government intervention.

They can hardly be improved or dealt with by this student's project due to their national status. For that matter, the ideal problem that could be confronted by the student researcher was therefore the problem of low income.

All identified problems have a connection to each other and to the priority problem, in particular. Limited access to microcredit has a direct connection with the income

of the people. Limit in accessing traditional banking and micro credit makes traders encounter difficulties in making make profit. Hence, the situation only enhances the persistent income poverty problem.

The problem identification and prioritization process is vital for the Community Economic Development project (CED project). It was important that the community has full participation in order to avoid sabotage during the implementation stage. By involving the community, the residents had full control of the project and were happy to participate in all activities. Stakeholders and community members played different roles to facilitate the project implementation. The local government provided support needed to smooth the execution of the project by authorizing it.

2.2 Problem Statement

The persistent income poverty problem among youth is a major community concern. Since independence, young people's priorities have been overlooked by both the central and local governments. As a result there is an increase in criminal acts such as robbery, conning, prostitution, drug dealing and smuggling. In order for the young people to contribute to the national economy, they need to be economically empowered first.

The topic of income poverty has attracted many researchers. Ndega (2009) implemented a project addressing income poverty among women. The project successfully achieved great results by helping women to engage in Income Generating Activities (IGAs). Mwisomba (2009) also implemented a project with the same topic addressing the problem of low income among young people in Kinyerezi. There is so much knowledge that can be learnt from these projects. The income

poverty can be eradicated if at all there is a true political will. Young people should be empowered economically to enhance their participation in the economic activities. Unlike most of the previous research projects, this project paid attention to gender issues. There was an equal number for both female and male beneficiaries. Both young women and young men benefited from the training that was provided to raise their entrepreneurship and business skills.

2.3 Project Description

The project is the outcome of the problem identification exercise conducted at the end of the community needs assessment. The title for this project is "Enhancing community living standards through entrepreneurship and business skills trainings". The title was designed to reflect the problem identified as the number one priority. The CNA findings describe the Manzese community as poor. The study revealed that a big number of residents are slightly above 2$ a day which means that most people living in Manzese can only afford daily meals and are said to be unable to save for their future.

There was only 10.9% of respondents who said they earn more than 20,000Tsh a day. With such a low income, residents, especially young people, become vulnerable to crimes, diseases and above all, poverty.

In Tanzania, areas which are highly affected with erupting diseases such as cholera, tuberculosis, malaria, and HIV/AIDS are those areas experiencing extreme poverty. Manzese is one of them. With little to live for, many people do not find it difficult to engage in crimes. The study done in 1997 which was based on police reports for the previous 5 years reveals 25% of all Dar es Salaam crimes had occurred in the ward.

The CED project was designed to practically impart knowledge and skills essential for business and trading activities. Beneficiaries were expected to share the knowledge and skills they acquired with the community.

The project beneficiaries gained confidence as a result, and now they can apply for loans and properly utilize these loans for profit making activities.

2.3.1 Physical Location of the Project

This project was implemented in Mvuleni, one of Manzese's sub-wards and it has 480 houses and 5,500 households.

i. Health Services

Mvuleni has neither hospitals nor health centres. Residents depend on one available medical store which does not open 24 hours a day. There is one dispensary in a neighbouring street. For serious health issues, residents seek medical assistance in big hospitals such as Muhimbili, Mwananyamala, Regency hospitals.

ii. Economic Activities

In a similar manner, trade is a major economic activity in Mvuleni. Dominant trading activities such as Mama Ntilie (small local restaurants), carpentry, tailoring, retail shops and jewellery kiosks have, for many years, created informal jobs. They are informal as they are unregistered and do not pay taxes.

There is only one saving and credit institution in Mvuleni called WANAMA SACCOS (Wafanyabiashara wa Nafaka Manzese) which serves cereal crop traders only.

iii. Security

There is no police station on the street, however, there are volunteer security guards (polisi jamii) who work to protect the street and households. In spite of the presence of volunteers, statistics show that criminal activities remain relatively high.

Considering the police reports about criminal activities, the project aimed to enhance living standards so that residents become economically independent. This could ensure that peace and harmony are maintained as members of the community will be busy making money legally. Hence, crime figures will drop as a result.

2.3.2 Target Community

Positive Change Foundation is a youth-led CBO working in Manzese. The project aimed to benefit 40 members of this group who would then transfer the knowledge and skills to the community.

However, only 25 members benefited directly while the other 15 members benefited indirectly through working with fellow trained colleagues. The project beneficiaries participated fully in all stages; from the planning and implementation, to M&E and sustainability stage. The secondary beneficiaries of the project is the Manzese community in general. One of the objectives of Positive Change Foundation is to raise economic awareness of the Manzese community. The secondary beneficiaries benefit through the economic activities implemented by the PCF members.

2.3.3 Stakeholders

There were various stakeholders who had an impact on the project. These stakeholders include Restless Development, African Medical and Research Foundation (AMREF), United Planet and the local government authorities. The

stakeholders were mainly concerned with poverty reduction and how to improve economic development in the ward. AMREF's project 'Tuitetee Afya ya Mzazi' had a focus on mothers' health and economic issues. Its project's goal was to help community members to support women by providing them with necessary business skills that would improve women's per capita income.

Furthermore, Restless Development was conducting a series of entrepreneurship trainings to youth groups. Their project was supported by International Labour Organization (ILO) who had trained Restless Development staff who transferred the skills to young people in Manzese.

United Planet works with the Manzese community to implement a volunteer programme that aims at building the capacity of women and youths. They work closely with youth groups including the host organization to implement women and youth empowerment projects. United Planet use local and international volunteers who are trained to work with the community.

The expectations of the Manzese community are to see that the economic development is attained, that young people and women overcome income poverty, and that they work to contribute to the community development.

The local government authorities and the ward officials have been positive and more than willing to work with CED student in executing project activities.

Table 9: Stakeholders Analysis

Stakeholder	Status	Their roles in the project	Their Objective	Who do they support
AMREF	Local	Created background for the project	To support women livelihoods activities	Women
Restless Development	Local and International	Provided a facilitator for the project	To raise youth awareness on the areas of livelihoods, civic participation and HIV/AIDS	Young people
United Planet	Local and International	Helped to organize the trainings	To support community economic initiative	Community
Local Government Authorities (LGAs)	Local	Issued permit to implement the project	To help central government to eradicate poverty among citizens	Community
WEO	Local	Authorized the project implementation in the ward	To fight against poverty for the better Manzese ward	Manzese ward
WCDO	Local	Offered technical advice on project Implementation	To work with development partners in the implementation of various ward project	Manzese ward

Source: Field Findings 2012

2.3.4 Project Goal

The goal of the project is to "enhancing young people's abilities to take up productive livelihoods and employment opportunities that contribute to their fight against income poverty." The goal was to be achieved through capacity building that would stimulate young people's work ability and engage them in the economic activities.

To alleviate the income poverty in the locality proper business and entrepreneurial skills were injected to young people to ensure their participation in the economic development of the ward.

i. Gaps Indentified

Two gaps were identified in this process. The first gap identified was the low level of awareness of marketing information. Lack of marketing information and skills was a constraint to the expansion of the community trading activities. Various training workshops on marketing and business skills were provided to respond to the call. The study revealed that despite the marketing information provided to assist the community to master sales activities, it was learnt that the information given was either misled or misunderstood by many people.

Thus, very few traders and businessmen have managed to make adequate returns from the economic activities they are engaged in. This has made the Manzese community experience a very slow economic improvement. The second gap is a lack of creativity. These traders only concentrate on selling the same products without considering the expansion of their businesses. Most traders lack special business skills to enable them to utilize their inner ability to make more returns. They face stiff competition.

Hence, they fail to expand their business and so often, this has been linked with their inability to take risks. The project aimed to fill the gaps. The knowledge offered to the community aimed to shape the residents' economic behaviour.

ii. Project Objectives

The main objective of the project was "to reduce income poverty among young people by increasing economic security by the end of the project, through the provision of entrepreneurship and business training."

iii. Specific Objectives

The project targeted to achieve the following specific objectives:

- To create a sustainable source of income and to improve the lives of youth living in the ward.

- To increase the marketing skills of 25 members of PCF by the end of the project.

- To impart entrepreneurial skills and knowledge to the community youths

- To create investment opportunities for various people within the community.

iii. Host Organization

The name of the organisation hosting the project is Positive Change Foundation. It is a youth-led community based organisation established in 2007 by at least forty members and it is non secular establishment.

In its inception, it was just a group of jobless young people (popularly youth camp) with no clear goal to achieve. The group was officially registered in May 2011 and was given the CBO status after attending a series of inspirational trainings organized by Restless Development.

iv. The Group Mission Statement

"Work with the Manzese community to improve their livelihood skills by imparting knowledge through capacity building training. Share the learning and field based experience through training people on how to utilize loans to make adequate profit."

v. The Group Administration

The group has a committed leadership. It is led by a chairperson, secretary, treasurer, members of the body, and members of the group. The group members meet several times to discuss various issues and normally organise the annual general meeting towards the end of the year.

Although PCF works in partnership with big organizations such as AMREF and Restless Development, its major source of funds is through contribution from the group members.

2.3.5 Researcher's Roles and Responsibilities in the Group

- To ensure the group participates in all stages from the planning to implementation stage. The researcher work closely with group members to find the best way to involve each and every member in the planned activities.

- To organise and supervise trainings. The researcher works with the invited facilitator to ensure that community members receive the knowledge and skills intended as planned.

- To prepare a participatory M&E plan and see its implementation. This includes report writing.

2.3.6 Group Objectives

- To create and maintain the learning culture among young people.

- To train community members on how to apply for loans.

- To encourage community youth to participate in the productive economic activities.

- To promote self-improvement awareness among young people.

2.3.7 Group Challenges

- Lack of proper information among the community members. Many people in Manzese often think of an organization as a source of income. Whenever they are invited to attend the PCF entrepreneurship trainings they would demand allowances regardless of the obvious skills and knowledge they obtain.

- Lack of permanent office. There is a problem of moving and changing offices every now and then. This is because the organization can't afford to pay the rent on time.

- Lack of funds and financial aid to implement projects. Most sponsors and donors do not support small organizations. Those who do support them are often corrupt. This has made PCF only depend on a few organizations that truly care for the contribution that small organizations make.

2.4 Summary

By summing up the chapter, there were six problems identified and prioritized during the problem prioritization process. The problems were connected to each other and specifically to the problem pointed as an urgent priority. Low income or rather income poverty needed immediate intervention from different stakeholders and the

community. Thus the project target was to empower young people, both women and men, towards economic security and to improve their lives. The researcher and the host organization together collaborated with other stakeholders who had similar goals to implement the project.

CHAPTER THREE

3.0 LITERATURE REVIEW

3.1 Introduction

Chapter three aims to find out related information by reviewing various literature sources relevant to the topic *"Enhancing community living standards through entrepreneurship and business skills trainings"* which has been the core goal of this project. Therefore, the literature reviewed in this section basically focused on economic empowerment as a means of poverty alleviation.

The hub of the chapter was to identify and examine the gaps which exist in the literature regarding youth economic empowerment. A review of various pieces of literature uncovered the existing gaps that the project went on to address. For that matter, in order to understand and uncover the gaps, this chapter reviews three main aspects.

The chapter reviews theoretical literature, empirical literature and policies that affect youth economic empowerment and poverty reduction initiatives.

3.2 Theoretical Literature Review

In the theoretical review section, theories are reviewed and various terminologies used in the project title are defined. In economy, theories such as Rational Expectations Theory and Monetarist theory were reviewed. Marxist theory of unemployment and Keynesian unemployment theory were also observed and reviewed.

3.2.1 Theories of Unemployment

There are various theories of unemployment that different scholars came up with. The following are few of them;

a. Marxist Theory of Unemployment

Marxist theory of unemployment states that, "It is in the very nature of the capitalist mode of production to overwork some workers while keeping the rest as a reserve army of unemployed paupers "According to Karl Marx, unemployment is inherent within the unstable capitalist system and periodic crises of mass unemployment are to be expected.

The majority of the poor people in Tanzania depend on a daily wages of between 1000 and 2500 TZS. Most of these people do not have insurance and they work for many hours in hazardous environment. As Marx pointed out, capitalists continue to exploit them because they have got no other means to survive.

b. Keynesian Unemployment Theory

Keynesian unemployment theory states that, when there is not enough aggregate demand in the economy to provide jobs for everyone who wants to work. Demand for most goods and services falls, less production is needed and consequently fewer workers are needed, wages are sticky and do not fall to meet the equilibrium level, and mass unemployment results

As pointed out by Keynesian theory, low demand leads to less production which results to unemployment. If the country produces less than what it should have, it uses few people on the production process. Hence, the labour force is not fully utilized.

3.2.2 Theories on Economy

There are various theories of unemployment that different scholars came up with. The following are few of them;

a. Rational Expectations Theory

This theory notes that everyone in an economy behaves in rational ways and will look at all the government policy decisions and devise ways to counter act them, therefore cancelling out the effectiveness of the policy.

Literally, many people have a tendency of ignoring instructions provided by national policies. They feel there are nothing new to make their problems go away. This habit has retarded the development and consolidate the problem of poverty in most countries in Africa.

b. Monetarist Theory

The theory states that the economy is stable by nature and left on its own will return back to normal growth. The government is responsible to example the money supply while active fiscal and monetary policy is discouraged.

In order to enhance living standards of the community, people must be able to possess money. They should be able to comfortably live their lives, however with the money only in the government's hands, that sounds way difficult.

3.2.3 Youth and their Participation in the Development

There is no clear-cut definition of youth. According to the National Employment Policy (2008), "the definition of the youth varies considerably according to national conditions and definitions. While the usual international definition refers to persons

aged between 15 and 24 years, in Tanzania, the youth refers to persons aged between 15 and 35 years."

According to The Macmillan Dictionary for Students (1981) "youth is generally the time of life between childhood and adulthood (maturity)". United Nations Educational, Scientific and Cultural Organization (UNESCO) states that "youth" is best understood as a period of transition from the dependence of childhood to adulthood's independence and awareness of our interdependence as members of a community.

UNESCO specifically defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States. Furthermore, the Commonwealth Youth Program (CYP) has adopted the age category of 16 to 29 to refer to young people. In Malaysia youth refers to persons between the ages of 15 and 40 years.

The European Union Youth Report (2009) has defined youth as "the passage from a dependant childhood to independent adulthood". In some European countries such as the Czech Republic and Latvia, the age limit of child benefits usually range from 15 to 18, but are often prolonged when children are still in education. The end of compulsory education may also be seen as the time when individuals are free to make their own choices.

In Tanzania, the term youth refers to a young man or woman aged between 15 and 35. The legal definitions of youth in the Tanzanian context is subject to specific purposes such as employment, rights to vote, criminal and marriage issues. Due to this subjectivity, the Law of Marriage Act of 1971 allows a person from the age of 15

years and above to get married. It is understood that marriage symbolises adulthood in Tanzania.

The action of the Law of Marriage Act of 1971 to allow teenagers to start married life contradicts with the adolescent and reproductive health policies, which discourage early marriages, especially for young girls. This increases the pressure to harmonize the meaning of youth in Tanzania so that different youth empowerment programs can achieve the intended results.

3.2.4 Definition of Development

Thomas (2000) defines development as "a process of structural societal change". He views the structural transformation as a process of historical change, whereby the process of that change is historical and it has a long-term outlook. However, Thomas (2004) claims that "Development' is a concept which is contested both theoretically and politically, and is inherently both complex and ambiguous. And that recently it has taken on the limited meaning of the practice of development agencies, especially in aiming at reducing poverty and the Millennium Development Goals". This statement reveals that theorists, writers and development experts encounter some constraints every time they attempt to define the term development.

Rodney (1973) puts development into two categories, individual and social group level, whereby at the individual level, development is about an increase in skills and capacity, greater freedom, creativity, self discipline, responsibility and material well being. At the social group level, development is all about increasing in capacity to regulate both internal and external relationships. Rodney's definition of development

corresponds with Gunnar (1974) who defines development as "the movement upward of the entire social system."

Nyerere (1968) defines "development as a situation whereby people are masters of their own change towards fulfilment of their own desire". This definition suggests that development should be brought by the people themselves. Countrymen are supposed to put in efforts in order to attain the changes they really want to see in their society.

Moreover, Torado (2006) claims that "Development is a multi dimensional process involving changes in social structures, popular attitudes, and national institutions, as well as the acceleration of economic growth, the reduction of inequality, and the eradication of poverty"

Many development practitioners and scholars in this field claim that in order for any society to develop, it needs full utilization of the workforce produced by young people. Countries in the developing world are said to remain undeveloped because of the failure to utilize this workforce produced by youth.

They are energetic, smart and are constantly ready to take action anytime they are needed to do so. Youth participation in development activities is vital. Unless this labour force is put into action, there is a constant risk of encountering underdevelopment (Loncle, 2012).

According to Barry and Lorraine (2006), the importance of youth participation in the community development is that, "young people are organizing groups for social and political action, planning programs for their own choosing, and advocating their interests in the community." This statement corresponds with Patricia's view that young people must be dragged into the development activities promptly without

looking for excuses of their exclusion. They have a huge impact in shaping the community and they are determined to take part in the development process. It is therefore extremely important to put young people at the forefront of change and development.

The CED project as it aimed to promote youth economic initiatives, had taken the issue of youth participation very seriously. Due to that, the project drew an appropriate and suitable definition of youth in order to better serve the youth community. This project defined youth as those persons aged between 18 and 30 years. The definition was reached to comply with the age of the project beneficiaries.

3.2.5 Economy and Economic Development

By definition, the economy refers to the activities related to the production and distribution of goods and services in a particular geographic region. Nafziger, (2012) defines 'Economic Development' as an economic growth accompanied by changes in output distribution and economic structure.

These changes may include an improvement in the material well-being of the poorer half of the population, a decline in agriculture's share and an increase in services and industry's share of Gross National Product (GNP), an increase in the education and skills of the labour force, and substantial technical advances originating within the country. In economic terms, therefore, development is the capacity of a nation to generate and sustain an annual increase in its GNP of 5% or more.

According to Aldeman (2000), economic development, today, is understood to combine five things; (1) self-sustaining growth; (2) structural changes in patterns of

production; (3) technological upgrading (4) social, political and institutional modernization and (5) widespread improvement in human conditions.

Moreover, according to Spero and Hart (1999) "economic development is the process of raising the level of prosperity and material living in a society through increasing the productivity and efficiency of its economy. In less industrialized regions, this process is believed to be achieved by an increase in industrial production and a relative decline in the importance of agricultural production."

Economic development is a process whereby simple, low-income national economies are transformed into modern industrial economies (Britannica Concise Encyclopedia). From these definitions, therefore, economic development is all about transforming the raw materials available in the country, education and skills of the labour force in order to create sustainable development.

Youth economic development initiatives in Manzese were the target for this project. The focus was to convert those initiatives into dependable economic activities that can contribute to the local and national economy.

3.2.6 Poverty and Poverty Reduction

Definition of poverty is usually critical to political, policy and academic debates. Approaches to define poverty depend on individuals' perspectives which vary according to countries, economic status of those individuals, their level of education and even the families they come from.

Barker (1995) defines poverty as the state of being poor or deficient in money or means of subsistence. Burkey (1993) defines poverty as a lack of basic needs. Basic

needs are those things which an individual must have for his survival. Barker and Burker's definitions have one thing in common. They both mention the lack of material possessions as a reason for poverty. It is evident, though, that without food, shelter, clothes and access to health services, one is more likely to be living in an extreme poverty, and both writers described poverty as a lack of basic things.

In Uganda, according to Burkey (1993), development workers define "absolute poverty" as the inability of an individual, a community or a nation to satisfactorily meet its basic need. They also define "relative poverty" as the condition in which basic needs are met but where there is inability to meet perceived needs and desires.

Britannica Encyclopaedia defines poverty as "the state of one who lacks a usual or socially acceptable amount of money or material possessions. Therefore poverty is more likely to exist where people lack the means to satisfy their basic needs.

Organizations such as United Nations, the IMF and the World Bank have defined poverty as well. The UN (1998) states that "fundamentally, poverty is a denial of choices and opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in society. It means not having enough to feed and clothe a family, not having a school or clinic to go to; not having the land on which to grow one's food or a job to earn one's living, not having access to credit.

It means insecurity, powerlessness and exclusion of individuals, households and communities. It means susceptibility to violence, and it often implies living in marginal or fragile environments, without access to clean water or sanitation" Another United Nations agency (UN Chronicle) defined poverty "as the total absence

of opportunities, accompanied by high levels of undernourishment, hunger, illiteracy, lack of education, physical and mental ailments, emotional and social instability, unhappiness, sorrow and hopelessness for the future. Poverty is characterized by a chronic shortage of economic, social and political participation, relegating individuals to exclusion as social beings, preventing access to the benefits of economic and social development and thereby limiting their cultural development."

According to the World Bank (2000) "poverty is pronounced deprivation in well-being, and comprises many dimensions. It includes low incomes and the inability to acquire the basic goods and services necessary for survival with dignity. Poverty also encompasses low levels of health and education, poor access to clean water and sanitation, inadequate physical security, lack of voice, and insufficient capacity and opportunity to better one's life."

Poverty reduction, on the other hand, is described as a process of reducing the high level of poverty. Since independence, Tanzania has been working hard to alleviate poverty. One of the ways the state employed to deal with poverty issues was the formulation of poverty reduction strategies I and II (popularly MKUKUTA).

According to the government of Tanzania, 'MKUKUTA is strongly outcome focused and aims to foster greater collaboration among all sectors and stakeholders.' Considering this a fact, it was ideal to implement the CED project by adhering to the guidelines provided by this strategy.

MKUKUTA identifies three clusters of outcomes. Cluster number one is growth and reduction of income poverty; improvement of quality of life and social well-being.

To achieve this, the government plan focuses on scaling up investments towards modernising small, medium and large scale enterprises.

3.3 Empirical Literature Review

Empirical literature review goes through previous research and projects. In this section, projects with similar goals to the CED project are reviewed to reveal the knowledge gap. The reviewed projects relate with the CED project in the sense that they were either implemented in the same locality, nation, region or they have covered the same topic.

3.3.1. The Current Economic Situation in Tanzania

Tanzania is on the list of the world's poorest countries in terms of per capita income. This East African nation, however, experienced an average of 7% Gross Domestic Product (GDP) growth in recent years between 2000 and 2008. During this time, tourism and gold contributed much of the national income.

Tanzania is currently third on the list of Africa's gold producers, behind South Africa and Ghana, yet it is just recently that gold production has really started to supplement the national income. Furthermore, agriculture remains the most dependable sector by the country men. It employs about 80% of the total work force and it provides 85% of the total exports and it accounts for more than one-quarter of GDP (CIA World Factbook 2013).

Tanzania's population below the poverty line, according to the 2002 estimation, is 32%. The labour force was made up of 24.06 million people by 2011, while the unemployment rate among young people totalled 8.8%. By 2005, 7.4% of young

men were unemployed and 10.1% of females were unemployed citizens (Index Mundi, 2012).

Poverty in the Dar es Salaam urban communities keeps growing, especially in the unplanned settlements which accommodate 70% of the whole city population. The post-colonial policies have not succeeded in altering the pattern of urbanization inherited from the colonial economy. Young people living in these areas experience a very difficult economic situation. Manzese is one of those areas which is poor and unplanned.

3.3.2 Why is Promoting Youth Economic Initiatives Important?

It is important to promote youth economic initiatives as youth are the main victims of the economic hardships. The unemployment rate is higher among youth than any other age group. Young people lack adequate work experience and for that reason they find it difficult to secure formal employment.

The country's population is growing rapidly while jobs created are very limited. This has a significant contribution to the youth unemployment situation. The problem of a lack of capital among young people is as strong as the lack of adequate and appropriate educational, business and entrepreneurial skills.

Financial institutions such as traditional banks, creditors and MFIs have put little effort in extending access to capital to young entrepreneurs. As a result, they encounter unnecessary conditions when searching for loans, including big collaterals and a short repayment period, which have worsened the situation.

3.3.3 Successful Projects and Research on Youth Empowerment

There are several research studies and projects conducted in same line as the CED project.

i. Women Economic Empowerment for Poverty Reduction; A Case Study of DIRA WOMEN Group in Chalinze Village- Dodoma

This project was implemented by a CED student in 2007 and aimed to reduce income poverty among women in the village of Chalinze in Dodoma. The project objectives were;

- To empower women economically through increasing their capacity to initiate viable IGAs and improving the existing poultry activities
- To raise awareness of gender related issues
- To increase awareness of HIV/AIDS related issues

The project empowered a women's group called DIRA and intended to improve their lives by mobilizing them to engage in viable economic activities. It was observed that women in Chalinze village, and DIRA members in particular, had no viable income generating activities due to a lack of entrepreneurship skills. Most households lived under the daily poverty line.

As a result of project implementation, the group has managed to initiate IGAs such as poultry projects and pig farming. The two projects have increased the income of both the group and the members. The group sell 30 chickens per week for a price between 5000 and 6000TZS. They also sell eggs, pig and piglets. Members of DIRA

can now send their children to secondary school and some of them have managed to build and others renovate their houses.

ii. Youth Empowerment Project (Ngao Youth Group)

This project was implemented in Manzese by a local youth-led CBO called Ngao Youth Group. The project was funded by RFA (Request for Application) which receives a grant from the President's Emergency Plan for AIDS Relief (PEPFAR) through the United States Agency for International Development (USAID).

In its inception, Ngao Youth Group was just a youth camp with no clear economic vision. Then, RFA approached Ngao to participate in their youth empowerment trainings. Through these trainings, Ngao members were inspired and motivated to initiate Income Generating Project (IGP). After gaining full CBO registration, RFA funded their first project. Ngao received 3,500,000 TZS from RFA to implement a youth empowerment project in Manzese. They spent the money on their IGAs which also included provision of peer economic advice to other young people in the community.

They now provide catering services in different social events such as weddings, graduations, birthdays, maulid, and confirmation ceremonies. In a busy month, their IGP can earn up to 2,000,000 TZS profit and for a slow month they can get up to 700,000 TZS profit. They have different prices for each function depending on the number of people. For a small event, they charge 50,000 TZS.

This project has, successfully, increased the income of the group members. Most members have now left their family houses. Some of them have joined classes for

adult education where they learn English. RFA continues to monitor their progress by providing capacity building training on entrepreneurship, marketing and business skills.

iii. Women against Poverty and HIV/AIDS (Umoja Dada Group)

Umoja Dada is another youth group found in Manzese. The group was formed by unemployed young women who had suffered the economic hardship that faces the youth community in Manzese. Most members of this group had bad experiences that they wished to forget. Some of them had worked as commercial sex workers before, while others were involved in selling and using narcotics.

Umoja Dada Group was invited to attend workshops organized and facilitated by Restless Development. Restless Development has three goals to achieve.

- 'Civic Participation' where it works to ensure that young people are significant contributors to development processes.
- 'Livelihoods and Employment' where it works to help young people to take up productive livelihoods and employment, and
- 'Sexual and Reproductive Health' where it works to promote safe sexual and reproductive practices among young people.

Through these workshops Umoja Dada acquired entrepreneurship knowledge and skills which inspired their self employed tailoring project. Restless Development provided them with four sewing machines. The group also attended ILO trainings on how to make Batik and jewellery by using beads. The group capital came from contributions from families, friends and good Samaritans. They began with 280,000

TZS which they used to buy raw materials and to pay a three month office rent. Umoja Dada Group now serves the community by producing home based products such as bed sheets, curtains, tie and dye, batik dresses and jewellery (Maasai Shanga). At the moment, they make a profit of at least 320,000 TZS for a slow month and up to 600,000 TZS in busy month. All seven members of the group have managed to raise their daily income.

iv. The Role of Small Businesses in Poverty Alleviation: The Case of Dar es Salaam, Tanzania

The research was done in Dar es Salaam in 2006 by Mnenwa and Maliti. The study investigates the role of small business in poverty alleviation and economic growth. It has been observed from this study that small business has emerged as an economic saviour for most uneducated and less privileged citizens.

In this study, 60% of the respondents claimed that their source of income comes from small business. While only 29% claimed that they experienced declining of their living standard since they started practicing micro and small business.

The lesson learnt from this research study is that young people engaged in micro and small businesses are in a good position to contribute to the local economies, if they are provided with entrepreneurial and business skills. Unlike other age groups, young people are said to be keener towards self development. They are ready to take business risk and are constantly eager to learn new things. This research study shares similar goals with the CED project. They both seek effective ways to alleviate income poverty. Moreover, the research studies the contribution of small businesses in the fight against poverty while the CED project works to empower young people

by providing entrepreneurship trainings. Both projects aimed to empower marginalized young people

v. Growth of Micro and Small, Cluster-Based Furniture-Manufacturing Firms and their Implications for Poverty Reduction in Tanzania

The research study was conducted by Mhede in 2010 and was funded by REPOA (Research on Poverty Alleviation). The study focused on micro and small scale furniture firms found in urban Dar es Salaam. It surveyed Keko, Buguruni-Malapa and Mbezi Beach kwa Komba.

The study investigated, among other things, the ability of furniture firms to generate employment opportunities in the said study sites. The study revealed limited employment opportunities as firms fail to generate enough profit. This failure has constrained the creation of employment for young people. There was an issue of a lack of marketing skills which also contributed to the small returns.

This study claims that the poverty alleviation process should be able to create job opportunities for less privileged people. It is important to develop labour-intensive industries as the key to the said opportunities since the agricultural sector seems to fail while the service sector is far behind in leading the economic development.

The research searches for the way to improve policies guiding industries so that urban poverty can be eradicated and young people can benefit. The enhancement of the micro and small furniture manufacturing firms can create more jobs and poverty can be reduced among the furniture traders community. This research has similar goal as the CED project. It concentrates on the ways of reducing poverty and it

promotes the importance of furniture firms by advocating for the improvement of industrial policies that would ensure the firms produce more jobs to community members. Similarities with the CED project lie on the poverty reduction process whereby the beneficiaries are the community members.

As it is understood, the labour force is largely occupied by young people. Hence, the research corresponds with this project as it focuses, as well, on promoting youth economic initiatives for poverty reduction.

3.3.4 Lessons Learnt from Empirical Review

It was learnt that youth empowerment is essential for the economic development of a country. Despite having a potential size in the population, youths in Tanzania are socially and economically marginalized in terms of employment. They make up 68% of the country labour force, and every year about 700,000 youth enter into the labour market yet only 40,000 secure formal employments. Issues pertaining youth economic hardship are often overlooked, thus increasing the problem of unemployment.

In this section, the reviewed projects and research studies revealed the importance of young people in the economic development process. The youth empowerment project in Manzese, implemented by Ngao Youth Group, shows how possible it is to reduce income poverty by simply investing in youth. The Umoja Dada project on women against poverty and HIV/AIDS also shows the economic strength of young people who are empowered. There is a lesson to learn from these projects; (1) the government and the communities should not give up on young people and (2) they should provide them with capital and necessary trainings to impart knowledge and

skills crucial for the fight against income poverty. By doing so, youth can surprise the community by accelerating the development of their localities.

The CED project employed some of the techniques used in the previous projects. The project conducted trainings and workshops in the same way as the previous ones. This was because the project beneficiaries were familiar with these activities and it was ideal to comply with that tradition. For instance, the trainees were offered allowances by the implementers of the previous projects.

Although it was not strictly necessary to provide allowances, the CED project had to comply with this expectation in order to avoid project cancellation or the risk of sabotaging the project.

3.4 Policy Reviews

The objective of the policy review is to provide general guidelines for the project. Policies reviewed ensured the project promotes community development initiatives while adhering to policy statements. This section assesses national and international organization policies that share similar objectives with the project.

3.4.1 National Youth Development Policy (2007)

This policy addresses cross cutting issues related to the adverse impacts of social economic problems such as unemployment, poverty, HIV/AIDS and other diseases, environmental degradation and drug abuse (URT, 2007). The policy recognises the importance of young people in the economy of the country and it vows to create a conducive environment for youth to utilize their abilities in favour of the national economic development. The issue of unemployment dominates today's national

agendas. Thus, the policy discussed it as well, and gave out a statement on what should be done. It was observed that young people's lack of jobs is contributed to by the poor education structures.

This policy identifies work experiences as the major factor contributing to the youth unemployment problem. It also recognises the vulnerability of the informal sector in contributing to the problem of youth employment. The informal sector is said to face insecurities such as a lack of capital, and a lack of work premises which speed up the unemployment growth among the youth community.

The policy therefore recommends the collaboration between the government and the private sector in creating an enabling environment for the establishment of employment opportunities. The policy also proposes the collaboration between the government and private organizations, Civil Society Organizations (CSOs), Faith Based Organizations (FBOs), Non-Governmental Organizations (NGOs) and the business community to promote the culture of entrepreneurship by creating an enabling environment for youth enterprise development.

The CED project adheres to the policy guidelines as it provides useful instructions. The project's ambition is to reduce poverty among young people. The policy directives are clear as they offer practical methods to confront the income poverty problem.

3.4.2 National Employment Policy (2008)

This policy aims to build a foundation for the employment growth which is crucial for the country's economic stability. The policy enhances the promotion of youth

employment by the empowerment of individuals through enhancing accessibility to business support services including capital, it markets access for Private Sector entrepreneurs including self employers for increased productivity and incomes, and it also aims to reduce rural unemployment and underemployment (URT, 2008).

This policy is one of the government's many initiatives to reduce income poverty. The persistent poverty problem requires attention from every individual in the country. The government formulated the policy to create a standard guide paper that each and every development practitioner who works hard to alleviate poverty in the country can follow.

The project ensured the policy statements were followed. The project referred to the policy for guidance so that it could contribute to achieve government long term ambition which is to improve the living standards of all individual citizens. For instance, the policy aims to facilitate Tanzanian jobseekers in acquiring appropriate skills. In like manner, the project, through its implemented activities, imparted entrepreneurship, business and marketing skills to the beneficiaries of the project. Thus, the project played an important role in contributing to the efforts put down by the government.

3.4.3 The National Economic Empowerment Policy (2004)

The Prime Minister's Office formulated this policy in 2004 in order to correspond to the government's Development Vision 2025. This policy addresses the economic empowerment needs of the individual citizens such as farmers, livestock keepers, fishermen, employees, and traders. Furthermore, it provides guidelines for all sectors to follow, so that the majority of the citizens of Tanzania can have access to

opportunities to participate effectively in economic activities in all sectors of the economy (URT, 2004).

The directives provided by the policy help to promote community economic development initiatives. Stakeholders, organizations and households adhere to and comply with these instructions in order to empower themselves and help empower others economically. Young people are the example of the victims of economic injustice that needs to be fixed. There is a need to put deliberate efforts to socially and economically empower each of the isolated groups. The policy noted down the importance of empowering marginalized groups that exist in our societies.

3.4.4 African Youth Charter (2008)

Tanzania ratified the African Youth Charter in 2012. This charter started to operate in 2008 from its adoption in 2006 in Banjul, Gambia. The African Youth Charter requires member states to adjoin with the African Union to support national policies, programmes and actions in favour of youth development. The Charter advocates for concrete actions for change in the areas of: (1) Education, skills and competence development; (2) Employment and sustainable livelihoods; (3) Youth leadership and participation; (4) Health and welfare; (5) Peace and security; (7) Environment protection; (8) Cultural and moral values (UNESCO, 2012).

The charter's Article 15 directives on "sustainable livelihoods and youth employment" require member states to ensure every young person has the right to gainful employment. Young people should also be protected from economic exploitation. They should be protected from jobs that appear to jeopardize their well being. The government of Tanzania has a variety of policies addressing these issues.

In the fight against poverty, the charter wants member states to recognize the right of young people to a standard of living adequate to their holistic development (African Union Commission, 2006).

This means all projects conducted in the country have to reckon what the charter and national policies require. The CED project in Manzese observed the rights of young people to contribute to the national economy. It observed gender equality by providing equal opportunities to participate in the activities for both young men and women.

Project beneficiaries were provided with adequate knowledge and skills which could be used for the rest of their lives. That shows how this project adhered to policies and charter guidelines.

3.5 Summary

Different books, journals, reports and policies were reviewed to uncover the knowledge gap on this topic. It was revealed that young people are more likely to experience economic shocks because they lack work experience and they don't have enough education to support their employability status. Consequently, they end up facing income poverty and poor standard of living.

It was also observed that in most circumstances the predominant cultural systems seemed to deny their right to engage in IGAs. The rights denied include limited access to loans, limited access to health care and social services, limited access to quality education and so forth. The empirical evidence indicated that the majority of unemployed youth have their economic development involvement constrained

because of the cultural limitations. All policies reviewed suggested immediate actions towards youth empowerment; however, the problem of income poverty still consolidates. There is an obvious lack of political will when it comes to the implementation of these policies.

The practical experiences indicated that building youth income generating capacity is a better way towards income poverty eradication. The CED project, having realized the lack of true political will in the project implementation, engaged youth from the beginning to the end of the project. The project was designed, implemented, monitored and evaluated by young people themselves, with guidance from the CED student and other stakeholders.

CHAPTER FOUR

4.0 PROJECT IMPLEMENTATION

4.1 Introduction

This chapter presents the original plan and the actual implementation of the project. It presents reports of what was accomplished during the project implementation by looking at how the priority problem was dealt with. During the CNA exercise, the community of Manzese identified 'low income' as the number one priority that needed immediate intervention.

With respect to the community, the project was done in collaboration with the local CBO, Positive Change Foundation and it aimed to increase the economic security and social status of young people in the community.

4.2 Products and Outputs

At the end of the project, the project intension was to accomplish and meet the following products and outputs;

Output 1

Increased and improved youth community participation in the economic development activities. Twenty five members of PCF were trained to sharpen their entrepreneurship and business skills.

Product 1

The empowered young people gained practical experience in business management. As a result, 12 members of the group started a tailoring business. Their established tailor-business earns them between 600,000 to 650,000TZS in a busy month.

Output 2

Increased capacity of young people to plan and implement marketing strategies. Twenty five group members were trained to enable them to take strategic business decisions and be prepared for the unforeseen risks that so often occur in businesses and trading activities.

Product 2

The raised awareness of the sales and market strategies ensured youth members of the PCF initiating a new furniture-manufacturing firm. This IGP has increased their per capita income. The firm receives 4 to 8 orders a month and earns at least 800,000TZS in a busy month.

4.3 Project Planning

In this section, the following were developed into a table; the project planning that provides detailed information on the activities performed; the responsible persons for conducting each activity; resources required; and a planned timeline.

See table 10 below for the logical framework

Table 10: Project Log Frame Matrix

Project Goal	Indicator	Means of Verification	Assumptions	
Enhancing young people's abilities to take up productive livelihoods and employment opportunities that contribute to their income poverty fight.	Improvement in economic awareness for youth victims of income poverty, and greater attention given to their poverty problems, by the end of the project.	Community evaluation surveys.		
Project Objective	**Indicator**	**Means of Verification**	**Assumptions**	
To reduce income poverty among young people by increasing economic security through entrepreneurship and business skills trainings.	o Increased number of youth participating in economic activities o More YP taking up roles in decision making bodies. o Improved household income of the project beneficiaries.	o Monitoring and evaluation survey reports. o Observation	o PCF members gain new knowledge and skills and apply in socio-economic activities. o The understanding of self-economic development becomes the weapon to fight income poverty.	
Output 1	**Indicators**	**Means of Verification**	**Assumptions**	
Increased and improved youth community participation in the economic development activities.	o # of YP with established IGPs o % of targeted households with improved standard of living	o Group records o Progress reports o Project evaluation o Observation	o Young people engaged in micro business. o Youth lead development process in the community.	
Activities	**Quantified activities**	**Indicators**	**Responsible**	**Time Plan**
1.1 Conduct awareness raising meetings with PCF members,	o 2 sensitization meetings for all members of PCF	o # of YP attended the meetings	o CED student o Project	4th week of November 2012

stakeholders and the community	and the community (all meetings in one week)	o # of other stakeholders and community members participating in the youths' economic initiatives.	beneficiaries o WCDO o WEO o Local government officials	
1.2 Carry out informative training on profit generating activities (PGAs).	o 3day training workshops to PCF members o 1 day follow up visit to examine the level of implementation	o % increase in profit generated o # of youth engaged in PGAs	o CED student o PCF members o Facilitator	1st week of January 2013
1.3 Conduct an extensive training on record keeping and economic analysis	o 2 day workshop to PCF members o 2 day follow up visit to examine the level of implementation	o Project's records improved o Safety of books of accounts maintained	o CED student o PCF members o Facilitator	2nd week of January 2013

Output 2	Indicators	Means of verification	Assumptions	
Increased capacity of young people to plan and implement marketing strategies	o # of YP with increased marketing skills o % of community members with better knowledge of marketing trends	o group records o progress reports o project evaluation	Sales will increase and influence establishment of new PGAs	
Activities	**Quantified indicators**	**Indicators**	**Responsible**	**Time plan**
2.1 Conduct sensitization	o One week of awareness	o # of community	o CED student	3rd week of

meetings to introduce marketing theories and practices (Publicity).	raising meetings to the community members and PCF in particular	members attended o # of PCF members attended o # of other stakeholders attended	o Project beneficiaries o Community members o Access bank staff	January 2013
2.2 Carry out technical training on marketing	o 2day training workshops to PCF members o 2 day follow up visit to evaluate the training impact	o # of young people capable of designing marketing strategy o # of youth attended the training	o CED Student o Project beneficiaries o Facilitator	3rd week of January 2013
2.3 Connect PCF members with local business agencies for mentorship purposes	o One week of field visits to identify potential partners o One week of mentorship meetings with identified partners o 2 weeks follow up visit to ensure beneficiaries are connected to mentors	o PCF members linked to financial institutions such Advans and Access bank	o CED student o PCF members	2nd week of February 2013, 3rd week of February 2013 4th week of Feb and 1st week of March 2013

Table 11: Inputs

Activities (for Output 1)	Input/Resources	Cost & Sources	Assumptions
1.1 Conduct awareness raising meetings with PCF members, stakeholders and the community	1.1.1 Space to hold meetings.	40,000 TZS for venue(for 2days @20,000 for 15 participants)	Participants have little income to support themselves during the training/sensitization sessions.
	1.1.2 Participants allowances.	90,000TZS as allowance for 15participants @3000 for 2days	
1.2 Carry out informative training on profit generating activities (PGAs).	1.2.1: Venue for a 3days training	75,000 TZS for venue(for 3days @25,000 for 25 participants)	
	1.2.2: Participants allowances	375,000TZS participants allowances for 3days @5000TZS	
	1.2.3: Facilitator's allowances	90,000TZS for 3days @30,000TZS	
	1.2.4: Stationeries	20,000 for stationeries for 3days	
	1.2.5: Project hire	30,000TZS for 3days @10,000TZS	
1.3 Conduct an extensive training on record keeping and economic analysis	1.3.1: Venue for a 2day training	50,000 TZS for venue for 2days @25,000 for 25 participants	
	1.3.2: Participants allowances	250,000TZS participants allowances for 2days @5000TZS	
	1.3.3: Facilitator's allowances	60,000TZS for days @30,000TZS	
	1.3.4: Project hire	20,000TZS for 2 days @10,000TZS	
	1.3.6 Bus Fare	2000TZS for 2days	
Activities (for Output 2)	**Input/Resources**	**Cost & Sources**	**Assumptions**
2.1 Conduct sensitization meetings to introduce marketing theories and practices.	2.1.1 Bus Fare	5000TZS for a week of sensitization	The times used for training/sensitization activities is their production time, therefore they need compensation.
	2.1.2 participants	Volunteer time	
2.2 Carry out technical training on marketing skills	2.2.1 Venue for training 2.2.2 Participants allowances	40,000 TZS for venue(for 2days @20,000 for 15 participants) 90,000TZS as allowance for 15participants @300	
2.3 Connect PCF members with local business agencies for mentorship	2.3.1 Partnership meeting 2.3.2 Mentorship training	40,000 for all the arrangement 60,000TZS as allowances for 10 participants for 2days	

4.4 Staffing Pattern

Various stakeholders and development practitioners participated to implement the project. Below are their duties

Table 12: Staff Job Description

Staff	Job Description	Staff training needs
CED student	- Ensures PCF members are fully involved in the project implementation. - Organise and supervise trainings. - Prepare and implement an M&E plan. - Link project beneficiaries to financial organizations for capital assistance and mentorship - Assist the facilitator to deliver some of the sessions	Nil
WEO, WCDO and local government authorities	- Ensure project beneficiaries attend trainings. - Provide the project with policy guidance - Work closely with CED student to identify financial institutions that provide loans to youth - Organize and conduct monitoring activities to see the project progress.	- Training of Trainers - M&E skills - Management skills
United Planet	- Ensure the trainings are professionally organized and delivered - Provide materials to support the training sessions	Nil
PCF Chairperson	- Organize meeting with group members. - Assist CED student to find venue - Work with WCDO to ensure members constantly attend trainings and project activities - Assist CED student to implement of the M&E activities	- Training of Trainers - M&E skills - Management skills

Table 13: Project Budget

YOUTH ECONOMIC EMPOWERMENT PROJECT BUDGET						
TARGET 1: TRAINING OUT OF SCHOOL YOUTH IN ENTREPRENEURSHIP AND BUSINESS SKILLS	**Unit**	**Unit Type**	**Unit**	**Unit Type**	**Unit Cost**	**Total Cost**
1.1 Sensitization meetings with PCF members, stakeholders and the community						
1.1.1 Space to hold meetings.	1	Venue	2	Days	20,000	40,000
1.1.2 Participants allowances	2	Allowance	15	Participants	3,000	90,000
					Subtotal	**130,000**
1.2 Informative training on profit generating activities (PGAs).						
1.2.1: Venue for Trainings	1	Venue	3	Days	25,000	75,000
1.2.2: Participants' allowances	3	Allowances	25	Participants	5,000	375,000
1.2.3: Facilitator's allowances	3	Payments	1	Facilitator	30,000	90,000
1.2.4: Stationery	1	Stationery	1	Buy	20,000	20,000
1.2.5: Project hire	1	Projector	3	Days	1,000	30,000
					Subtotal	**590,000**
1.3 Training on record keeping and economic analysis						
1.3.1: Venue for Training	1	Venue	2	Days	25,000	50,000
1.3.2: Participants' allowances	2	Allowances	25	Participants	5,000	250,000
1.3.3: Facilitator's allowances	2	Payments	1	Facilitator	30,000	60,000
1.3.5: Project hire	1	Projector	2	Days	10,000	20,000
					Subtotal	**380,000**
TARGET 2: SUPPORT OUT OF SCHOOL YOUTH ACCESS FINANCIAL SUPPORT	**Unit**	**Unit type**	**Unit**	**Unit tyoe**	**Unit Cost**	**Total Cost**
3.1 Technical training on the utilization of MFIs services						
3.2.1 Venue for Training	1	Venue	2	Days	20,000	40,000
3.2.2 Participants' allowances	2	Allowances	15	Participants	3,000	90,000
					Subtotal	**130,000**
TARGET 3: SUPPORT OUT OF SCHOOL YOUTH IN MENTORSHIP SCHEME	**Unit**	**Unit type**	**Unit**	**Unit tyoe**	**Unit Cost**	**Total Cost**
Partnership meetings with Private Sector companies						
Mentorship meetings	3	Partnership	3	Days	20,000	60,000
Mentorship trainings	2	Workshops	10	Participants	3,000	60,000
	1	Venue	2	Days	20,000	40,000
					Subtotal	**160,000**
					G Total	**1,390,000**

4.5 Project Implementation

The implementation of the project commenced with the preparation of the project implementation plan. M&E and budget planning followed to ensure activities were conducted and results were achieved. Project activities were carried out in accordance with the agreed plan.

Prior to project implementation, a training needs assessment was conducted to identify the relevant and interesting topics that could have a meaningful impact on people's lives, especially young people's lives.

i. Training Needs Assessment

CED student conducted TNA to identify areas that required an immediate knowledge. Training Needs Assessment critically analysed the training needs which include; what needed to be taught/trained and who were the ideal persons to see the training activities were successfully implemented.

Project beneficiaries and WCDO, WEO, local government officials and other key stakeholders were invited. The exercise used group discussion, individual assignments and interviews.

During the TNA exercise two forms were used to determine the knowledge gap and materials needed for the Entrepreneurship and Business skills trainings (See Appendix 12).

In the group discussion and interview methods, the results revealed knowledge gaps in entrepreneurship skills, record keeping and accounts, business skills and monitoring and evaluation.

4.5.1 Project Implementation Report

(a) Implemented Activities

There were a series of various activities conducted as part of the project implementation. The following activities were conducted in Manzese so as to achieve project goals and objectives.

Output 1

Increased and improved youth community participation in the economic development activities

Activities conducted for Output 1

The following activities were implemented as explained in details below.

i. Conducting awareness raising meetings with PCF members, stakeholders and the community.

This activity comprised of 2 sensitization meetings conducted to introduce the project which was thereafter implemented in the community. CED student led the exercise with the assistance from the local government officials. PCF members were the main target and hosted the project.

Other attendees of the sensitization meetings were WCDO, WEO and a few invited stakeholders. The sensitization meetings occurred in Mvuleni, one of the Manzese sub-wards, and the meetings were held in the 4th week of November, 2012.

Preparation and achievements of the activity

- CED student drafted two letters and handed the first letter to the local government with a copy sent to WEO and WCDO. Another letter was sent to PCF explaining the idea of the project and their position as a project host.

- Follow up visits came afterwards to find out the community response about the project. There was a positive response from the PCF members. They already knew this stage, as they had participated in the CNA exercise where they had learnt about the project implementation stage.

- The activity achievements include project approval by the community, WEO, WCDO and the local government. Young people were inspired, motivated and were eager to participate.

ii. Carrying out informative training on profit generating activities (PGAs).

After awareness meetings were successfully conducted, there followed a 3 day training on profit generating activities. The training was conducted with help from United Planet who provided material supports.

The training beneficiaries were the members of Positive Change Foundation and the training itself was carried out on the project site which is Manzese. It was facilitated by a professional trainer who was hired by the CED student. The total number of participants was 25 attendees. The training was conducted in the 1st week of January 2013.

Preparation and achievements of the training

The training was planned and implemented by a number of people. The CED student assembled the results of TNA and handed them to the facilitator who created a training manual. United Planet helped with some teaching materials and the CED

student bought stationery for the whole training activity. The CED student then informed the participants and facilitator about the venue location and duration of the training. The training achievements include the establishment of a tailoring business by the members of PCF who were inspired by the teaching they received.

iii. Conduct an extensive training on record keeping and economic analysis

This training was executed to improve record keeping among the group members. It was observed that PCF members lack important skills in record keeping. This was a 2 day training with 25 participants and a facilitator.

The trained participants gained lots of knowledge and skills that were later proven to be essential for their PGAs. Training sessions were conducted in the second week of January 2013. Preparations included looking for venues and training materials such as leaflets, newsletters and magazines.

Output 2

Increased capacity of young people to plan and implement marketing strategies.

Activities conducted for Output 2

The following activities were implemented as explained in details below.

i. Conducting sensitization meetings to introduce marketing theories and practices.

To ensure the concept of marketing theories and practice is understood to all beneficiaries, CED students selected one specific week to raise awareness of the community members on the importance of marketing skills for sustainable income

generating projects and profit generating activities. The sensitization meetings were held on the 3rd week of January 2013 and various community groups were reached for awareness purposes.

ii. Carrying out technical training on marketing skills

Despite a total of 25 members of PCF participating in the trainings, the training on marketing skills only had 15 participants. Most members had already done several trainings on marketing with other organizations before this project. However, the 15 participants thought it was important for them to learn more about marketing.

Therefore, the CED student organized a two day workshop to cement their knowledge. In spite of the previous knowledge, they agreed that it was ideal to obtain this extended knowledge as that which they already had did not really help them to overcome income poverty.

iii. Connecting PCF members with local business agencies for mentorship

Beneficiaries of the project were connected to various business firms for mentorship purposes. This exercise took one week of field visits to identify potential partners, one week of conducting mentorship meetings with identified partners, and a 2 week follow up visit to ensure beneficiaries were really connected to their mentors.

This activity took place between the 2nd week of February 2013 and 1st week of March 2013.

b. Project Implementation Ghantt Chart

Objective: To reduce income poverty among young people by increasing economic security through provision of entrepreneurship and business trainings

Table 14: Implementation Plan

Activities	Responsible Person	Months Plan											
		10	11	12	1	2	3	4	5	6	7	8	9
1.1 Conduct awareness raising meetings with PCF members, stakeholders and the community	CED student, PCF members, WCDO,WEO, LGAs		▓		▓								
1.2 Carry out informative training on profit generating activities (PGAs).	CED student, PCF members, Facilitator United Planet				▓	▓							
1.3 Conduct an extensive training on record keeping and economic analysis	CED student, PCF members, Facilitator				▓	▓							
2.1 Conduct sensitization meetings to introduce marketing theories and practices.	CED student, Project beneficiaries Community members				▓	▓							
2.2 Carry out technical training on marketing	CED Student, PCF members, Other interested groups invited					▓							
2.3 Connect PCF members with local business agencies for mentorship	CED student, PCF members					▓							
3.1 Conduct a technical training on the utilization of Microfinance activities	CED student, Project beneficiaries, Community members, Facilitator					▓							
3.2Partnership meetings with Private Sector companies	CED student, WCDO, PCF chairperson					▓	▓	▓					
4.1 Monitoring &Evaluation activities	CED student, PCF members		▓	▓	▓	▓	▓	▓	▓				

4.6 Summary

The project was planned and successfully implemented by the CED student and the project host PCF, who worked tirelessly to meet the objectives without running any danger of project cancellation. Young people benefited from a series of trainings that imparted knowledge and improved their livelihoods skills. The project targeted young people and ensured they had positive participation and contribution to the community economy. The trainings provided entrepreneurship and business skills trainings to sharpen skills of young people and the community in its generality.

Some of the project beneficiaries were also linked with private commercial firms such as Advans bank and Access bank for mentorship and loan accessibility. The project beneficiaries managed to initiate profit generating projects whereby two projects are currently operating successfully. The IGPs established by the PCF members include tailoring and furniture manufacturing firms. There were a variety of monitoring and evaluation activities as well.

These activities ensured the project avoided cancellation while the established IGPs grew stronger and generated enough returns to support the group members. The M&E activities employed included surveys, customers interviews and participatory observation. The lesson learnt was that youth can drive the economy forward as they are energetic and smart. They make up 68% of the labour force and that means the dependable work force is within the youth generation. Young people seek economic empowerment in terms of capacity building and in financial terms. At the moment, youth who engage in the IGAs encounter constraints and most do not really make any returns from their enterprises.

CHAPTER FIVE

5.0 PROJECT PARTICIPATORY MONITORING, EVALUATION AND SUSTAINABILITY

5.1 Introduction

Chapter five shows how the project was monitored and evaluated to ensure sustainability. The monitoring and evaluation process is vital as it guarantees the project is free from a risk of cancellation and that it lasts in accordance with the strategic plan. The M&E process helped to rethink and re-plan so that the goal and objectives of the project could be attained. Monitoring and evaluation assures the capacity of the project to function after the completion of the project period is maintained. Participatory monitoring is conducted to correct errors while the project is still running.

Why is Participatory Monitoring and Evaluation Important?

Participation is increasingly recognized as being integral to the M&E process. Participation in the M&E process increases a sense of trust and responsibility among the project beneficiaries. According to the World Bank (2013), participation "offers new ways of assessing and learning from change that are more inclusive and more responsive to the needs and aspirations of those most directly affected".

Participatory Monitoring and Evaluation aims at measuring project efficiency. It also builds the sense of ownership by enhancing beneficiaries' abilities through accountability and transparency. In addition, it takes corrective actions to improve performance and outcomes.

5.2 Participatory Monitoring

5.2.1 Management Information System

This is the systematic recording and periodic analysis of information which was recorded by the researcher and members of PCF. According to Chikati (1999) monitoring can be defined as "the on-going process of collecting and analyzing to measure project performance."

The information collected was required for keeping track of the activities for project progress and sustainability. In the participatory monitoring exercise, the project activities were recorded through group discussions, activity reports, interviews and transect walks. Project beneficiaries (members of PCF) answered various questions asked by the CED student.

The questions focused on the problems they had encountered so far, the progress of the project and how they would maintain project progress. For monitoring purposes, data was collected from the first day to the end of the project. The process was applicable to all levels of the implementation, from output to outcome. Participatory monitoring results obtained during the project implementation were used to create a benchmark for the evaluation process.

5.2.2 Participatory Monitoring Methods

(a) Research Objective for Participatory Monitoring

The objective of participatory monitoring was to scrutinize the on-going project activities and to assess their implementation towards achieving the desired goal.

(b) Research Questions for PM

The following were the research questions for participatory monitoring during the implementation of the project;

- Is the project implemented in accordance with plan?

- How do the participants benefit from the project implemented?

- What should be changed to improve the project performance?

- Any other comments on the training and project activities?

(c) Participatory Monitoring Tools Used

Participatory monitoring was conducted by collecting information from the participants of the sensitization meetings, trainings and other project activities. Participants were asked to check the on-going activities and see if there was any point of improvement. To aid the participants on this activity, they were given monitoring tools such as questionnaires, checklists for observation during the transect walk and a tape recorder for interviews (in case it was needed).

(d) Methods Used During The Monitoring Process

Participatory monitoring methods used included, '*site visits, documents review, participatory observation* and *follow up workshops'*.

The site visits were conducted at least once a week. The visit intended to observe the progress of the project. The exercise was done by the CED student and PCF members, usually the group chairperson. Follow up workshops were conducted for monitoring purposes as well. These workshops included focus group discussions, presentations and face to face interviews from a few selected key informants. The

selected informants were group chairperson, secretary, treasurer and two other members. In the workshop sessions, individual emotions and feelings were also noted down to observe the effect of the project in the beneficiaries lives. Through participatory monitoring, the project deficiency was then corrected while project was still running.

(e) Sampling and Sample Size of the Participatory Monitoring

The sample of the participatory monitoring was used in the key informant interviews, focus group discussion, transect walk, questionnaires and presentations. The sample was made up of 25 people who were the project beneficiaries.

(e) Findings and Data Analysis

The qualitative and quantitative data was constantly collected during the whole period of monitoring exercises. The information was noted, coded and analyzed for the purpose of improving the project quality. The monitoring process was conducted from the beginning to the end of the project, thus its findings were immediately used to boost the project implementation. The progress of the project activities was measured against the output.

Below is the analysis of the data collected in the monitoring exercises;

On the implemented activities

- The monitoring process helped to improve the on-going project activities by following the suggestions provided by the findings. It was observed that training content, especially on the topic of marketing, was not reflecting the actual environment. Participants raised concerns and asked for the

improvement of the training manual. The facilitator acted promptly to the suggestion.

- The facilitator often met participants' training expectations. Participants who were asked about the efficiency of the training sessions and the facilitator, agreed on the ability and extraordinary skills that the trainer had.

(f) Reliability and Validity of the Participatory Monitoring data

To ensure the information collected in the participatory monitoring was accurate and reliable, the researcher (CED student) developed a well designed questionnaire that enabled the tracking of vital information from the respondents. The questionnaire had simple and easy to understand questions focusing only on the training and project activities.

(g) Summary of Participatory Monitoring

The table below shows the project goal and objectives and how they were monitored. It also shows what exactly was monitored for the sustainability of the project. It also presents all participatory methods which were employed in the exercise.

5.2.3 Participatory Monitoring Plan

The table below shows how monitoring activities were planned and conducted.

Table 15: Summary of Participatory Monitoring

GOAL: "Enhancing young people's abilities to take up productive livelihoods and employment opportunities that contribute to their income poverty fight"				
OBJECTIVE: To reduce income poverty among young people by increasing economic security through provision of entrepreneurship and business trainings by the end of the project.				
Specific Objectives	**What was monitored**	**How it was monitored**	**Planned time for monitoring**	**Actual time of monitoring**
1: To create a sustainable source of income and improve lives of youth on 5,500 ward households.	-Trainings and sensitization sessions conducted -Number of youth attended awareness sessions and trainings -Number of potential IGPs and PGAs established and maintained -Increased %of income from the PGAs &IGPs	-Training and sensitization monitoring reports -FGD -Site visit -individual interviews -Observation checklists	Throughout the project implementation	Project implementation period, a weekly site visit to monitor the project progress
2:To impact entrepreneurial skills and knowledge to the community youths	-Number of established new IGPs -Increased %of income of community youth -Number of youth accessing loans	-Training reports -FGD -Individual interviews	Throughout the project implementation	Project implementation period, a weekly site visit
3: To create investing opportunities to various people within the community.	-Number of youth linked with private business firms for mentorship and financial aid -Increased % of youth awareness of exploiting community livelihoods opportunities	-Partnerships reports -Focus group discussion reports -Observation checklist	Throughout the project implementation	Project implementation period, a weekly site visit to monitor the project progress
4: To increase marketing awareness to 25 members of PCF group.	-Number of sensitization sessions on marketing trends -Number of youth received awareness material such as leaflets, brochure and fliers addressing marketing issues.	-Training and sensitization monitoring reports, FGD, Site visit, individual interviews -Observation checklist	Throughout the project implementation	Project implementation period, a weekly site visit to monitor the project progress

5.3 Participatory Evaluation

According to Zukoski (2002), participatory evaluation "is a partnership approach to evaluation in which stakeholders actively engage in developing the evaluation and all phases of its implementation." In CED terms, participatory evaluation is an opportunity for both outsiders and insiders to reflect on the past in order to make decisions about the future.

This process was done to ensure the project strengths and weaknesses are learnt and the future plans for the upcoming projects are formulated. The evaluation activity was done in March 2013 to analyse the achievements of the project activities in relation to the project goal and objectives.

5.3.1 Performance Indicators

The following were the measuring criteria which were used to assess the project achievements. Performance indicators or Key Performance Indicators (KPI) are usually agreed to beforehand, and they are used to reflect the critical success factors of the implemented project. In this case, the KPI used in the participatory evaluation were of two types, namely formative and summative evaluation indicators.

i. Formative Evaluation

This was qualitatively conducted using participatory observations, direct individual interviews and the focus group discussion exercises which aimed at getting project feedback. According to Sadler (1988), the defining characteristic of formative assessment is its interactive or cyclical nature. The project beneficiaries, in this in case, the insiders of the project, were asked various questions on the topics covered

in training sessions as well as other activities implemented in the whole period of project execution. The formative evaluation was applied to find out what exactly the participants of the trainings gained in terms of knowledge during the training activities.

In addition, the evaluation aimed to investigate the kind of aid the training teachings provided to their normal life, and also the project areas that require improvement in the future.

ii. Summative Evaluation

In the participatory evaluation process, the summative evaluation was done in the middle and at the end of the project. It uses quantitative methods to collect data and it systematically analyzed the project results and achievements. This type of evaluation is so often based on the numbers and percentages of activities achieved. For instance, the number of attendees of the training workshops and project activities were critically evaluated.

The beneficiaries' income improvement was also measured, as was the number of existing and new IGPs and PGAs established and maintained as a result of the project implementation.

5.3.2 Participatory Evaluation Methods

(a) Research Objective For Participatory Evaluation

The overall research objective for this evaluation was to gather and analyse information in an attempt to create a background for the forthcoming projects and programmes.

(b) Research Questions For the Evaluation

- What are the challenges facing project implementation?

- What appeared to work effectively during the implementation of the project?

- How satisfied were the youth with the project activities? What did they like most, and what are they concerned about?

- How does the cost relate to the particular implemented activities and project quality?

(c) Research Design Used For Participatory Evaluation

Since the sample size was small, the researcher used cross-sectional research design in order to be certain of evaluation findings. The researcher observed the evaluation process in a completely natural and unchanged natural environment.

(d) Research Methods

There were four methods used in the participatory evaluation, namely;

Face to face interviews whereby young people who had benefited from the project provided their successful stories (testimonials) and suggested the inclusion of certain activities in the future.

Focus Group Discussions were held to gather large data. Young people participated in the project, together with other stakeholders, and discussed the project weaknesses and strengths and recommended areas for improvement. The focus group discussion was the main exercise during the evaluation activity which guaranteed participants' opinions were captured to a large extent. Participatory Observation was conducted in collaboration with the project insiders and a few outsiders. Observation checklists

were provided to PCF members, WCDO and local government officials who participated in the exercise. A questionnaire interview, which is a purely quantitative method, was applied to collect information that was for quantitative purposes.

(e) Sampling and Sample Size For the Participatory Evaluation Exercise

A total of 50 community members were sampled for the participatory evaluation exercise. 25 project beneficiaries and other members of the community were involved in the evaluation process.

Apart from the PCF members (project beneficiaries) two other youth groups from the community participated in the activity. WCDO, WEO and a local government official were also involved in the evaluation process. Hence, the sample size breakdown was as follows;

25 Members of PCF (the insiders)

20 Members from two youth groups

1 Local government official

2 Organizers of training and project activities (1 CED student & 1 training facilitator)

2 Ward officials (WCDO & WEO)

(f) Participatory Evaluation Data Analysis and Presentation

The data collected in the evaluation process was analysed and presented in the evaluation reports. All participants acknowledged the contribution of the project in their community development. The project beneficiaries revealed that they had received considerable knowledge as a result of the project. The outsiders

acknowledged the changes observed in the beneficiaries' lives. They claimed to have seen economic improvement in the PCF members.

(g) Summary of Participatory Evaluation

The table below shows the project goal and objectives and how they were evaluated. It also shows what exactly was evaluated what methods were employed in the whole exercise of participatory evaluation.

5.3.3 Project Evaluation Summary

The table below provides a summary and a lesson to the project implementers that can be used to improve future projects.

Table 16: Summary of Participatory Table

GOAL: "Enhancing young people's abilities to take up productive livelihoods and employment opportunities that contribute to their fight against income poverty"					
OBJECTIVE: To reduce income poverty among young people by increasing economic security through provision of entrepreneurship and business trainings by the end of the project.					
Specific Objectives	**What was evaluated**	**Evaluation purposes**	**How was it evaluated?**	**Planned time for evaluation**	**Actual time of evaluation**
1: To create a sustainable source of income and improve lives of youth on 5,500 ward households.	-Implemented project activities -Youth understanding of IGPs and PGAs -Economic activities practiced by young people.	-To investigate effectiveness of the project -To create a background for the future projects.	-FGD -Analysis of the project activities reports.	At the end of the project	At the end of the project
2: To impart entrepreneurial skills and knowledge to the community youths	-Young people's initiated IGPs -Achievements of the project objectives -Utilization of loans	-To check the project impact on young people's lives. -To analyse the practicability of the project	-By analyzing training contents -FGD -In-depth interviews	In the middle of the project	In the middle of the project
3: To create investing opportunities to various people within the community.	-Mentorship meetings with private business companies - Livelihoods activities practiced by young people.	-To examine youth's position in the income poverty fight -To evaluate youth livelihoods skills gained as a result of project activities	-By analyzing partnerships reports -FGD reports -Observation checklist	At the end of the project	At the end of the project
4: To increase marketing awareness to 25 members of PCF group.	-The acquired business and marketing skills	-To check if the content was relevant enough to impose knowledge and skills -To evaluate the importance of training and sensitization sessions in the project	-By analyzing training and sensitization reports -FGD reports -Site visit reports -individual interviews -Observation checklists	At the end of the project	At the end of the project

5.4 Project Sustainability

Sustainability could be defined as an ability or capacity of something to be maintained or to sustain itself (Learn, 2013). It's about taking what the project needs to live now, without jeopardizing the potential project activities in the future. Sustainability of the project is, therefore, an ability of the project to continue implementing its activities beyond its time limit and beyond its funding sources.

The idea of sustainability goes hand in hand with the idea of project itself. The choice of project activities, project beneficiaries and even project site determines how the project's implementation can be maintained beyond its life span. For instance, the researcher's choice of Manzese as a project site suggests the ability of the project to sustain.

If similar project would have been implemented in wealthier neighbourhoods such as Masaki or Mikocheni, the results wouldn't be the same. The upper class communities with stable economy would probably prefer a different project may be projects that would enhance their security situation and not the one addressing low income.

The choice of the host organization also ensures sustainability of the project. Positive Change Foundation has been working to educate young people in Manzese in the areas of Livelihoods and Sexual Reproductive Health for over six years now. They started as a youth camp before gaining full CBO registration.

They have worked with big organizations such as Restless Development, AMREF and United Planet. This shows their commitment and experience when it comes to

working with young people. For CED project to choose PCF as a host organization, the project is ensured of sustainability.

Furthermore, provision of trainings to community members brought about meaningful impacts as young people were able to utilize their newly acquired knowledge and skills to improve their income generating activities. The chosen project beneficiaries are the main victims of economic shocks in the country. They are the marginalized group of citizens whose economic issues are constantly overlooked in spite of the policies formulated.

5.4.1 Sustainability Elements

(a) Financial Sustainability

To maintain the financial sustainability, training sessions included a topic on how to access loans and how to utilize microfinance's services. The inclusion of this topic was meant to introduce young people to the services such as cash deposits, loans services, money transfers, business trainings and insurance to poor and low-income households.

The accessible loan ensures sustainability of the project as group members become more and more aware of the risks and advantages of borrowing money from the banks and MFIs. They learn to work hard to achieve results and avoid loan embarrassment which can result from the failure to repay a loan on time. Hence, with the great awareness that project beneficiaries have, the project is expected to sustain and the lives of young people can eventually be improved.

(b) Social Sustainability

Social sustainability is an ability of a community to develop processes and structures which not only meet the needs of its current members but also support the ability of

future generations to maintain a healthy community. The project puts at the forefront all aspects of sustainability including social sustainability. The project implemented various activities aiming at enhancing the socio-economic conditions of the Manzese community by engaging young people in the economic activities.

(c) Environmental Sustainability

Environmental Sustainability is defined as the maintenance of the factors and practices that contribute to the quality of environment on a long-term basis. Unfortunately, this project did not have enough time to look in depth at protection of the environment. However, it was mentioned in relation to setting up a furniture firm and project beneficiaries adhered to comply with environmental conservation.

5.4.2 Sustainability Plan

(a) Sustainable Development of the Project

The project was co-designed and implemented with the young people from the Manzese ward. The involvement of the community started from the initial point of CNA formulation to the last point of project implementation.

The project has raised economic awareness among the young people who are considered to be more vulnerable to economic injustice. Their participation in the project has improved the community's standard of living. It was assumed from the beginning that young people have what it takes to drive and accelerate the economic development of the community. Manzese youth have proven it to be true as they managed to initiate and maintain IGPs. Environmental issues were also observed. All conducted activities were harmless to the environment, for example trainings and

sensitizations. Young people who are involved in the project vowed to preserve the environment in their economic activities. With that kind of awareness and with the improved knowledge and skills, the project is anticipated to push beyond limits and to be sustainable in order to see the community achieve its economic goal and objectives.

(b) Strategic Planning and Management

Local Ownership

Local government and ward offices have regulations that guide implementation of the projects in the community. In order to create public ownership, the CED project observed these regulations. WCDO was involved in trainings and sensitization meetings and suggested the community's commitment in the project. Local government issued a permit that allowed the project execution. Different stakeholders assisted the project implementation. Furthermore, the PCF members had full control of the project and the CED student only supervised on their behalf.

Coordinated Strategies and Policy process

The project complies with national strategies and policies. The national strategies and policies that this project relied on for the implementation assistance include the National Youth Development Policy, National Employment Policy, the National Economic Empowerment Policy, the National Strategy for Growth and Reduction of Poverty and the African Youth Charter.

(c) Sustainability indicators

For the sustainability purposes, various indicators were created to enable the monitoring of the project sustainability. These indicators include;

- Number of youth trained in entrepreneurship and business skills

- Number of trainings provided to young people

- Number of empowered youth engaged in community development activities

- Number of IGPs and PGAs established and maintained as a result of entrepreneurship and business skills training

- Increased percentage of young people's income

5.5 Summary

The project could have not been successfully implemented if there was not a strong and workable system of monitoring and evaluation. All project activities required a well planned monitoring system. The on-going monitoring process ensured project activities were observed to prevent the danger of project cancellation and to create background information for the evaluation stage.

Likewise, evaluation was conducted twice in the project time period. It was conducted in the middle of the project and at the end. Similarly, the process also adopted a variety of research methods to ensure the results will benefit forthcoming projects and programmes. The monitoring and evaluation process for this project involved the community members in all stages.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATION

6.1 Introduction

The chapter presents the conclusion and recommendation of the study undertaken in the Manzese ward. The project title was "Building youth income generating capacity to enhance community living standards through entrepreneurship and business skills trainings". This chapter narrates in brief the community needs assessment, literature review and the reasons which guided the choice of the project.

Project implementation and its achievements are also put in the summary inside this chapter. This section also summarises the findings of Participatory Monitoring, Evaluation and the Sustainability plan. The last part of the section provides recommendations for researchers and students wishing to undertake an extensive study on the same topic.

6.2 Conclusions

Since its inception, the project was executed in a participatory manner. It commenced with community needs assessment and ended up with monitoring and evaluation. In each stage, young people's participation was a vital tool for running the project. In the community needs assessment (CNA), a committee of 16 young people was formed to assist the researcher in the assessment activity.

The committee had full participation in the focus group discussion, in-depth interviews and in the participatory observation. The committee had an equal number of men and women. Both sexes had 8 representatives. The overall research objective was to collect opinions, comments and views of the community members in order to

design a project that reflects their needs. The study used cross-sectional descriptive research design as it is ideal for the sample size between 70 and 150 respondents.

The sample size for the research was 80, in which 64 people participated in the guided questionnaire interview.

The remaining 16 participated in FGDs, in depth-interviews and participatory observations. The sample for the study was randomly and purposively picked. Furthermore, the study used both qualitative and quantitative research tools while SPSS was applied in the quantitative data analysis.

The problems observed from the research findings were ranked to get one priority problem that would be addressed by the project. In the problem identification exercise, the pair wise ranking was employed and six social issues were identified and prioritized.

The issue that needed urgent intervention, according to Manzese residents, was the problem of low income among young people. Hence, the project was designed and implemented to economically empower young people so as to improve their living standards.

The reason guiding the choice of this project was that; the problem of income poverty among the youth community is increasing every day. Young people are the main victims of the economic hardships. The project, therefore, was meant to create a culture of self employment within the youth community. This study revealed that the government is not good at creating jobs for young people. Due to weak implementation of national policies, young people find it difficult to overcome

income poverty. This project was formulated to add value to the government's efforts to fight against poverty.

In the literature review section, various books, journals, reports and policies were reviewed to uncover the knowledge gap on the topic of Youth Economic Empowerment.

Literature claims that young people are more likely to experience economic shocks because they lack work experience and they don't have adequate education to enhance their employability status. Consequently, they end up facing income poverty and a poor standard of living. It was also observed that in most circumstances the predominant cultural systems seemed to deny their right to engage in IGAs.

The rights denied include limited access to loans, limited access to health care and social services, limited access to quality education and so forth.

The empirical evidence indicated that the majority of unemployed youth have their economic development involvement constrained because of the cultural limitations. Despite policies' recommendations about the immediate actions towards youth empowerment, the problem of poverty still consolidates.

Moreover, there is an obvious lack of true political will when it comes to the implementation of the government documents. Despite all that, however, the practical experiences indicated that the promotion of youth economic development initiatives remains the best way towards alleviation of income poverty. The implementation for this project was led by the CED student in partnership with the host organization, which took full control of the implementation of activities. Young

people were provided with adequate knowledge and skills through trainings on entrepreneurship and business skills. During the implementation period, a series of trainings, workshops and partnerships meetings were conducted. Project beneficiaries gained skills and new knowledge on entrepreneurship. Thus, beneficiaries managed to initiate two projects; tailoring and furniture-manufacturing projects. Both project still run and generate returns.

Project beneficiaries were linked with private business companies such as Advans bank and Access bank for mentorship and loan accessibility. The lesson learnt from the implementation of this project is that young people are capable of doing things. They are capable of accelerating the national economy if they are well utilized.

If they are provided with regular trainings, workshops and seminars on livelihoods and employment, as well as entrepreneurship and business skills to engage them in economic development activities, Tanzania will surely experience one of the fastest rates of economic growth not only in Africa but in the world in general.

This project would have lost its meaning and contribution to society if there was not a good monitoring and evaluation plan. The project host and the CED student were responsible for ensuring the project went beyond its implementation period. Project activities were monitored from the beginning to the end. The evaluation process was done at the end of the project.

6.3 Challenges

This project faced several challenges that the researcher had to confront them in order ensure activities do not stop. These challenges include

- Lack of political will from the local authorities. The leaders of local government did not fully participated in the project because there was no enough money to offer them. They specifically pointed out the fee for their services every time the researcher approached them. To ensure this habit does not hinder the implementation, the researcher only asked them to attend in activities that their presence was necessary and would add value.

- While collecting data, many household respondents wanted money because they believed the information they provided would only benefit the researcher. They had ideas that the collected information was used by the researcher to seek for funds. The researcher therefore had to change the plan in order to overcome this challenge. The researcher asked his committee to accompany him when collecting data from households. All members of the CNA committee were coming from Manzese.

- Despite that women participation is vital in the project, it was more than difficult to convince them to attend trainings and other project activities. The researcher had to provide allowances to participants as a way of motivating them to fully participate in the project.

6.4 Recommendations

There are various research projects conducted on the youth economic empowerment topic. These studies have made a significant contribution to national development. The following are the recommendations that could be used for future projects;

- Projects wishing to address the issue of income poverty among young people in Tanzania should be aware of the existing policies and strategies.

Researchers should be informed about the level of the implementation of the government documents before even commencing their projects. It is highly important to comply with the national policies and strategies as they provide clear instructions which are essential when implementing a project. The familiarization with government policies and strategies should be the first step to start with.

- It is recommended that the CNA study is done after the researcher is fully aware of the policies and strategies guiding the projects they want to implement. The CNA exercise should be conducted in a participatory manner to allow full public control. It is crucial, as well, to observe gender issues in the research projects. Researchers should balance their samples to bring a meaningful perception of gender equality and gender equity. For CED students, it is more than important to use cross-sectional descriptive research design as it accommodates a sample size suitable for student research in terms of finance and time.

- On the project design and implementation, the community participation should be prioritized. To avoid sabotage and the risk of cancelling the project, community members must own the process of needs identification, project execution and monitoring and evaluation. In addition for CED projects, the student researcher must at all time follow university guidelines and national strategies as well as policies. In order to add value to the project, various stakeholders must be given opportunity to participate in implementing the project activities. The most important stakeholders for most CED projects include; local government officials, Ward Executive Officer, Ward

Community Development Officer, MFIs, and local youth and women groups found in the community.

- In the literature review, various pieces of literature must be read and critically analyzed. The best possible way of reviewing literature is to go through various textbooks, newspaper articles, journals, pamphlets, papers, research reports and policies. In this part, the researcher should commence the review with literature focusing on an international level, before narrowing to regional and the country in particular. It is most important to focus on local literature as it provides rich information the researcher may need. It offers rich information on culture, custom and tradition. The empirical review should review previous CED projects and before going into other development project reports. It is also recommended to review other research studies that addressed the same topic. REPOA, for instance, has a variety of research projects that focus on development.

- In order to successfully implement project activities, researchers are advised to allow community members to participate in the monitoring, evaluation and sustainability activities of the project. This creates accountability atmosphere among the project beneficiaries and the community in general.

The above recommendations are essential for forthcoming projects in the area of youth economic empowerment. CED students and researchers, if adhere to these recommendations, they will be able to implement their project and achieve maximum results.

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APPENDIX 1

LETTER OF INTRODUCTION

SLP 34295

Dar es Salaam

26 Oktoba 2012

Mwenyekiti

Positive Change Foundation

positivechangef@gmail.com

Manzese, Dar es Salaam

Ndugu,

Yah: UTOAJI MAFUNZO YA UJUZI WA BIASHARA NA UJASIRIAMALI KWA VIJANA WA KATA YA MANZESE

Husika na kichwa cha habari hapo, nakuandikia kukumbusha utekelezaji wa mradi ambao ni matokeo ya tathmini na utafiti uliofanyika mwezi wa Machi kwa ushirikiano na kikundi chako cha PCF. Kwa kawaida baada ya utafiti na kutoa kipaumbele kwa matatizo yalioonekana hufuata mradi ambao unafanywa kwa ushirikiano kati ya mwanafunzi na kikundi.

Hivyo basi, naomba nichukue nafasi hii kukuomba rasmi ushiriki wenu (kikundi) katika mradi wa utoaji mafunzo ya biashara na ujasiriamali utakaofanyika maalumu kwa vijana wa Manzese. Mradi huu utawafidisha vijana ishirini na tano watakaokuwa chachu ya mabadiliko kwa kuwapa ujuzi wenzao wengine.

Naomba ushiriki wenu wa kiwango cha juu, naomba uwakusanye wanakikundi 25 kwa ajili ya kutekeleza mradi huu.

Wako

....

Abdulaziz Sangwa

(Mwanafunzi MCED- Chuo Kikuu Huria Tanzania)

APPENDIX 2

QUESTIONNAIRE FOR HOUSEHOLDS INTERVIEW

1. Are you employed?
a) Yes, I am
b) No, I am not

2. If you are employed, what sector are you in?
a) Public sector
b) Private sector
c) Not applicable

3. How much do you earn per day
a. 0-5,000 TZS
b. 5,000-10,000 TZS
c. 10,000- 20,000 TZS
d. Above 20,000 TZS

4. What is the status of your accommodation?
a. Rent house/room
b. Family house
c. Friend's house
d. Homeless

5. Do you own land in your community
a. Yes, I do
b. No, I don't

6. Do you practice any micro or small business in your locality?
a) Yes
b) No
7. Do the microfinance institutions exist in your community?
    a) Yes, they do
    b) No, they don't
    c) I don't know

8. Are the MFI important for economic development of your community?
    a) Yes, they are important
    b) No, they are not important
    c) I don't know

9. How often do you apply for microloans?
a. Very often
b. very few times
c. I don't take loans

10. How easy for you to access loans from financial institutions
   a) Very easy
   b) Easy
   c) Difficult
   d) Very difficult
   e) I don't know

11. How do you see the economic status of your community?
a) Strong
b) Weak
c) I don't know

12. What age group suffers the most with the economic hardship in your locality?
a. 13-19
b. 20-30
c. 30-40
d. 40-50
e. 50-60
f. All age groups suffer

13. What are the effects of economic hardship?
a. Loss of trust to government
b. Poverty increases
c. Death rate increases
d. Chaos
e. All of the above

APPENDIX 3

FOCUS GROUP DISCUSSION QUESTIONS

1. What are the problems affecting this community?

2. What are the main economic activities in this community?

3. How does the community involve women in the economic activities?

4. What kind of economic assistance does the government provide to the community?

5. What do you think of the economic opportunities in your locality?

6. How do you describe the condition of your market?

7. How do young people go about saving?

8. As a CBO, how do the members participate in the economic development?

9. Can you tell me more about health services in this community?

10. How does the community value education?

APPENDIX 4

IN-DEPTH INTERVIEW QUESTIONS

1. What are the major sources of income in the community?

2. What is the status of land ownership in your locality?

3. Is women engagement in the economic activities sufficient? Why?

4. What natural resources are available in this community? How do you utilize them?

5. What is the level of volunteerism in your street?

   (a) Do youth groups agree to help the community when needed? If yes/no, why?

   (b) Do they always ask for money? If yes/no, why?

6. How have you specifically helped to develop projects in the community?

7. As a leader, what are your greatest accomplishments in this position when it comes to development of your locality?

APPENDIX 5

PCF ORGANIZATION STRUCTURE

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                    ┌─────────────────────────────┐
                    │  MEMBERS GENERAL MEETING     │
                    └─────────────────────────────┘
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                                  ▼
                    ┌─────────────────────────────┐
          ┌─────────│        CHAIRPERSON           │─────────┐
          │         └─────────────────────────────┘         │
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│  VICE CHAIRPERSON  │            │              │     SECRETARY      │
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│  EVENT COMMITTEE   │            │              │     TOT GROUP      │
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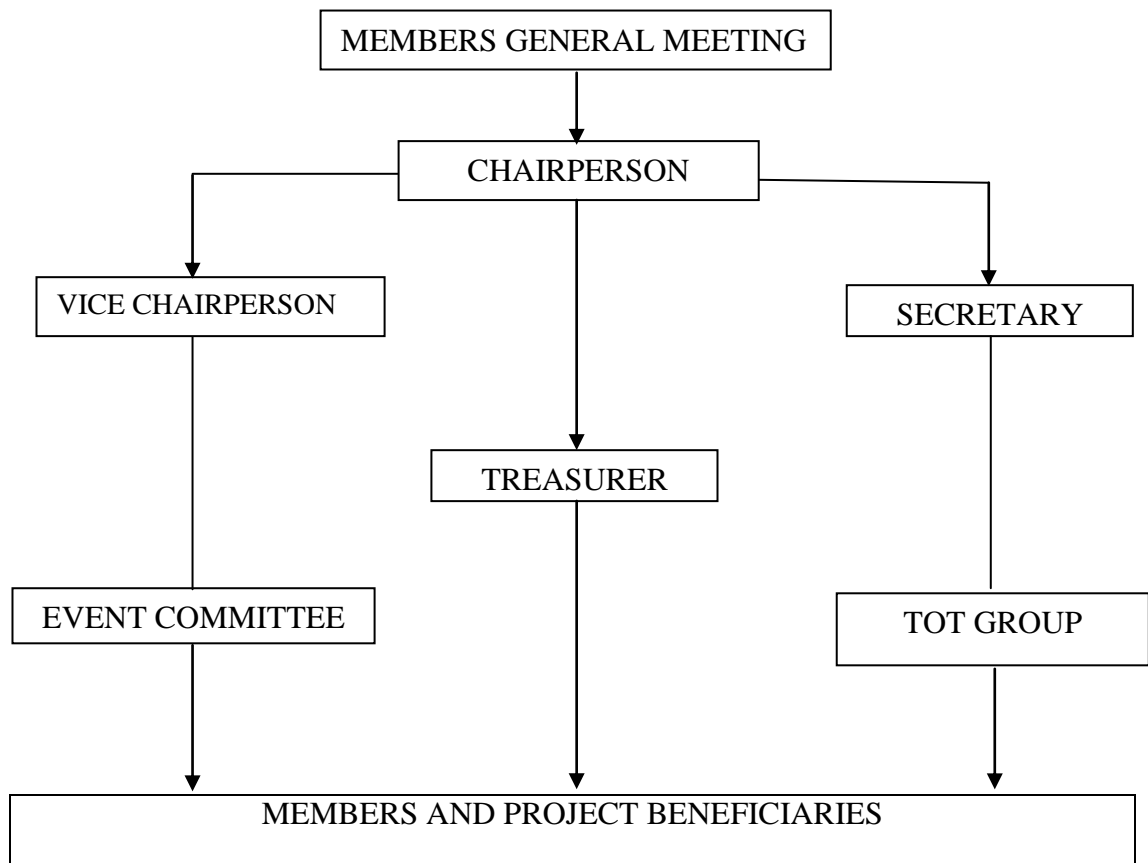
APPENDIX 6

JOB DESCRIPTIONS FOR PCF OFFICIALS

PCF Chairperson

The Positive Change Foundation chairperson shall perform the following duties;

- Organize meeting with group members.
- Assist CED student to find venue
- Work with WCDO to ensure members constantly attend trainings and project activities
- Assist CED student in the implementation of the M&E activities

PCF Secretary

- Coordinate activities of the group
- Taking minutes during meetings
- Arrange meetings including searching appropriate venues
- Mobilize resources for the association
- Attend meetings with other development partners

Treasurer

- Collect membership fees and contributions
- Take charge of the group funds
- Work with secretary, vice chairperson and chairperson to prepare annual budget
- Submit financial reports to the organization chairperson and the board
- Ensures the safety of books of accounts and financial records

APPENDIX 7

TRAINING MANUAL FOR MICRO AND SMALL ENTREPRENEURS

INTRODUCTION

This training guide has been developed for Manzese youth who, in this regard, are as the main victims of economic shocks that the community keeps experiencing. This manual has borrowed some techniques and contents from other manuals that have already been developed and have been used for the same purposes.

This manual is dedicated to helping small scale entrepreneurs by providing them with adequate information. This manual intends to impart knowledge and skills to participants regardless of their ethnicity background, religion or their physical abilities. The manual treats all entrepreneurs as potentially equal regardless of their station in life at the commencement of their business.

The manual is designed around the elements that are required to start a business; Market, Capital, Materials, People's skills and Products. The starting point of a business is an idea. An idea will result from identifying a need and turning it into an

opportunity. Once the opportunity is deemed viable all the elements can be combined to create and run a business. That is the gist of this manual.

TRAINING OBJECTIVES

The objectives of the training include;

- To improve young people's awareness of the employment policies and the way they can take part to advocate for change and improvement of the policies affecting their economic lives.

- To empower young people with the skills, inspiration and resources to take up productive livelihoods and employment opportunities which contribute not only to their household income, but to the economies of their wider communities and the country in general.

- To provide both the youth and communities with the knowledge and skills that can create independent economic life and a culture of self-reliance in the country.

- To provide young people with appropriate business knowledge and skills

RELEVANCE OF THE TRAINING

The problem of youth unemployment in Tanzania is contributed to by the limited livelihood skills the youth possess. Every year about 700,000 youth enter into the labour market yet only 40,000 secure formal employments. Despite having great importance, education does not provide adequate help to young people. Instead, even the educated youth have been badly affected by the unemployment problem. There is insufficient demand for skilled higher-wage workers, forcing the labour market to accommodate small number of graduates.

In this situation, entrepreneurship and business skills trainings can provide a basic and important solution for the problem of unemployment and income poverty issue. It is understood that unskilled youth are more vulnerable to economic shocks, less likely to secure formal employments and more vulnerable to early marriage and parenthood[1]. The problem of youth

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[1] Youth Aware (2012), "The Problem and the Challenge; Causes of Unemployment" Available at http://www.youthaware.org/unemployment.html [Accessed June 23, 2012]

unemployment grows bigger due to persistent lack of job opportunities and the failure to exploit livelihood opportunities found in both urban and rural settings. However, with the provision of these trainings to young people and especially out of school youth, the problem can be reduced.

The out of school youth are in great danger as they have limited options when facing employment. It is through self-employment they can earn a living. Thus, training is needed for them to be able to realize their potential.

This training manual will therefore offer knowledge and skills to enable youth and communities as well as policymakers to make better informed decisions regarding livelihood and employment issues facing the youth population.

PRESENTATION TECHNIQUES

Presentation techniques used in the training manual include brainstorming, role play and story-telling, small group discussions, case studies, games and pictures illustration, lectures, lectures and discussion, in basket exercise and demonstrations.

TOPIC 1 THE CONCEPT OF BUSINESS

Training objective:

Trainees should appreciate the business concepts, and differentiate between businesses

What is a business?

A business is an activity operated for the purpose of earning a profit by providing a service or a product. Entrepreneurs put their money at risk. The risk is worthwhile for it's the purpose of earning a profit. You must spend money to earn money. There is a need to consider the cost of production and subsequent marketing. Ask yourself if the service or product you intend to offer is really needed where you are offering it. This partly explains why some businesses lose.

Key terminologies in business

To assess the participants' level of understanding of the business terms, let it be a free discussion for the following terminologies;

Group work

List all businesses you know; some examples are already given in the table below

How do these businesses differ from each other? In terms of setting; e.g. location, resources needed and labour

The motive for doing business

Why are you in business?

Participants should be asked to discuss this in groups

Traditional view

- To make money

- They don't have other things to do; business is a way to pass time.

- I am not well educated to afford a "decent job". Even those in jobs retire in businesses

- Well-wishers/parents started it for me. I have to help them run it.

Modern thinking

- To build a business system

- To earn a living: you take care of a business to take care of you.

- To become prominent entrepreneurs

- To pass on a legacy to the next generation

It should be noted that some businesses outlast others because of the owners' mentality. If it is a one-off trade venture for selling for example maize in Mvuleni, the moment the entrepreneur earns the money, the business ends. The goal of starting a business should have long term objectives that can stimulate the growth process. It should be continuous, not a once in a life time event. In everything you do, ask yourself; "Am I doing this with a business approach or simply as a family tradition"? Does it offer returns?

Choice of business will be tackled at length in chapter 3, but for now it is important to do a business where you are skilled enough to maximize returns. The reason some people keep jumping from one enterprise to another is because they lack vision in what they are doing, have never done it before and are not willing to seek skills before investing money. If your mentality is to build a business empire, to sustain you in a life

time and then pass it on to fresh blood, then you need careful thought before making a rushed decision.

Who then qualifies to be in business?

The skills possessed by the entrepreneur will determine its success or downfall. You have a critical role as a facilitator to show the participants that they need skills to do business.

Group work:

Use a participatory tool (chosen by facilitator), divide trainees into groups of minimum 3 people for them to work out the questions mentioned below. Thirty minutes can be used and allow each group ten minutes to present findings. The aim is to work together to brain storm on the competency of the business owners under training and to show them the need to upgrade their skills. This session will prepare the participants for chapter 6 about resource management.

The group questions

a) List any man-made problems business owners in your category face (limit the discussion to obstacles created in business by the entrepreneurs' weakness)

b) For any identified business in the table above, tables, what characteristics should an entrepreneur have to manage them?

c) Why do you think these skills are important for your business to grow?

Tips for facilitator;

Below are the qualities of a serious entrepreneur;

- Self starter
- Critical thinker
- Planner
- Risk taker
- Economically active people

Misconception: some people think poor people should be in business which is wrong. Poverty starts in the mind. One needs to first be empowered to have a successful creative mind to manage a business. A poor mind will frustrate a business. As economic hardships continue, business requires a high degree of creativity to respond to market demands and in a cost-effective,

timely manner. These are general attributes, sometimes concerning an individual's personality and drive to succeed.

TOPIC 2: THE BUSINESS ENVIRONMENT

Training objective:

For participants to appreciate that location and surroundings can affect the productivity and profitability of a business.

- The business is surrounded by current and future strategies of competitors, family responsibilities and problems.

Group work

1) The first group: family responsibilities should be called "family basket". Discuss how it affects your business and suggest solutions to the identified problems.

2) The second group: discuss how the business basket affects your family and suggest solutions to identified problems

- The businesses normally have a small market share, due to lack of skills by business owners to sell products.

- The location of the business itself can either attract customers or repel them.

- The working conditions can make your labourers productive or not. Are they safe at work? Is the environment clean? Pollution free? Do they have the right tools? For example if you hire casual workers to dig a 10,000 M deep sewerage pit only with a mattock and hoe, they might be frustrated if the task is not completed on time.

- Business owners should have skills to maximize profits from their business surrounded by all this pressure. Skills are not always inborn. They can be acquired through training, exposure and learning on the job.

  - What type of skills?
  - Customer relations
  - Negotiations (to build linkages)
  - Financial management
  - Records management
  - Leadership and team skills to run business

Business functions

The business has two functions. That is production and marketing. Any business that produces without clear marketing

strategies is not a business. These two functions go hand-in-hand!

How then do you capture the market?

Produce as much as you can, and market as much as you can.

Why produce?

- The role of production is to help an enterprise dominate the market
- Produce as much as the market requires you to.
- Mind quantities, product quality, time of delivery and standards in the market.

Roles of marketing

- The role of the marketing function of any enterprise is to find and keep markets.
- Maintain old customers
- Get competitors' customers
- Get new clients in the field before competitors get them (do potential customers know your business exists?)
- Market as much as you produce

Guide on setting production objectives

- Deliver desired quantities of goods and services (physical properties, e.g. shape, weight, size, color and packaging).
- Deliver the desired product quality, in terms of standards and regulations, ingredients, and compositions
- Produce at the required time
- Deliver at an acceptable cost

Not so low and shouldn't be inflated. Set reasonable prices to attract and maintain customers. Unreasonably high prices sets your competitors at an advantage

Guides on setting marketing objectives

- How do you market?
- When do you market and to who? Targets without time limits are useless.
- Sell more frequently to present buyers

- Set strategy on inducing brand switching into competitors' market, and avoid your clients from switching to competitors

- Turn non-users into users and sustain users from falling off

- Ensure medium to long term profitability

How?

Reduce costs, manage resources efficiently, and increase your bargaining powers, consult. (Sum of all these is business competitiveness)

Tips on dealing with competition

- Find a market where there are no competitors (if possible)

- Have a roll out plan for distribution of your product to reach end users (don't stay at home with your goods)

- Be innovative; identify gaps and position yourself accordingly.

- Multiple products (diversification) beat the competitor.

- How much do you know about your competitor? They know about you

Exercise

Pick another participatory tool for trainees and ask them to set targets for their businesses both for production and marketing.

TOPIIC 3: MAKING AN INVESTMENT DECISION

Training objective:

This session is intended for beneficiaries to appreciate the importance of analyzing business/investment decisions, before investing any resources and to be able to calculate the returns from any investment decision.

When do you know that this business is the right choice for you to invest your resources? Is it because someone said it is profitable, or because you are sure it is? Before any resources are committed to any business, make sure to do a cost-benefit analysis

- What is a cost benefit analysis?

This is a comparison between the costs and revenue from a certain investment. For example;

How much money is earned from the sale of ten bags of beans, and how much is it to produce it?

The business owner asks (him) herself;

- Is production cost affordable?

- How much is the gross income earned after sales?

- How much is net income after sales?

- Will I make a profit if I sell at the current rates? Or a loss?

Exercise:

a) Ask participants to choose a business of their interest (may be currently involved in this)

or future option, and fill the following table. This is a cost-benefit analysis exercise.

b) What other resources do you need? Resources are categorized into five: Finances, human resources, information (e.g. on markets, prices, quality and competitors), time, networks (who do you know and actually need to position in the market?)

TOPIC 4: BUSINESS PLANNING

Training objective:

This session is intended to make trainees aware of the importance of planning and to learn how to make business plans

What is a business plan?

•Your business plan is like a road map to long-term success

• It portrays the blue-print of what you want to achieve.

• It can be broken down into short term, medium term and long run plans

Why Planning?

• Have you ever got lost? So is a business without a plan. It wanders aimlessly, wasting both time & money of the entrepreneur

• Many business owners just jump into creating a business without researching and making a concrete plan. Inevitably, they soon find that they are out of money and have no time or clear strategies how to market their business

Guide on making a business plan

• Step 1. Name your business

Create a name or re-evaluate the name of your business. Does it integrate well with what you are selling? Is it easy to spell and remember? Is it a name that can be well branded over time?

- Why name?

To be identified, morale booster, brand recognition

• Step 2. State your Vision

What will your business look like 5 years from now? Think of how you may want to expand it to include other branches (extension of your business to other geographical areas) Or extra employees.

• Step 3. Mission statement

This defines what your business really does, what activities it performs and what is unique about it that stands out from your competitors. It also helps you not to divert from your core business when other ideas are presented. What puts you at an advantage in your business?

Step 4. What are your Goals and objectives? Why do you exist?

Clearly define what you want to achieve with your business. Make sure they are quantifiable and set to specific time lines.

Set specific goals for each of your products or services. Remember they should be SMART. (Specific, measurable, achievable, realistic and time bound)

• Step 5. Factors to analyze

Do you ever take notice that your enterprise's own industry is changing? The market place may change due to social and economic conditions. Competition creates new threats and/or opportunities. New technologies may cause you to change products or the process in how operate.

• Step 6. Have a clear Strategic action plan

This is the most critical step of your business plan. Why? Because without it, your business will not get off the ground.

• This should include your production, sales and marketing strategies.

• It is a detailed work plan for activities at your enterprise at a given time.

• Planning without doing is having "faith without actions which is dead faith

Quote: "*The world today is needy and hungry not for words, but actions"………Nelson Mandela*

Step 7. Have a resource management plan

The business environment with all the cares & daily life responsibilities and concerns should not fail the business. It is common knowledge that resources are always limited, so entrepreneurs should plan to have the resources needed when they need them. For example, with finances, are you saving, acquiring a loan, depending on hand outs. Ask yourself if the strategy you are leaning on is a strength or weakness for your business to survive the competition. Entrepreneurs should strategize to get these resources;

o Finances

o Workers

o Information/know-how

o Networks/know who?

Step 8. Have a measure and evaluation plan

Monitor the achievement of goals regularly. A plan that cannot be measured is almost always destined for failure. Celebrate your wins and recharge yourself to accomplish your next goal.

Decide beforehand what constitutes a real serious loss and what loss will be acceptable (during the cost benefit analysis stage). If you find your goals are unrealistic and unattainable, adjust them, but realize that it takes hard work to achieve them, so don't give up easily

TOPIC 5: RECORDS MANAGEMENT

Training objective:

The objective of this session is for participants to appreciate records management, discuss the challenges of records keeping and propose solutions. The trainer is also expected to introduce the various types of records.

Tips for the trainer:

• Break participants into groups to discuss the following questions;

- How do you define records?
- How are general records different from business records and why?
- Discuss if you keep any records and in what form
- What is the importance of record keeping?

- What limits some people from keeping records?
- How can these challenges be overcome?

Hints on types of business records

a) Income and expense records (preferably each sub sector should have its own account)

b) Activity records/work plans

c) Inventories (detailing all assets at farms)

d) Savings and credit records (listing debtors and creditors)

e) Supplier accounts (showing standing with suppliers, and orders made for the farm)

f) Production records per season (yields per season, preferably each sub sector should have its own account) Discuss templates for each of the above, and make sure they are very simple. The harder the templates are, the more complex it is for farmers to keep records.

Please appreciate that some of them suffer illiteracy and need simple guides for them to keep records. Some business trainers have introduced high level records like "profit and loss accounts, balance sheets and cash flows"…these complicate the farmers' ability and willingness to keep records. However, the trainer should be flexible to suit demand of the trainees. If they are literate and demand for these, please offer the knowledge you have on the subject matter.

TOPIC 6: CHOOSING THE RIGHT MARKETING MODEL

Training objective:

Participants should appreciate the importance of marketing and how to do it the right way to realize increased incomes.

What is a marketing model?

In simple terms, it is a specific way/method of selling produce at the required market conditions.

Important questions:

• What is it that I am doing? Normally the product will determine how you operate. Selling milk which has a limited time period to go sour may require a different selling method than selling dry beans.

• Who is my customer? Different markets are approached differently

• When is the season? It determines the level of effort to put in

• Who is involved in selling? These have a bearing on the method used. It may be unrealistic to use someone who is very busy to open new markets, or someone who has no ability to read and write to establish markets where contracts are necessary. Sometimes buyers can exploit this person's weakness to cheat the group. Members can discuss and take on appropriate roles

• What cost is involved to market using the selected style? This may not necessarily be monetary costs, but some styles are so bureaucratic and time consuming. Farmers could be tossed to and fro while even other prospective buyers pass.

What is marketing?

Marketing means put as much to the market as you can produce. This means that whatever you produce for commercial purposes must be sold. Any day produce is in the stores "un-marketed" means money lost.

Break into groups to discuss the advantages and disadvantages of the following marketing models/methods; (a trainer should pick appropriate training methods, e.g. role plays for some methods, brain storming and so forth. No lectures should be used here)

• Sit home with the produce for traders to find you

•Go individually to where markets are and carry produce there.

• Join others in a group and bulk produce and wait for buyers to come, or go find them through marketing committees to come pick the produce by themselves

Find money to jointly buy from groups that have no markets and sell to where markets are

Note:

The list is not exhaustive; ask participants for more methods they use to market their produce. The ones suggested above should serve as eye openers.

How do I know I am using the right method/model to market?

• Do I have enough information about what it takes to supply certain markets?

Short story:

Some farmers loaded tomatoes on a hired truck to sell in Tandale market from Ilula. They had no idea how much license fees, or which bulk buyers to link up with in the market. They were tossed, and kept driving around, till their hired truck ran short of and after some days all tomatoes got rotten. This disintegrated the group and leaders fled from angry members who demanded payment.

• Is it a sufficient way for me to get enough products to market? Sometimes limited capacity to beat production volumes hinders ability to sustain markets. Buyers want continuous, reliable supply

• What is the price in the market I am targeting? Some markets could be hard to reach but when they can be sustainable. For instance, it could be a long term buyer, high profit

• How long does produce take to reach markets? Timely delivery is critical to sustain markets

• How big is my clientele? What strategies do I have to ensure consumer contentment? Buyers who continuously drop off communicate something to you! Customer is King remember

• What is the financial cost involved to market the way I have chosen? This could be fuel to market, labour fees to load and off-load truck, licenses.

• How is risk shared between me and the buyer? Generally agricultural produce is perishable and has a lot of risk involved. Some models like use of contractual big buyers who fetch produce at farm gate lifts the entire burden from the producer groups. The

price may be low, but calculate the transport cost, labour, total loss in case of accidents (considering that most farmers are not insured)

TOPIC 7: MONITORING AND EVALUATION

Training objective:

Participants should appreciate the importance of monitoring their businesses, and be able to set indicators of growth against which their businesses are evaluated.

Tips for facilitator:

Session 1: Through brainstorming sessions, participants should think about these ice breakers

• In your opinion, what is monitoring?

• What type of businesses should be monitored and why?

• What makes it hard for people to do monitoring?

• Discuss the role played by group monitoring as opposed to individual monitoring of businesses

Session 2: what should be monitored and how? Participants should be in position to discuss the most important aspects of their businesses that they feel should be monitored to grow, and suggest how these indicators will be monitored.

Guidelines to consider when monitoring

• Production capacity

• Business expansion in terms of assets, capital, labour. Sometimes additional assets and labour may mean growth or extra cost. This depends. Ask trainees to discuss parameters.

• Market strength; e.g. clientele, ability to satisfy market requirements like qualities, delivery times.

• Income growth

• Labour productivity

Who does the evaluation?

Evaluation is the practice of judging one's achievements; assessing set targets against actual outcomes at the end of a given period. It is a healthy practice, and mandatory to determine the level of progress in one's business. It can be done by the business owner, a group or a trusted confidant. Normally some people would not wish to disclose their incomes to others, and this means that the owner should know

how to keep records, and do the simple evaluation by him/herself. If participants do not know how to read/write, it is advisable that they confide in someone to guide them through this. This could be group leaders, NGO workers, faith based leaders

How do we evaluate?

A simple monitoring and evaluation table can be used to collect information on your most important business aspects, which we called indicators. Take note that farmers' records kept on a daily/seasonal /monthly basis should be used as a source for the above information required during monitoring.

Farmers should always review/re-read their work plans and business plans to see how far they have gone with the targets.

If some have not been achieved, they should have possible reasons why they failed at completing certain tasks.

Take note that for a detailed evaluation of incomes especially, and linkages created, the BDS worker should use the M&E tool (and data base) that was provided by FIT Uganda. Serious farmers are able to keep records and getting the information needed should not be a problem.

TOPIC 8: THE YOUTH UNEMPLOYMENT TREND

Training Objectives:

By the end of this session, participants will be able to;

- Know the meaning of 'youth unemployment', its causes and effects
- Have an overall understanding of the current youth unemployment trend
- Design strategies to overcome unemployment among the youth community

- Critically analyze policies affecting youths and propose better solutions

Materials- Flipcharts, marker pens, overhead projector and a notice board.

Individual exercise

In this section, the facilitator distributes pieces of paper to all participants who are required to write down three problems which are causing or contributing to the youth unemployment problem in the country. Then the facilitator/trainer asks each participant to tell the class the issues they came up with.

Presentation (facilitator)

Objectives of the presentation section

- To introduce participants to policies and laws guiding employment in the country
- To explain the youth unemployment trend so far

The facilitator makes a short presentation by using power point. This aims to provide a clear picture of the unemployment problem that young people are facing. The presentation is also done in order to warm up and prepare participants for the next assignment. In the presentation, the trainer/facilitator goes

through the current trend of the youth unemployment, causes and its effects. The facilitator will also mention the existing youth and unemployment policy.

Group Discussion

Objectives of the group work section:

- To explore the participants knowledge of unemployment issues.
- To find possible solutions to the problem

For the *Group discussion* part, the time arranged is 20minutes in which the facilitator will distribute the policy papers to participants so that they can discuss, analyze and share the finding with other groups. The facilitator will be supervising the discussion by providing necessary assistance as well as keeping time.

Materials- Flip chart, marker pen and policies papers

Group Work

This section comes after discussion which is assumed to increase the knowledge of the participants. In this part, the facilitator divides the class into three groups and provides each group with one question. The following are the proposed questions for this assignment;

1. What do you know about the National Youth Development Policy?
2. What are the effects of the youth unemployment issue?
3. What can we do to overcome the problem?

Presentation (Participants)

One member from each group will present what they discussed in their group. The presentation part aims to build communication, presentation and analyzing skills of the participants. Each group will use 20minutes for presentation and discussion. That means this section will be 60minutes in total. The facilitator will observe the flow of the presentations and discussion.

Feedback (Facilitator)

In this part, the facilitator clears all doubts and questions that were asked to presenters and their groups. The facilitator makes sure the participants have a common understanding of everything discussed in their colleagues' presentations.

APPENDIX 8

TRAINING ATTENDANCE FORM

LIST OF PARTICIPANTS

SR	NAME	TITLE/ORGANIZATION	PHONE	EMAIL
1				
2				
3				
4				
5				
6				
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APPENDIX 9

TRAINING EVALUATION FORM

Please tick in the box with the appropriate answer

A

Sr.	Details	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The training objectives were met and accomplished					
2.	My expectations were met					
3.	The trainer knew about the topics					
4.	Training materials were distributed on time					
5.	The mode of training was good					
6.	Time allocated for each session was enough					
7.	Classroom participation was encouraged					
8.	The training sessions were useful					
9.	The trainer was able to answer the questions properly					
10.	The trainer presented well					

B What areas of the training need improvement?

……………………………………………………..

1. What was good about the training? ……………………….
2. How do you rate the training? (Very good, Good, Bad)……………………
3. Add any additional comments below

APPENDIX 10

TRAINING TIMETABLE

TIME	DAY ONE	RESPONSIBLE PERSON
8:00-8:30	**OPENING,INTRODUCTION &EXPECTATIONS**	Trainer/Participants
	Welcome and introduction	
	Participants introduction	
	Expectations and fears	
	Objectives of the training	
8:30-10:00	**TOPIC ONE: THE CONCEPT OF BUSINESS**	Trainer
	Objective of this session	Trainer
	Definition of Business	Participants/trainer
	Key terminologies in business	Trainer
	The motive for doing business	Participants/trainer
	Traditional view & modern thinking of business	Participants/trainer
10:00-11:00	**TEA BREAK**	**ALL**
11:00-13:30	**TOPIC TWO: THE BUSINESS ENVIRONMENT**	
	Business functions	Trainer
	How then do you capture the market?	Trainer
	Roles of marketing	Participants/trainer
	Guide on setting production objectives	Participants/trainer
	Guides on setting marketing objectives	Participants/trainer
13:30-14:30	**LUNCH**	**ALL**
14:40-16:00	**TOPIC 3: MAKING AN INVESTMENT DECISION**	
	Session Objectives	Trainer
	What is a cost benefit analysis?	Trainer
	What are the necessary resources needed	Trainer/participants
	Market networking	Trainer/participants
16:00-16:20	WRAP UP & CLOSING	Trainer/Participants
TIME	DAY TWO	RESPONSIBLE PERSON
8:00-8:30	**TOPIC 4: MAKING A BUSINESS PLAN**	Trainer/ Participants
8:30-10:00	Session Objectives	Trainer
	What is a business plan?	Trainer/Participants
	Why Planning?	Trainer
	Guide on making a business plan	Trainer

10:00-11:00	TEA BREAK	ALL
11:00-13:30	Step towards making a good business name	Trainer
	What are your Goals and objectives? Why do you exist?	Trainer
	Mission statement	Participants/Trainer
	Factors to analyze	Trainer/Participants
	Strategic action plan	Trainer
	Resource management plan	Trainer/participants
13:30-14:30	LUNCH	ALL
14:40-16:00	**TOPIC 5: COMMUNICATION/ THE BUSINESS LANGUAGE**	Trainer
	Session Objectives	Trainer
	How do you prepare for meetings?	Participants/Trainer
	Language Use	Trainer
	Adapting target audience/environment	Participants/Trainer
	What should your recipient know about you?	Participants/Trainer
16:00-16:20	WRAP UP & CLOSING	Trainer/Participants
TIME	DAY THREE	RESPONSIBLE PERSON
8:00-8:30	Recap	Trainer/ Participants
8:30-10:00	**TOPIC 6: YOUTH UNEMPLOYMENT TREND**	Trainer
	Definitions, causes and effects	Participants
	Youth Unemployment trend in Tanzania	Trainer/Participants
10:00-11:00	TEA BREAK	ALL
11:00-12:05	The role of National Youth Development Policy, National Economic Empowerment Policy and Employment Policy	Trainer
12:05-13:30	Group discussion and presentations	Participants
13:30-14:30	LUNCH	ALL
14:30-16:30	Strategies on how to manage the unemployment problem in the country	Trainer
	• Approaches and Strategies	Trainer/Participants
	• Implementation of policies	Trainer
	• Community involvement	Participants
	• Youth-led livelihoods activities	Trainer/Participants
16:30-16:40	BREAK	ALL
16:40-17:00	Discussion and the way forward	
17:00-17:10	Thank note to participants and organizers	Trainer, Participants,

APPENDIX 11

Training Needs Assessment Worksheet

Type of information Needed	What do you know already?	What do you still need to find out?
Desired performance: What do the participants need to be able to effectively engage in IGAs		
Analysis of participants: Who are the training beneficiaries		
Learning context: Where will training occur? What constraints do you have or anticipate?		
Content Expertise: What experts are available to develop training content		
Training Expertise: What trained experts are available to deliver the training		
Logistical Requirements: What do you need to consider regarding developing and coordinating training?		

Table 15: Training Needs Assessment Form (for trainee)

1. GENERAL INFORMATION				
1.1 Name of the trainee				
1.2 Address				
1.3 Tel/ mobile phone				
1.4 Type of business if any				
2. PREVIOUS TRAINING ON ENTREPRENEURSHIP & BUSINESS SKILLS				
2.1 Type of training(s)	2.2 No. of participants	2.3 Duration	2.4 Date training conducted	2.5 Training organization
3.1 WHAT ARE YOUR FUTURE TRAINING NEEDS ON ENTREPRENEURSHIP & BUSINESS SKILLS				
3.1 Type of training(s)	2.2 No. of participants	2.3 Date Training to be conducted	2.4 Date training conducted	2.5 Place training to be conducted