

SWISS AGENCY FOR DEVELOPMENT AND COOPERATION – SDC



OPPORTUNITIES FOR YOUTH EMPLOYMENT - OYE Project

BENEFICIARY ASSESSMENT REPORT

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ii. List of acronyms and abbreviations

AG	Agriculture
BA	Beneficiary Assessment
FGD	Focus Group Discussion
Gvt	Government
ICS	Improved Cook Stoves
LGA	Local Government Authority
MFI	Microfinance Institution
LSP	Local Service Provider
NGO	Non-Governmental Organization
OYE	Opportunities for Youth Employment
PO	Peer Observer
PRA	Participatory Rural Appraisal
RE	Renewable Energy
SDC	Swiss Agency for Development and Cooperation
SNV	Netherlands Development Organization
YLE	Youth Led Enterprise
WASH	Water, Sanitation and Hygiene

iii. Executive summary

The OYE – SDC project is implemented in five regions (Tabora, Shinyanga, Singida, Dodoma and Manyara) of the central corridor of Tanzania. It is a 31-month project (January 2016 to July 2018) and is implemented in 20 districts. The Beneficiary Assessment (BA) was implemented in five of these districts. The BA targeted youth recruited in the first year of implementation, in which a total of 2,255 youth were registered. The sample regions of the assessment are Dodoma and Tabora; two districts were targeted in Tabora region and three districts in Dodoma region. In Dodoma region the BA field research was implemented in Mpwapwa, Kongwa and Kondoa districts. In Tabora region, the two districts of Uyui and Nzega were covered by the BA exercise.

A mix of regions and districts with different geographical and economic potentials were sampled. From each district all Youth Led Enterprises (YLEs) from project registers of 2016 in the sectors of agriculture (AG), renewable energy (RE) and Water, Sanitation and Hygiene (WASH) were randomly selected and interviewed. The methodology employed included but was not limited to Focus Group Discussions (FGDs) and individual interviews conducted using questions derived from the assessment framework developed for this purpose. Information was collected by peer observers (POs, who are also OYE beneficiaries) who were identified from the respective districts and who were trained on how to use the tools and follow the procedures. Data collected was analyzed and related to the themes and sub themes of the project.

The BA was aimed at gathering project beneficiaries' views and perceptions about the OYE project's influence on their livelihoods as well as on how the project is being implemented, with a particular emphasis on training received and on gender. As the BA took place less than two years after the project started, one can only draw tentative conclusions relating to project impact. However, the BA gives us a higher level of confidence in people's *perceptions* of the project, as they express themselves directly to peers in interviews and focus group discussions.

Key Findings

The majority of youth in the BA sample are self-employed in agriculture, in particular horticulture farming and poultry rearing. Renewable energy is second by ranking in income generation and offering employment for youth. The WASH sector products like latrine detergent and soap are new and have potentially attracted buyers residing within villages due to low prices compared to those sold by traders from urban centres. While agriculture has offered youth self-employment, youth in renewable energy, in particular those active in solar products, tend to be employed as retail sales agents of large private companies distributing solar products.

Perceptions relating to project impact: Youth appreciated that OYE has had a significant positive influence on their lives in terms of food security, income, living standards, farm yields and having group as well as family savings for treatment during illness and supporting schooling of their children. Respondents have confirmed that they are now running Youth Loans and Savings schemes. Many of schemes offer loans to members at most three times their savings. Youth may access such loans with soft conditions either for boosting individual business capital as well as during family problems. Social funds do enable youth to be supported during problems such as self-illness, as well as spouse or child sickness.

Perceptions relating to training received: Youth have appreciated that OYE has enabled them to build important skills and to recognise potentials within themselves. For example, because of leadership skills practiced in their groups, the community in different social events give them leadership roles. Through the OYE training, participants also learned how to create and use business plans and practices (e.g. bookkeeping) that have helped them establish viable enterprises. In addition, Youth Led Enterprises provide role models as referred to by their local leaders when advocating for youth to engage in meaningful productive activities within their villages. New groups have been formed as result of examples set by the OYE groups. There is a strong interest amongst BA respondents to expand the availability of training such as that related to technical skills and leadership skills to all OYE beneficiaries, as well as to lengthen the practical aspects of the training received.

Perceptions relating to project design/implementation: As with the training sponsored by OYE, BA respondents expressed a high level of appreciation for the post training support received, such as business startup kits and coaching provided by employers or government departments. The BA results suggest that such support is not available in all cases, but that the demand is there to have a comprehensive package of support for the whole business development cycle which could be delivered by competent Local Service Providers (LSPs) (perhaps also including things such as support for branding and product certification and linking trainees with sector trade professional organizations). Interviewees also emphasize the importance of certificates of attendance, as these act as evidence of possession of important basic business management skills by the youth when applying for loans from microfinance institutions (MFIs).

Gender-related aspects of the results: In terms of gender representation by sectors, women are most involved with renewable energy followed by agriculture: out of the total youth employed in improved cook stove enterprises, 67% are women, and female youth self-employed in poultry enterprises represent 55% of the total.

Though further research would need to be done to fully understand the dynamics involved, it seems that being able to operate a business based at or near home (e.g. poultry rearing) and being able to produce outputs through a relatively simple process (e.g. improved cook stoves) could be significant factors in women's motivation to participate. Though few women appear

to be employed in the WASH sector, opportunities to increase their self-employment are also potentially high because of the local affordability of cleaning products.

Related to available training, and it was reported that women often had difficulty attending training if it was not near their own communities. This has probably limited the number of female participants in the project.

Summary Recommendations

A full list of recommendations is included in the conclusions and recommendations section. The main areas where the BA points to potential enhancements of OYE include:

- **Training:** There is a clear demand for curricula to be adjusted through expansion of the hands-on aspects of training provided by OYE, and for training to be more accessible to women. BA respondents also felt that making the technical and leadership training available to all youth participants in the project would spread project benefits more widely
- **Post-training support:** There is a strong interest in broader post training support for business establishment, related on-the-job skills development and networking within the relevant sectors
- **General:** It seems there is good potential for business development in the WASH sector, particularly for increasing women's employment and self-employment, so it makes sense to continue to further explore expansion into this sector

1. Context of the Opportunities for Youth Employment Beneficiary Assessment

The Embassy of Switzerland through the Swiss Agency for Development and Cooperation (SDC) is funding 'Opportunities for Youth Employment – Tanzania Central Corridor', a 31-month project for Youth Employment creation. In June 2017, SDC Tanzania published a Tender for a Beneficiary Assessment (BA) that aims to assess the impact of the project by obtaining direct feedback from primary stakeholders (beneficiaries) on their perceptions of project impact, with a focus on livelihoods and on the project's approach, particularly related to the quality/relevance of trainings and to gender aspects of the project. Given that the project was less than two years old at the time of the BA, indications and conclusions about project impact must necessarily be tentative. However, the BA is still a relevant approach to gain insight into local perceptions. In addition to gaining such insight, the BA is intended to identify/document lessons learned and make recommendations for future planning of the OYE project. The BA is focused on youth who have been trained in the first year of the project, and in the Dodoma and Tabora regions. For Dodoma region, the BA was implemented in the districts of Mpwapwa, Kongwa and Kondoa, while in Tabora region it was implemented in the districts of Uyui and Nzega.

1.1 The OYE – SDC project

The 'Opportunities for Youth Employment – Tanzania Central Corridor' project (2016-2018), hereafter OYE, is an extension of the OYE project established in 2013 (funded by the MasterCard Foundation), implemented by SNV, and aimed at creating economic opportunities for youth (in this context 18-30 years old) in the Central Corridor of Tanzania. The OYE – SDC project focuses its implementation in five regions of the central corridor of Tanzania which are Dodoma, Manyara, Singida, Shinyanga, and Tabora. OYE is targeted at underprivileged, rural out-of-school youth, using a combination of training, apprenticeships, job placement/self-employment and policy/vocational curriculum influence to achieve its ends, and is focused on markets in the Agriculture (AG), Renewable Energy (RE) and Water, Sanitation and Hygiene (WASH) sectors.

1.2 Beneficiary assessment

This study uses the BA approach as its methodological starting point. BA is a form of participatory impact assessment designed to capture authentic perspectives of intended beneficiaries of projects or programs. In its current form, it attempts to do this by engaging beneficiary peers in the process, in an effort to reduce bias associated with external evaluators.

Key characteristics of a BA are:

- Participatory, based on peer-review principle (e.g. “youth assess youth”)
- Facilitated process with project staff being “absent” in field phase in order to avoid bias as much as possible
- Emphasis on qualitative assessment: What changes / Why?
- Perceptions and views are more important than precise data (“it is better to be approximately right than precisely wrong”)
- Based on knowledge and experiences of local actors
- Use of Participatory Rural Appraisal(PRA) methods and triangulation being important in analysis

BA is about getting people’s perspective on development results in a fair way and using the findings to adapt and to steer development processes. The results of this BA will therefore also contribute to future planning and implementation of SDC and its partners in the areas of skills development and employment for youth.

1.3 Objectives of OYE beneficiary assessment

The ultimate goal of the BA is to assess the impact of the project on livelihoods of young people by getting insights and views from project beneficiaries (youth and youth groups). It aims to do this by pursuing the following three objectives:

- 1) To get to the beneficiaries’ views and perceptions on their social and economic changes (impact) as a result of OYE project intervention at an individual and household level
- 2) To get the beneficiaries’ views and perceptions on the OYE project approach and the processes in implementing the project including best practices (achievements) in order to improve and enhance the development of OYE (process)
- 3) To get the beneficiaries’ views and perceptions on the quality of the trainings received in relation to access to (self-) employment and income (quality).

2. Methodology

Data was collected by Youth Peer Observers (POs) who are also beneficiaries of the OYE project. POs were identified using specific criteria¹ in consultation with local service providers of the OYE project in the sampled districts. POs received three days of hands-on technical and

¹Willing to participate in data collection and recognized by the community to be able to do such a role, lives in the community and beneficiary of the OYE project, balance of male and female participants needed.

practical training. Multiple methods were employed to generate data at the community level. Accordingly: a) in-depth interviews were carried out with a total of 47 OYE youths in Tabora region and 63 interviews in Dodoma region; b) sessions of FGDs were held (14 in Tabora region and 11 in Dodoma region). Total respondents for individual interviews and FGDs were 117 women and 173 men. Furthermore, observation of Youth Led Enterprises (functionality and profitability) and validation meetings with POs every day and were useful methods employed to identify and consolidate data. The data collection methods employed and associated purposes for the respective methods are detailed in the table below.

Table 1: Methods employed and data sought

Methods employed	Number of participants	Purpose of method
Interviews of OYE women and men	110 (33 women and 77 men)	Information on access to and availability of skills trainings, consequent changes at HH level
FGD (composed of women's groups and men's groups)	180 (84 women and 96 men)	Shared views and opinions on changes and consequences on livelihood of youths under the OYE project
Discussion with POs at the end of every day of data collection	12 (8women and 4men)	Reflections on data and observations that were not documented in the checklist
Validation workshop key stakeholders	45 (13 women and 32 men)	Share key findings to participants drawn from key government sectors, Local Service Providers, beneficiaries, project implementers, donors and POs to obtain their insights on the process, results and also generate additional insights
Auditing the entire process	National Facilitator	Generate useful input to the future of BA tools and procedures

2.1 Assessment planning

Prior to the development of tools for data collection and as part of the original orientation for the facilitators to the overall project context, themes and sub themes were developed (see [Annex 1 Reference Assessment Framework OYE Beneficiary Assessment](#)) following the objectives of the project. For each theme questions were defined to generate data at different levels. While during data collection raw data was synthesized at the end of every day under the themes and sub themes, further categorization and interpretation of data was done after data collection was complete. Data was compared for each of the methods and summarized. A draft summary was shared with key stakeholders during the validation workshop. The validation workshop helped to consolidate findings by way of answering specific objectives of this assessment. For more details on the various BA tasks, please see [Annex 2 BA implementation Plan](#).

2.2 Training / testing approaches

The Trainer/Backstopper, National Facilitator and Co-facilitator worked together for two days to elaborate and clarify the overall approach to the BA and to the creation of the assessment framework (which would guide the field research). Then twelve recruited Peer Observers, six from Dodoma region and six from Tabora region, were trained over three days on the approach and related tools for the field research. The focus of the training was to assist POs to develop the necessary skills for field research, and for them to contribute to assessment framework refinement by proposing questions which are relevant and would generate information needed for the assessment. Drafts of assessment tools were also elaborated by POs under the guidance of the facilitators and Trainer/Backstopper with specific questions in order to generate data and information required for the BA. The tools were further refined and translated into Swahili, ready for use during field research and implementation with beneficiaries in the sample districts.

In order to have hands-on skills for facilitating the interviews with individuals and guiding the FGDs, participants field tested the BA tools at Nkulabi village in rural Dodoma. POs were able to hold interviews with women and men in the sectors of Water Sanitation and Hygiene (WASH), agriculture and renewable energy. It helped them to become familiar with facilitating participatory sessions and later provided feedback on usefulness of questions for individual interviews and FGDs.

2.3 Field research / implementation of beneficiary assessment

The purpose of the BA and its expected results was explained to the main stakeholders including the Local Government Authorities (LGAs) and respective YLE leaders. The SDC and SNV wrote an introduction letter for assessment teams of each region with names of the POs and the lead National Facilitator to facilitate the assessment and provide support as deemed necessary.

The field research implementation of the beneficiary assessment kicked off immediately after PO training and testing of the tools. Two data collection teams, each composed of six POs, were formed and each team was led by one National Facilitator. Each team was designated either Dodoma or Tabora region and was formed by the POs from the sample districts of that region. For both individual interviews and FGDs, OYE participants were informed about the assessment and their participation was requested. Appointments were fixed at least two days in advance and meeting sites were prepared by the respective respondents. The realized plan of activities is summarized in the table below.

Table 2: Realized field research implementation plan in Dodoma and Tabora regions

	Dodoma Region		Tabora Region	
Dates	District	Groups/Youth Led Enterprises	District	Groups/Youth Led Enterprises

20 Aug 2017	Mpwapwa	FAKAI Youth Group, Umoja Youth Group and Upendo Youth Group		
21 Aug 2017	Mpwapwa	JIMA Youth Group and Mapambano Youth Group	Tabora	National Facilitator travel to Tabora and makes ground preparations on logistics
22 Aug 2017	Kongwa	Kichuko Youth Group, YOVETA Youth group and JIBA Youth Group	Uyui	PO Travel to Tabora and detailed field planning
23 Aug 2017	Kongwa	Kichuko Youth Group, YOVETA Youth group, Tuungane A Youth Group, Tuungane B Youth Group and Tufanyekazi kwa bidii	Uyui	Jitume Group, Juhudi Group, Tumaini Group and Mtazamo Group
24 Aug 2017	Kondoa	Unkwa Youth Group, Unkwa Youth Group and JITIHADA	Uyui	Kigwa Solar Group, Youth Club Enterprises, Juhudi Group and Naboja
25 Aug 2017	Kondoa	Mapinduzi Youth Group and Tumaini Youth Group	Uyui	Isikizya Solar, Kaza moyo Youth Poultry, Magiri Solar, Chapakazi Isikizya, Mwanzo Mgumu Isikizya and Igoko – Isikizya
26 Aug 2017	Kondoa	Mapinduzi Group and Azimio Group	Uyui	Chapakazi, Mbola Solar, Ushirikiano Led Enterprise and Ushirikiano Youth Horticulture
27 Aug 2017	Kondoa	G'arisha Mnenia, G'arisha Itundwi and KikoreTumaini Poultry group Recap & PO travel home	Nzega	Shila Group, Shigamba Group, Light Group – Itobo, Uchama Water Melon and Iyombo Group
28 Aug 2017	Dodoma	Co-facilitator travel to Dar Es Salaam	Nzega	Classic Fish – Mambali, Malolo Fish Farming and Mogwa Group
29 Aug 2017			Nzega	Recap and PO travel home
30 Aug 2017			Tabora	National Facilitator Travel to Dar Es Salaam

2.4 Data processing, analysis and reporting

During data collection, raw data was synthesized at the end of every day under the themes and sub themes associated with the BA (see [Annex 1 Assessment Framework](#)). Further categorization and interpretation of data was done after data collection was complete. The analysis drew on findings from multiple sources of information (e.g. individual interviews and FGDs) but it also included perceptions and views of the POs themselves. Data was compared for each of the methods and summarized. A draft summary was shared with key stakeholders during the validation workshop conducted at St. Gaspar Conference Centre in Dodoma region. The validation workshop helped to consolidate findings by way of answering specific objectives of this assessment. Results are either described or presented in a tabular format.

3. Key findings / results

The results of the BA are presented below, and include: summary socio-demographic information on BA participants, perceived changes in life situation as a result of OYE, results of training and mentoring exercises associated with the project and (self-) employment of OYE beneficiaries.

Respondents reported that the social changes and economic development made by Youth Led Enterprises in the two sample regions of Dodoma and Tabora are positively received. Traditional leaders and elders of their society support youth initiatives through OYE interventions such that they even provide land without charge to group pilot initiatives. This was reported in particular by groups active in horticulture, beekeeping, poultry and fish farming businesses.

Youth Led Enterprises are reference groups used by local leaders when advocating for youth to engage themselves into meaningful income generation activities. Community Development Officers of the Local Government Authorities organize learning tours for newly formed youth groups to enterprises run by OYE groups.

3.1 Socio-demographic characteristics of sample youth and youth led enterprises

The regions where OYE – SDC is implemented are characterized by high levels of rural poverty (on average 41% of households live below the poverty line), frequent droughts and food shortages, and a lack of reliable markets and employment opportunities (source: OYE – SDC Project document). Although accessibility (road, rail and air) has greatly improved in recent years, little economic growth has taken place in the Central Corridor and no strong industrial and commercial base has been developed. The five regions of the Central Corridor have a combined population of approximately 8.7 million people (2012), an increase of 2 million since 2002. The BA was intended to assess the perceptions about project impact of a sample of the 2,255 youth recruited in year 2016, recognizing that impact over such a short period would in any case be limited. The POs through FGDs and individual interviews covered 290 respondents, which represents 13% of the total beneficiaries in five regions of Tabora, Shinyanga, Singida, Dodoma and Manyara. The BA has reached 117 women respondents, which represents 40% of total respondents, while men number 173, representing 60% of total respondents.

3.2 Perceived changes as result of OYE project

In terms of perceived changes in their lives as result of OYE – SDC project intervention, youth acknowledged that before the project they had few income generating opportunities and now they secured self-employment and have reliable sources of income. Some of them reported

that the project has helped them get organized into groups and they are now trusted by their community and get support in their productive engagement i.e. being awarded plots for horticulture farming by village elders. Youth appreciate that now they are capable of running profitable businesses. Before the OYE project youth were not making savings but now have acknowledged that from their income generation activities as individuals, they do make savings in Youth Savings and Loans schemes.

Youth reported to have diversified their sources of income as quoted by Jumanne Kabuhu, chairperson of Growers Group at Shigamba village in Nzega district, saying “sasa tumekuwa na vitega uchumi vingi, banda la kuku na bustani, kwa kweli tumekuwa wabunifu”. Literally meaning “now we have many investments, poultry house and the garden, in fact we are innovative”.

Respondents identify themselves as capable persons who are engaged in meaningful income generation activities. The business has enabled them to make enough income and make their own plans regarding sustaining the businesses and ensuring that profits are well spent for personal prosperity and person life careers. Mr. John from Malolo group in Nzega district said “after making enough harvest last year and selling the commodity at good prices, I decided to join a certificate course in business management here at Arusha Institute of Accountancy”.

Various women and men reported the OYE project to have been very fruitful to them, they are proud of their engagement in the project as they could set up businesses that provided good income and they have bought plots for housing and some have reported owning a house built from income generated through Youth Led Enterprises initiated by the OYE project; such cases were reported in Nzega, Uyui and Mpwapwa districts.



Ms. Rachael (in cap) during interviews with POs

Respondents have appreciated OYE efforts to support Youth Led Enterprises to develop linkages with markets. This has been more prominent in Renewable energy sector, particularly those active in solar business and ICS production. Both women and men engaged in these businesses have linkages with whole sales buyers and retail ICS traders. Similar arrangements has been developed with honey producer groups of Tabora region which are connected with buyers through participating in trade fairs. Such enterprises have business connections with individual buyers from district and regional capitals who offer orders to YLEs during harvesting seasons.

3.2.1 Changes in terms of behaviour and character

Youth have appreciated that OYE has enabled them to recognise potential within themselves. For example, before the OYE project youth did not think of being active leaders in the community. Because of leadership skills practiced in their groups, the community in different social events gave them leadership roles. Some of them have been leaders in community projects like dispensary and classroom construction in villages where they live.

Youth Led Enterprises provide role models as referred to by their local leaders when advocating for youth to engage in meaningful productive activities within their villages. New groups have been formed as result of examples set by the OYE groups. For example, this was mentioned by Christina Mandalu of Light Group of Itobo village as she said “vijana wengi walikuja kujiunga, tuliwashauri waunde vikundi vingine na tukawapa mwongozo, sasa wanaendelea vizuri”. Literally it means “many youth came to join our group, we advised to form new groups and we provided guidance to them, now they are progressing well”. Now there 86 youth groups out of whom 53 are in the sample districts of Tabora region and 23 in the sample districts of Dodoma region. YLEs are formed and engaged in productive activities in agriculture and livestock keeping, local chicken keeping and hair-dressing salons to cite just a few examples.

3.2.2 Changes in terms of food security and income

Youth also appreciated improvements in their lives in terms of food security, income, living standards, farm harvest and having group as well as family savings for treatment during illness and supporting schooling of their children. Respondents received trainings and adopted agronomic best practices, such that their farm yields have improved. For example, Jofrey Mukebezi Rwiza of Juhudi group at Ilolangulu village of Uyui district was quoted saying “mavuno yameongezeka kutoka debe 101 kwa miche 1,500 ya nyanya hadi debe 212 kwa mvuno mmoja na tuna mivuno mitatu kwa mwaka”. Literally meaning “harvests have increased from 101 buckets (one bucket is equal to 15kg) per 1,500 tomato plants up to 212 buckets per season and we harvest three times in a year”. The wholesale price at farm level is Tsh 8,000.00 per bucket as recorded for the 2017 business season. The group has seven active members who together contributed a total of Tsh 50,000.00 to hire the farm with a total size of 3/4 acre. The group would like to expand the farm size to two acres but such plots with adequate water supply are not available in the village.

Youth mentioned having improved post-harvest crop management by adopting chemical-free food storage technologies. Kilimo kwanza group of Lyombo village in Nzega district, active in horticulture production with a main focus on tomato farming, is one of the examples of such adoption. Through OYE, trainees have been exposed to different food storage technologies and now are using special bags for grain storage, which last for at least three years and are sold at an affordable price i.e. Tsh 6,000.00 at Nzega Town.

BA respondents reported having adopted non-traditional crops as a result of OYE interventions. They pointed to watermelon and passion fruit as crops with reliable markets in particular to small towns near their villages, where the main customers are restaurants and individuals. Their engagement in watermelon and passion fruit farming has diversified their income sources from the traditional crops of paddy production and livestock as the main and only sources of income at household level. Such achievements were reported by Watermelon and supplier Youth Group of Uchama Village in Nzega district and Chapakazi Youth Enterprise at Mbola Village of Uyui district, which are active in horticulture farming. During individual interviews at Mbola village Mr. Rashid Hamza Martin (30years old) with a family of four members reported adopting passion fruit production and his farm size is 0.5 acres. He has good market networks in Tabora Municipality where his main customers are restaurants and big hotels such as the “Frankman Palace Hotel” and “Tabora Orion Hotel”.



Mr. R.H. Martin at his passion fruit farm in Tabora

In order to ensure close follow-up and a reliable supply to his customers, he has a partnership with a fruit seller in Tabora Municipality who is responsible for product delivery to customers. He mentioned that last year business was excellent but this season has been affected by drought. His plan for the next season is to dig a borehole and install a water pump so that he can irrigate his passion fruit field.

3.2.3 Management of Youth Led Enterprises (YLEs)

Respondents reported having adopted and made use of different business management tools. These include but are not limited to business plans, applying basic business record instruments for recording cash inflows (e.g. sales books) and cash outflows (e.g. purchases books). They use simple exercise books for keeping such records. These help them to assess business profitability and provide transparency among group members during their regular business review meetings. The frequency of the business review differs from one group to the other depending on sector and business cycle. For example, for those in horticulture, poultry and fish farming reviews are always done at the end of the business cycle, which takes on average between 3 to 4 months. However, for those in the renewable energy and WASH sectors, reviews are conducted either on a weekly or monthly basis.

Youth Led Enterprises are usually run by special sub committees, elected to supervise these enterprises. These committees are tasked with coordination roles and supervising farm activities or making rosters and ensuring that assigned members of the group perform their duties as required. They are responsible for market research and quality control of the farm commodities. Those in renewable energy prefer to run individual businesses and have

retailing business contracts with solar supplying companies as well as individual installation works.

3.3 Youth participation and types of training

The Opportunities for Youth Employment SDC component, in collaborating with Local Service Providers (LSPs), strived to equip out of school youth with life and work skills. To do this, OYE offers training in life skills and business skills and in technical skills (associated with each sector covered by the project). During interviews respondents reported to have participated in different skills trainings such as Life skills, Business skills, Leadership skills and Technical skills. Generally, all interviewees confirmed to have participated in life skills and business skills. According to BA respondents, leadership training was not attended by all OYE beneficiaries, rather the leaders of youth groups, which brought together in one class youth from different groups either in a division or district depending on geographical location of the respective districts. Second, only selected members of YLEs and in particular leaders appeared to participate in technical training that was organised in a similar manner.

3.3.1 Content and quality of training

During interviews sampled youth respondents assessed different types of training they attended in terms of quality and importance for career development. Youth interviewed have shown a high level of satisfaction with the type and quality of trainings received from OYE – SDC in the respective districts of the sample regions of Dodoma and Tabora central corridor of Tanzania.

The opinions of the BA respondents are summarized as follows:

a) Life skills training

Respondents found that the training was very useful and instrumental in terms of enabling them to discover who they are and the key qualities they should possess as persons and potential candidates competing to seize employment opportunities in the competitive labour markets. Youth interviewed through Focus Group Discussions (FGDs) and individual interviews mentioned the important and useful elements to their lives as a result of the life skills training included: i) **Self-confidence** and trustworthiness – youth noted that because of this aspect of their attitude, even their local society and leadership supports them in social and economic initiatives such as setting up retail businesses, and by providing them with land for the common enterprise of the group. ii) **Business opportunity seeking** within and outside their local villages or environment – youth reported that the life skills training helped them discover problems facing the society in their villages and turn these into useful and productive income-generating opportunities. One example cited included villages that are not connected to the national electricity grid, which are a good market for solar and its products. In

connection to this, other youth groups at Mpwapwa and Kongwa district started group enterprises for making and selling improved cooking stoves in wholesale and retail markets. In certain areas they started horticulture gardens for production of vegetables and fruits for better-paying markets in the district towns and restaurants. iii) Having **personal visions and setting objectives** in life – youth interviewed reported that before participating in life skills training they did not think of and define personal life dreams. After participating, they realized that personal dreams and objectives are the drivers for personal desire to attain certain life status and livelihood sustainability. iv) The youth noted that the life skills training helped them to develop **improved communication skills**, and now they can negotiate and make a case with customers using production costs and profit margins. It also enables them to have friendly relations with customers and create repeating customers for their ongoing businesses.

Leadership skills training is included in the Life Skills curriculum, though as mentioned it seems to have been somewhat restricted in its coverage of OYE project beneficiaries. BA interviewees who did receive leadership skills training found the sessions on formulation of rules and regulations governing operation of the YLEs, qualities of leadership, division of roles and responsibilities, participatory leadership and leadership styles/types to be very important and relevant to them. Sessions on leadership styles helped trainees realise that in order to strengthen group cohesion they need to develop a shared vision among leaders and members. It has helped them develop strong bonds between and among leaders and members through discussing issues related to group governance in transparent ways, and to taking joint decisions. During the leadership training they discovered that in order to manage their YLE well they need to practice transparency and be accountable for their joint decisions. The group rules and regulations act as a reference guide and help them to be more focused as per the objectives set. It was observed that YLEs whose members were trained on leadership skills have strong bonds and are prospering well in business. It was reported by respondents that some YLE members not trained in leadership skills have been a source of conflict and put forward their self-interest first instead of group interests. Respondents of Renewable Energy enterprises reported some of their members misusing funds from business start-up kits supplied to them by private companies.

b) Business skills

Respondents mentioned the interesting and very useful aspects of the business skills trainings included market research and marketing skills, keeping basic business records, costing and pricing, entrepreneurship, and business planning. Respondents mentioned that the market research sessions helped them to understand particular needs of potential customers before entering into production. Thus commodities they produce have markets within and outside their villages. 'Costing and pricing' has helped trainees to estimate the profitability of the desired business venture before embarking on farming activities. Youth mentioned that it is very useful in making sure prices set for their farm produce enable them to recover their

costs, including a good profit margin, and are attractive to customers. They find this training very instrumental in terms of creating shared understanding among members of Youth Led Enterprises (YLEs) with regards to profit targets, capital requirements, main tasks and management functions of the enterprises. Thus they could determine and divide roles among group members based on competences and knowledge levels of individuals within the groups. Through business skills training, youth participating in the OYE project are capable of identifying profitable business opportunities in their local areas as they believe that “any business which addresses people’s problems is profitable and sustainable” said Grace Mkanwa, of Ugogoni village in Kongwa district who changed from the improved cooking stoves business to the food vending business.

c) Technical Skills

Technical skills topics that youth found important include best agronomic practices/farming practices, starting from farming plot selection, farm preparation, nursery preparation, seedling planting/sowing, farm management, pests and disease control and harvesting. Also valued were aspects related to fish farming practices, fish feeding and harvesting, in particular by the quality fish group of Mambali in Nzega district. On renewable energy youth find valuable the lessons on types of solar, installation procedures and servicing and the related practical sessions in particular offered by Mobisol Company (Isikizya group of Uyui district and Mapambano youth group at Mpwapwa). Poultry training combining theory and practical demonstrations on observations and diagnosis of poultry diseases, chick rearing, prevention and control of chicken diseases, and application and management of medicines for poultry treatment was mentioned to be very handy for the poultry keeping groups. Beekeeping issues related to identification of vegetation most liked by bees, hive management, and practical trainings on hive setting in the forest and honey harvesting and conserving forests for honey keeping. The WASH groups mentioned interesting aspects of their trainings which included received demonstration from trainers on identification of reliable water sources for borehole digging by observations of the ecological and vegetation types of the areas (Ilolangulu group of Uyui district). Aspects (quality of raw materials, raw materials storage, ratios for soap making, soap packaging, health safely, etc) related to production of soaps and toilet detergents are among many things liked by youth in the WASH sector.

3.3.2 Challenges regarding type and quality of trainings

In addition to the overall positive reactions of BA respondents to the various trainings as outlined in the previous section, respondents also reported a number of challenges related to the training offered, which in one way or another made it difficult either to attend the trainings or to effectively follow the training syllabus.

One example is that in some cases the technical training combined youth from different subsectors. They cited an example of technical trainings for horticulture and poultry being combined. Youth remarked that it lacked focus as they were trained on areas that have no market potentials in their villages; also time for practice was reduced by being involved in practical exercises that were not of demand for them. For example youth participating on practical of preparing a horticulture nursery while youth are aiming at starting poultry enterprises. The class size was too large: up to 70 – 90 youth in one room.

When asked their opinions about challenges related to the trainings and areas that should be improved in future trainings, respondents had the following suggestions:

a) Life skills training: in all three sectors of agriculture, renewable energy and WASH, respondents suggested that duration of the sessions should be lengthened to allow interactive discussions, and more real life examples relating to their local surroundings. Some of the participants noted that the training environment was not conducive in terms of accommodation and latrine sanitation. Respondents also proposed that all YLE members should be trained on leadership skills, as leadership changes during elections every three or four years as per their respective group constitutions. Invitations for the trainings should be issued far enough in advance that participants have enough time to get prepared for the trainings.

b) Business skills: marketing sessions should be lengthened and business start-up kits provided to all after successful completion of the sessions. Also requested were certificates of attendance, as these act as evidence of possession of important basic business management skills by the youth when they apply for loans from microfinance institutions (MFIs) (note: the project does offer certificates of attendance, but it appears that certificates have not been provided in all cases).

c) Days for practical demonstrations should be increased in order to allow mastery of the key steps and procedures that are important for YLE businesses operations; this was the case for the three sectors of agriculture, renewable energy and WASH in all the sampled districts. The current practice is that classroom sessions are done for two days and another five days are designated for practices, respondents suggests class room based sessions and practice days to double and be modularised to address a specific issue. For example, those in horticulture suggested practices to be sequenced according to crop growth cycle in their respective farms. For the agriculture sector, opinions were given to have agronomists facilitating the theoretical and field demonstrations. In one of the sample districts respondents from four groups out of seven groups sample by the BA study in that district, pointed out that practical trainings in horticulture were not done. According to trainees this distorted their attention and they were taught things that were of less interest to them, as they had no related market opportunities in their localities.

In some cases, respondents reported that trainers in renewable energy were teaching in English which made it difficult for some of the participants with lower literacy levels to follow the trainings. It was easy for women to participate in trainings conducted within villages and wards of their domicile, but not further afield.

In one of the sample districts where the BA sample covered fifteen groups, six groups including those from which POs were selected reported that women could not attend training as it was conducted far from home. For example, this was the case as respondents mentioned they were required to travel and be away from home for more than three days. This was reported regarding technical trainings on solar photo voltaic, poultry and horticulture. Parents and guardians were concerned about the security of their daughters and could not allow them to go to the trainings. For those trainings conducted within their villages, they could attend throughout the training program.

3.4 Self-Employment and Employment in Private Companies

In addition to having benefited from OYE-sponsored training, respondents reported to have enjoyed business coaching and mentorship in the three sectors of agriculture, renewable energy and Water, Sanitation and Health (WASH). Also, in renewable energy, trainers from companies supplying the youth enterprises with solar equipment, such as Mobisol, Solar Sisters, Steps Solar, M-power and Zola Power have been coaching them on salesmanship and marketing as well as solving technical problems caused by operational faults. Those in the WASH sector, in particular those involved in borehole drilling and plumbing works, have reported receiving technical support from the district water engineer office. This was the case in particular for Uyui district. In agriculture, respondents reported having received the right coaching from specialised government training institutes, for example those active in beekeeping got coaching and mentorship from the National Beekeeping Training Institutes of Tabora. Respondents in the three sectors mentioned having been well-coached by the LSP on accessing business licences, business planning, costing and pricing of their commodities and linking them with other traders who buy the farm produce of YLE in bulk. In the advanced stages, YLE businesses are connected with other experienced entrepreneurs for further coaching and mentorship.

More specifically respondents acknowledge the mentorship and coaching given on aspects of entering into business contracts, in particular for those in renewable energy i.e. solar photo voltaic. Such cases have been reported in all BA sampled districts with the exception of Kondo district.

Youth Led Enterprises have been supported in creating business networks with agricultural input suppliers in horticulture farming, poultry rearing and fish farming. YLEs enjoyed exposure to markets during visits to trade fairs in particular during farmers' days normally organized in Dodoma for the central corridor. The beekeepers have been linked with quality

beehive suppliers; this has been the case in Uyui and Nzega districts. In the WASH sector, respondents have reported networking with raw materials suppliers for soap and toilet detergent production. Youth have established links with heads of public institutions based in the rural areas, such as heads of schools and vendors supplying detergents to schools and health facilities. Last but not least is the youth participation in regional and national trade fairs such as “farmer’s day”. This has helped trainees increase skills on marketing strategies, and establishing links with new buyers e.g. YLE groups in Uyui districts received bulk quantity orders at better-paying prices.

Youth in agriculture have secured self-employment in horticulture farming, poultry, beekeeping and fish farming. Within agriculture the leading subsectors are horticulture and poultry keeping. Youth Led Enterprises are organised as common enterprises and income is shared for members as per individual contributions i.e. work days put in. Respondents have reported to have mastered agronomic practices and do make proper costing of their inputs. They also adopted lessons from common horticulture enterprises by either expanding the acreage of the group project or by starting such business ventures individually. Poultry is the second largest area of self-employment creation for youth in agriculture and the second leading for women after Improved Cooking Stoves. The majority of interviewed youth have reported their preference of keeping local chickens as they cost less for feeding, vaccination, disease control and treatment. The other subsectors with few youth are beekeeping and fish farming. These have youth in Uyui and Nzega districts only. In Uyui, Nzega and Kondoa agriculture is the leading employment creator for youth.

The Renewable Energy sector is second after agriculture and is also a cross-cutting employment creator for youth in all the sample districts of Nzega, Kondoa, Mpwapwa, Kongwa and Uyui. Mpwapwa has attracted all youth in renewable energy in particular to solar photo voltaic and improved cook stoves. Apart from that, five youth interviewed in Dodoma region (two in Mpwapwa, two in Kongwa and one in Kondoa district) found employment at Mobisol Company after showing their potential in solar installation and marketing, so this has increased youth desire to participate in the renewable energy sector. This has been partly influenced by the energy context of the district i.e. lack of wood fuel and most villages are in remote areas with no connection to the national electricity grid line. The majority of the enterprises are run at the individual level, which is opposite to those in horticulture, the majority of which are common enterprises. There is only one Youth Led Enterprise in biogas, which is yet not operational. One among many factors that made it not operate, as reported by the respondents, is not having fully mastered biogas construction from the technical training. There was no practical element to the training to enhance hands-on skills, in addition to the market not yet being sensitized.

Very few Youth Led Enterprises have found employment opportunities in the water, sanitation and health (WASH) sector. This sector is new in OYE implementation; it was only

recently introduced. There are a few active youth employed in borehole drilling for short wells i.e. individual firm and plumbing works run by one group of youth (both are in Uyui district). Youth employed in plumbing works get a temporary contract with Uyui Water Authority during water pipe laying work.

Also there are a few groups that engaged in soap and toilet detergent production. From the sample group of the BA, one group is in Uyui district in Tabora region and the other one in Kondoia Dodoma region. Despite the fact that it has attracted few youth, respondents reported to have good markets for their products i.e. affordable price for the low income villagers. This suggests that more attention should be given to the WASH sector (latrine detergents, soaps and body jelly) as it could really be leveraged, in terms of eventual employment/business development. Also, it is representing an opportunity to significantly increase opportunities for women, as all interviewed enterprises are owned by women. A comprehensive package of support for the whole business development cycle should be delivered by competent LSPs i.e. business skills, technical training, market information and marketing linkages, branding and product certification and linking trainees with sector trade professional organizations e.g. Women's chambers of commerce, etc. Currently OYE youths have no links with trade associations of their respective sector, so they miss vertical linkages for their enterprises. Product branding is required and there is no proper packaging that would make products recognizable and traceable in the market.

3.4.1 Gender aspects of youth led enterprises

Shared gender representation in Youth Led Enterprises has generally featured in all three sectors of agriculture, renewable energy and WASH. Income is shared equally among members of these common enterprises depending on individual level of effort put on the enterprises. However, although there only two beekeeping YLEs and two fish farming enterprises, these subsectors have attracted five women to participate out of 15 members interviewed by the POs. i.e. one in beekeeping and four in fish farming. Women are assuming different functions in these common enterprises, such as being secretaries and treasurers of the enterprises and they participate in the jobs of irrigating the fields, feeding, harvesting and selling the commodities. There are eight poultry Enterprises in Tabora (Nzega and Uyui districts) with a total of 28 members, 10 of whom (36%) are women. While in Dodoma (Kondoia and Mpwapwa districts) out of 44 respondents who are active in poultry keeping, 24 are women, representing 55% of the sample group. In horticulture farming women active are nine out of 36 respondents (25%) of Dodoma region and all are in Kondoia district.

Renewable energy has good representation of women-led enterprises in particular regarding improved cook stoves (ICS). Most enterprises are home-based using locally available raw materials (e.g. clay soil) and connected to wholesale customers and retail customers. Few are active in solar businesses. For example, the BA field research sample group in Tabora region (Nzega and Uyui districts) has seven youth (active solar and biogas) enterprises with total of

28 members, with only seven women engaged in these businesses. While for Dodoma (Mpwapwa and Kondoa districts) the number of YLEs in solar is 53, of which women-owned enterprises number 19 (36%). In the sample district of Mpwapwa, the total number of ICS enterprises is 15, of which ten are owned by women, representing 67%. ICS attracts more women as it involves production of low-cost ceramic stoves i.e. pottery work. The above evidence for ICS enterprises is limited to one district because that is the only one in the sample that has an ICS component. However, within that district, two thirds of the enterprises are women-owned. This, combined with the knowledge that production of ICS stoves is low cost, suggests that ICS could be a preferred trade for women more generally.

In the WASH sector there were few enterprises in the sample. Out of two enterprises interviewed in the sampled group for Dodoma region (Kondoa district), both were owned by men and were producing soap and latrine detergent. Despite that, during the BA tools testing at Nkulabi village, we managed to interview two women-owned enterprises producing soap, body jelly and latrine detergent. In the case of Tabora (Uyui and Nzega districts) region our sample group in the WASH sector has 13 youth led enterprises, of which ten are male-dominated and three are led by women i.e. 23%.

Women expressed that OYE has upgraded their status and improved relations such that are respected by their spouses as they contribute to family income. Spouses have started getting interested in women businesses such that are offering support in terms of helping doing some work like feeding chicken and others. Women have direct access and control of income and on the other hands spouses are being more transparent on income matters. It involves making joint family budget and giving attention to key obligations like ensuring food availability, providing school supplies for children and medical treatment.

4. Validation Workshop

After field data and information collection and analysis were completed, the BA facilitators in collaboration with SDC and the SNV team invited and organized a stakeholders' workshop for validating the main findings of the study. The objective of the validation workshop was to ensure that results of the BA were shared with, and feedback on main conclusions received from, representatives of key OYE – SDC project stakeholder groups. For more information, refer to [Annex 5 Agenda of OYE – SDC Project BA Results Validation Workshop](#). The facilitators with the support of the POs prepared the presentation of the consolidated findings at a validation workshop. The workshop was very participatory and collected opinions of different types of stakeholders with different roles and functions related to OYE project implementation. Details on specific results of the validation workshop are summarised in the table below.

Table 3: Summary outputs from validation workshop

Discussion themes	Outputs from validation participants
Surprising or unexpected finding from BA	Findings truly reflect realities on ground on youth employment creation/development, roles, benefits and challenges that could be inferred for the entire OYE project regions. Engagement of youth beneficiaries in the whole assessment, tools testing, data collection and validation workshops.
Additional inputs that are relevant but not captured in the assessment result	Important lessons were drawn from YLEs in WASH and poultry keeping as the most attractive sectors to women. Youth in YLE (women and men) got access to finance through Local Government Youth and Women Development funds, and have good repayment records.
Important insight(s) from the whole process (objective, method and finding)	The BA objectives are clear and simple. Unique method that could help to study development interventions in the youth projects. Engagement of beneficiaries to reflect on development initiatives that target them is unique and would give true picture of what is going on. Involvement of stakeholders in the validation workshop to review findings and provide input is unique. Results and recommendations from the findings can rightly be used for subsequent planning.
Consideration in future beneficiary assessment initiatives	The sample size was very small, so if another BA will be conducted, the sample size should be increased i.e. cover more districts in more regions. The vision of beneficiaries should be included.
Most important results	Adoption of skills: youth received training in a particular sector and operate YLEs, but they found is better to have their own individual businesses in order to have full ownership. Employment creation, youth received training, got employment in different sectors either being employed in private sectors or self-employment, which covers the majority of youth.
Things that OYE project should consider for the future as a result of the BA	Women’s participation should be increased by finding motivations for them including organizing trainings in their local premises, information should reach them and their parents earlier, and recruiting them in sectors motivating them for instance in poultry layering. Technical skills should not be limited to few sectors. BA approach should continue to be used as an approach for assessing different projects as it gives full participation of beneficiaries in collecting information relating to success, challenges and suggestion towards proper project implementation.

Recommendations for improving future Youth Employment in general in Tanzania	<p>The Government should partner with NGOs in offering technical training to youth and linking them to programs of “recognition of prior leaning” competences in skills certification.</p> <p>Training models should be improved and adopted to new technology of horticultural production and poultry layering.</p>
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5. Conclusions and recommendations

Based on the interviews and focus group discussions in five districts of the two regions of Dodoma and Tabora, it is clear that from the point of view of project beneficiaries, there is a high added value in the training provided by the project as well as in the on-the-job support provided by the LSPs, employers and others through the project. Both women and men feel that their livelihoods have improved as result of the training and support received through OYE.

The direct benefits to OYE participants go beyond the skills required for particular sectors, and include more broad psychosocial aspects such as increased self-confidence and self-awareness, as well as greater recognition of individuals and YLEs within their respective communities.

Although the period between OYE training and the BA research is relatively short (ca. 1.5 years), respondents pointed to a variety of improvements linked to the project such as: increased income, diversity of economic activities and savings, as well as opportunities to establish and develop a variety of businesses and to receive support in their further development.

Regarding differences between women’s and men’s experiences within the project, it seems the main aspects are: reduced accessibility of the training for women when it requires several days of absence from home, and; women seem to prefer certain types of business development, such as improved cook stoves and poultry rearing, possibly due to the ability to conduct such businesses from a home base. Emerging opportunities in the WASH sector (e.g. laundry detergent, soap and body jelly) may also be attractive to women for similar reasons.

The above suggests that the OYE project is having a real and positive impact on livelihoods, though it is too early to draw definitive conclusions. Still, specific suggestions around training curricula, formats and their provision, have been made and incorporated into the recommendations. In addition, the added value of post-training capacity development and support has been illustrated in the comments of BA respondents. Again, there are specific aspects that could receive further emphasis, such as expanded assistance around making appropriate linkages within subsectors and with relevant trade associations.

Finally, although there is insufficient evidence to draw firm conclusions. It seems likely that greater access to leadership training for women will improve their opportunities to play strong roles within YLEs.

Recommendations

In terms of potential improvements in the project, there is an interest in deepening the practical aspects of the training and making the range of curricula available to all project beneficiaries. There is also recognition that further support for fledgling businesses could be highly beneficial. For example, BA respondents noted that linkages with trade associations and support for improved branding and packaging would also improve the sustainability of their businesses.

The following specific recommendations are based on the above considerations:

- 1) Expand access to leadership skills training in order to:
 - a. Improve quality of YLEs through greater competencies and shared vision around leadership
 - b. Create additional opportunities for women to play leadership roles in YLEs
- 2) Expand access to technical training to both deepen and broaden competencies of youth in different sectors and subsectors
- 3) Explore possibilities to provide face-to-face training closer to target communities, to enable greater participation by women
- 4) Continue and possibly expand attention to supporting skills and enterprise development in the WASH sector, particularly for such products as latrine detergent, body jelly and soap, as these products have the advantage of being locally affordable in terms of both production and consumption
- 5) Consider possible modification of curricula of various courses based on comments summarized in the BA report (see [3.3.2 Challenges regarding type and quality of trainings](#))
- 6) Explore broadening of the post-training support aspects of the project, as it seems to have been particularly appreciated by BA respondents and could provide excellent learning opportunities related to value chain/market systems development.
- 7) Consider creating explicit strategies to link youth with trade associations in their respective sectors.
- 8) Explore opportunities to partner with national product certification agencies for facilitating youth product branding and ensure proper packaging that would make products recognizable and traceable in the market.

Annexes

Annex 1 Reference Assessment Framework OYE Beneficiary Assessment

Area of assessment	Specific field of observation	Guiding questions for field phase	Questions addressed to:		Additional remarks
			Ind	FG	
Employment skills development for out-of-school youth	Life skills training	How would you rate the training you received? (Ask for ratings on all training received, e.g. Life skills, business skills, leadership training, if received) What was most valuable for you about the training? What could be improved in future?	X	X	On a scale from 1-5 Should probably ask different questions at FG level e.g. ask FGs about technical training.
	Business skills training				
	Leadership training				
	Training Challenges	Did you have any difficulties with the training? (e.g. to attend, to follow the curriculum?) If yes, what kind of difficulties did you have?	X X	X X	
Matching skills development with market conditions	Exposure to market actors	Did the OYE project help you make contact with employers or other market actors? If yes, what was most interesting for you from this contact?	X	X	
	2.2Career guidance	What kind of guidance did the OYE project give you for your career development? Is there something that could be done in addition to help you develop your career?	X	X	

Area of assessment	Specific field of observation	Guiding questions for field phase	Questions addressed to:		Additional remarks
			Ind	FG	
Creation of youth-led enterprises	Assistance with establishment of contracting relationships, networking or other business development	Did the project provide any support for you to network with others, develop contracts or gather market information? If yes, what kind of support did you receive?	X	X	
	Support for business plan development	What can you say about the support you received on business plan development?	X		
Access to services	Access to finance	How do you find access to finance to support your work?	X		
	Access to apprenticeships	Do you have an apprenticeship as a result of the project? If yes, how has this affected your life situation?	X X		Scale of 1-5. Follow-up by asking why they gave that rating
	Access to mentoring & coaching	Do you have access to mentoring or coaching in your work? If yes, how would you rate its usefulness?	X X	X X	
Livelihood impacts	Life situation	How would you describe your living situation in general now, compared to before you became involved with the OYE project? Do you think your income has changed since you became involved with the project?	X X	X	

Area of assessment	Specific field of observation	Guiding questions for field phase	Questions addressed to:		Additional remarks
			Ind	FG	
	Income generation	If yes, why do you think this has changed?	X		
General	Challenges associated with participation	Were there any difficulties in particular for you in relation to the OYE project? If yes, please describe them (what were they, how did you resolve them?)	X X	X	
	Market Conditions	What would you say about market conditions for the sector you work in? Have those conditions changed recently? If yes, why do you think they have changed?	X X	X X	
Other aspects	Areas not covered by previous questions	Do you have anything else to share that we did not already talk about?	X	X	
		TOTAL No. of questions: ca. 23	23	13	

Annex 2 BA Implementation Plan

Steps	Date/ Period	Participants	Responsible
<p>Preliminary definition of assessment scope, tools and formats:</p> <p>BA Inception mission and report (including methodological approach, overview of preliminary research areas and selection criteria)</p> <p>Modality of assessment (finalizing process map and key roles)</p>	18 – 21 July	Trainer/Backstopper, National Facilitator, SDC and implementing partner representative	Trainer/Backstopper and National Facilitator
<p>Definition of the roles, selection of Peer Observers (POs) and participating actors</p> <p>Overview of participating actors</p> <p>Selection criteria and role of actors</p> <p>Selection of POs</p>	24 – 29 July	National Facilitator, implementing partner representatives	National Facilitator
<p>Selection of areas/actors to be assessed</p> <p>Selection of research locations and cohorts</p> <p>Preparation of implementing partners/BDS providers</p> <p>Selection of participating youth groups to be assessed and types of Youth Lead Enterprises (YLEs)</p> <p>Selection of Beneficiaries/interviewees</p>	31 July – 4 Aug	National Facilitator to work with BDS providers /implementing partners team to identify appropriate areas and approach for selection of interviewees	National Facilitator
<p>Presentation of process to relevant actors, methodology refinement, training of Peer Observers (POs)</p> <p>Organise training of POs (invitation, logistics etc.)</p> <p>Methodology refinement workshop (Incl.preparation of information and training curriculum in English and Swahili versions)</p> <p><i>Training of POs</i> (including finalization of Assessment framework: questions for semi-structured interviews, formats) i.e. to be available in Swahili and English versions (POs to arrive 15 August)</p> <p>Planning for implementation</p>	<p>12 – 17 Aug</p> <p>Methodology refinement workshop: 13-14 Aug</p> <p>PO Training: 16-17 Aug</p>	<p>Trainer/Backstopper, National Facilitator and Co-facilitator to conduct training, project implementer to support logistics coordination</p> <p>Planning with POs</p>	<p>National Facilitator, Co-facilitator supported by Trainer/Backstopper</p>

Steps	Date/ Period	Participants	Responsible
<p>Field testing& adjustments</p> <p>Conduct field testing in a community (not being part of assessment!)</p> <p>Analyse findings of field testing</p> <p>Make necessary adjustments for implementation (formats, interview modality, data collection etc)</p> <p>Fine-tune planning and get shared understanding for the implementation</p>	<p>18 – 19 Aug (2days)</p>	<p>National facilitator; Trainer/Backstopper to support field testing and adaptation, project implementer to coordinate logistics</p>	<p>National Facilitator</p>
<p>Implementation</p> <p>Two teams travel in parallel to assessment in 2 regions (1 team responsible for 1 region)</p> <p>Recall and agree with BDS providers on programme of assessment (1 day)</p> <p>1st day: assessment at Youth Lead Enterprises (interviews), consolidation</p> <p>2nd day: Focus group discussions for youth groups perspective</p> <p>3rd day: Share highlights on preliminary findings with BDS providers and travel to next assessment sites (districts), etc</p>	<p>20 Aug– 28Aug</p> <p>Dodoma: 20-27 Aug</p> <p>Tabora: 22-29Aug</p>	<p>Focus groups to include Girls and Boys in different cohorts and YLEs. Local project partners to support with contacts of groups or YLEs (NOTE: No project /partners vehicles or staff to be used during field research phase!)</p>	<p>National Facilitator, Co-facilitator and POs</p>
<p>Data processing and analysis</p> <p>Consolidate information, data input, quality control</p> <p>Data analysis according to established procedure</p> <p>Presentation of results according to established formats</p> <p>Prepare presentation of validation workshop</p>	<p>29 Aug – 8 Sep</p>	<p>Trainer/Backstopper to support. Project implementer to coordinate logistics, invitations for validation workshop</p>	<p>National Facilitator and Trainer/Backstopper</p>
<p>Validation workshop (Dodoma)</p> <p>Preparation of workshop (programme, logistics)</p> <p>Presentation of results and discussion</p> <p>Incorporate required changes</p> <p>Feedback of participants on methodology</p>	<p>11 – 13 Sept</p> <p>11 – Arrival of Facil & Co-Facil</p> <p>12 – Arrival of participants</p>	<p>Beneficiaries/POs</p> <p>Service Providers</p> <p>Local Gvt Representatives</p> <p>Project implementer</p> <p>Funder</p>	<p>National Facilitator and Trainer/Backstopper</p>

Steps	Date/ Period	Participants	Responsible
	Workshop 13 Sep (1 day)	Others as feasible	
Further analysis and interpretation of results Final analysis of the results incl. findings of validation workshop Define needs for adjustments and further cross-checks. Define structure for final report Prepare draft report and submission to SDC	13 – 20 Sep	National Facilitator and Trainer/Backstopper to support	National Facilitator and Trainer/Backstopper
Submission of draft report	21 Sept	Trainer/Backstopper and National Facilitator	National Facilitator
Final report Revision of report and feedback from SDC Elaboration of final report Dissemination of report	26 – 30 Sep	Trainer/Backstopper and National Facilitator	National Facilitator
Learning event (1/2 day, Dar es Salaam) Dissemination of key lessons Knowledge sharing and replications	Second half of Oct	Project implementers/staff Funders/donors Gvt representatives	National Facilitator supported by Trainer/Backstopper

Annex 3 List of Peer Observers

S#	Full Name	District
1	James Masanja	Nzega
2	Christina Joseph Herman	Nzega
3	Theresia Samwel	Nzega
4	Ashura Iddi Kisanzo	Uyui
5	Winfrida Maswanya Ndaki	Uyui
6	Kafuku Daudi Mwanawali	Uyui
7	John Haruna	Mpwapwa
8	Eva Lufunyo	Mpwapwa
9	Happy Kogan	Mpwapwa
10	FlavianaBeya	Kondoa
11	Hawa Mohamed Jumbe	Kondoa
12	Shafii Shaban	Kondoa

Annex 4 List of Validation Workshop Participants

Nr	Names	Organization	Phone numbers
1	Christina Joseph Herman	Classic Fish – Nzega	0686303090
2	Winfrida Maswany Ndaki	Jitume Group – Uyui	0692181849
3	Flaviana P. Beya	Mapinduzi – Urui Group Kondo	0789572948
4	John Msafiri Haruna	Mapambano Solar Group Mpwapwa	0673437638
5	Theresa Samwel	Light Group – NtoboNzega	0787899099
6	Peter Maganga Andrew	Isikizya Youth Solar Enterprise – Uyui	0782437414
7	James Mchunguzi	Mapambano Solar Group Mpwapwa	0717090201
8	Juma Rashid Naboja	KigwaMaji	0782681208
9	Munde Musa Jumanne	JuhudiUyui	0683497592
10	Mustafa Rashid Mlekwa	KazamoyoUyui	0759751197
11	Mtama Ussi Khamisi	ECD	0655633033
12	Mwanaidi Jinja Shamroi	Unkwa	0713376447
13	Sehewa Henry Msungu	TufanyeKazikwaBidii	0655611410
14	Obedi Augustino Ngolle	District Youth Officer – Kongwa District	0686948213
15	Tunsifu A. Mwasamale	Regional Youth Officer – Dodoma Region	0758921115
16	Wambura Mkono	DCDO – Uyui District	0787273841
17	Lucas Chacha	RCDO – Tabora Region	0769415586
18	Getzaima Kikoti	M&E Officer - MWAYODEO	0714126150
19	AyoubKiim	Millennium Promise Tanzania – Tabora	0785691141
20	Pascal Symplis	Youth Development Officer –Mpwapwa District	0784797682
21	Priscilla P. Mkilanya	Nzega Town Council	0769393826
22	ObediMahenda	VijanaVision	0756565867
23	Godwine Kalokola	Vijana Vision	0657348530
24	Kai Maembe	Embassy of Switzerland	0784862224
25	Dr. Gerson Nyadzi	Millennium Promise Tanzania – Tabora	0767305648
26	Corjan Van Der Jagt	SNV – DSM	0689154600
27	Roy Van Der Drift	SNV – DSM	0686000351
28	Eva E. Lufunyo	JIMA – Mpwapwa	0713471436
29	Hawa M. Jumbe	Tumaini – Kondo	0687929084
30	Karimu Ally Gwaruda	Tumaini – Kondo	0687131770
31	Catherine C. Mbijima	JIMA – Mpwapwa	0656517628
32	Mhoja John Kapingu	Vijana Vision Tanzania	06841002780
33	Makinga M. Bundala	VijanaVision Tanzania	0689546554
34	Asha Mohamedi Manture	Jitihada Group	0714609364
35	Costantine D. Shirati	SNV – Dodoma	0688644683
36	Diana Samwel	Light Group	0782532020

37	Mathias Daniel Jumbe	Mapinduzi group – Kondo	0785279386
38	Michael Mayunga	ECD Tanzania	0755549113
39	KafukuDaudiMwanawali	Juhudi Group – Kigwa - Uyui	0785425357
40	Junenal A. Munishi	Kondo DC	0755635920
41	Faustine Msangira	SNV – Dodoma	0689154558
42	Rashidi Byarushengo	SNV – Dodoma	0767041840
43	Ester Magawa	MWAYODEO	0768315693
44	Stephano Mahenge	HACH Consultancy Ltd – DSM	0762415731
45	Christopher P. Ndangala	HACH Consultancy Ltd – DSM	0754304113

Annex 5 Agenda of OYE – SDC Project BA Results Validation Workshop

Objective:

Results of the BA have been shared with and feedback on main conclusions received from representatives of key OYE – SDC Project stakeholder groups

Venue: St. Gasper Conference Centre – Dodoma

Materials needed: Facilitation cards, markers and pinboards or flipcharts (one for each breakout group, plus one for presenters). LCD projector for power point slides (PPTs).

Other requirements: Rapporteurs for each breakout group session. Simultaneous translation between English and Kiswahili for plenary sessions.

TIME	TOPIC	DETAILS	SESSION TYPE	COMMENTS
08:30 – 09:00	Participants registration	BA Results validation Workshop participants are registered	Register	Secretariat keep record of participants
09:00 – 09:30	Welcome & Introductions	After welcome, participants invited to mingle, making sure they meet at least 3 other persons to exchange names and connection to the BA	Plenary	
09:30 – 10:00	Objectives & Background (review of BA process)	This will clarify what the workshop is aimed at, as well as describe the main features of the BA process, which many participants may not know in advance	Plenary	
10:00 – 10:30	Break			

10:30 – 11:30	Summary Results of the BA	This provides the foundation upon which most of the discussions for the day take place. Presentation 20', Questions of clarification, 5', frictional time 5'	Plenary	Avoid discussion as this will happen in the group work
11:30 – 12:30	Discussion of BA Results – Round 1	Groups should have a printout of main conclusions (from PPT). Questions: 1) What did you find surprising or unexpected in the OYE Beneficiary Assessment results? 2) What can you share from your experience that you DID NOT find in the results? 3) What would you do differently if you were to do a BA again?	Group work	Appoint rapporteurs for each group, report with 6 cards, 2 per question. One group for each type of stakeholder if possible
12:30 – 13:30	Lunch	Buffet (if not a buffet, may need to allocate more time)		
13:30 – 14:30	Discussion of BA Results – Round 2	Qs: 1) What do you think is the most important result or insight from the BA process? 2) Is there anything the OYE project should consider for the future as a result of the BA? 3) Based on today's discussions, do you have recommendations for improving future Youth Employment in general in Tanzania?	Group work	See above
14:30 – 15:30	Report back from group discussion I	First round of reporting back from group discussions (if more than 3 groups, a second reporting back should be done after the break)	Plenary	
15:30 – 16:00	Break			
16:00 – 16:45	Report back from group discussion II	See above	Plenary	
16:45 – 17:15	Wrap-up	Open round in plenary of any observations from the day that participants would like to share, followed immediately by closing comments from SDC		