

YOUTH ECONOMIC EMPOWERMENT (YEE) PROJECT



Baseline Survey Report for the Youth Enrolled in Batch I

Prepared by;

YEE – M&E Officer

December 2015

List of acronyms/Abbreviations:

VSO:	Voluntary Services Oversea
VETA:	Vocational Education Training Authority
CODERT:	Community Development and Relief Trust
CCBRT:	Comprehensive Community Based Rehabilitation in Tanzania
UHIKI:	Uhamasisha Hifadhi Kisarawe
MoLE:	Ministry of Labour and Employment
MoIYCS:	Ministry of Information, Youth, Culture and Sports
MoEVT:	Ministry of Education and Vocational Training
YSLA	Youth Savings and Loans Association
YEE	Youth Economic Empowerment
CBOs	Community Based Organisations
IMA	Input Marketing Association
MVC	Most Vulnerable Youth
CSWs	Commercial Sexual Workers
SC	Sponsored Child
IGA	Income generating activity



Executive summary

The Youth Economic Empowerment (YEE) Project is a three year project running from 2015 to 2018 aiming to improve and increase access to employment opportunities and promote economic empowerment for particularly marginalised young women and men (age 15-35) in nine districts of Tanzania, from the five regions of Dar es Salaam, Mtwara, Lindi, Pwani and Morogoro. In doing so, it will contribute to wider efforts to reduce poverty and exclusion among vulnerable groups dependent on the informal sector in Tanzania. The project expects to work directly with 9,100 particularly marginalised young women and men as the main beneficiaries of the project in these targeted areas.

The project started in April 1st 2015 with effective implementation of activities from July 2015 which includes the districts of Kilombero (Morogoro region), Kisarawe, Kibaha District and Tovan Council for Pwani/Coast region, Ilala and Temeke Municipals for Dar es Salaam Region, Lindi district and Lindi Municipal in Lindi region as well as Mtwara district and Mtwara Municipal for Mtwara region.

The YEE Project is implemented by a consortium of organizations, of which Plan International is the lead and the collaborators are: VSO, VETA, UHIKI and CODERT as the core applicants of the project and CCBRT, MoIYCS and MoLE as the associates to this action.

As evidenced below, regarding youth participation, it has been found that every region where the project is being implemented youth have been highly motivated to utilize the opportunities that will be provided by the YEE project. However, female youth participation is not so high in the regions of Mtwara and Lindi and the overall participation of youth living with disabilities was found to be low in almost all regions.

It has been found that the 60.9% of youth who have been enrolled have primary education, while 36.8% of the youth have ordinary secondary level of education. The remaining 2.3% involves those who reached an advanced level of secondary education (0.7%), attended informal vocational skills (0.7%), 0.3% attended college, 0.3% joined primary education but did not complete it while 0.3% did not attend any level of education. This verifies that there is high number of marginalized youth who lack opportunities to employment due to having a low level of education or having not attended any level of education completely, hence there is a need to provide much support to this group. Of the marginalized youth we are reaching - 34% are from single parent families.



The ability of youth to identify available opportunities in their surroundings was observed as being average in all areas. The majority of youth were able to identify between one to three opportunities out of spaces carried out where the youth were to mention up to six options of jobs available for them in their areas.

On the other hand it has been observed that youth who have managed to start/establish their own IGAs or become self-employed were able to get higher income per month compared to the few who were employed as house girls/boys, barmaids/barman, shopkeepers, motorcycles/tri-cycles riders as well as few who were employed in some small companies. However most of the marginalized youth who were running their own small businesses such as small shops and food vending, had not registered their business and their job satisfaction was found to be average.

Marginalized youth awareness on different government support to youth in relation to youth development has been found to be very low - which may contribute to the marginalized youth lacking behind in terms of development. In relation to that, marginalized youth engagement to different youth groups like YSLAs, youth interest organisations and forums is limited due to lack of awareness. Strong efforts to make marginalized youth aware of different youth development programmes initiated by government and private sectors within the YEE project will be a high advantageous effort towards supporting them.

Recommendations:

- i) Life skills training has to be a continuous training for the enrolled youth and should be required to be cascaded to other youth in their localities;
- ii) The vocational trainings for all youth should be provided by starting from the very basic and taking into account that the majority have not yet got and do not have particular skills;
- iii) Entrepreneurship and self-employed vocational skills have to be highly provided since the majority have very minimal levels of education hence being employed has a low probability;
- iv) The enrolled marginalized youth have to be imparted with skills of being able to identify various opportunities within their surroundings which may be undertaken by youth and improve their financial capacity;
- v) Youth awareness on different policies and government programmes aimed at supporting youth development have to be given priority including loans from youth development funds as provided through MoIYSC;



- vi) In order to build saving habits/behavior among youth, the YSLA trainings have to be provided step by step and show how it can be beneficial to them in the future;
- vii) During vocational trainings, there is also a high need to let youth be aware of different youth interest organizations and how they can interact with them to help bring awareness of many things which they are not aware such as other available opportunities for small youth loans , youth development fund , Tigo Biashara, Airtel Fursa and SIDO and consequently lead to their development ;
- viii) Youth should be trained on government rules, regulations and procedures of starting a new business including business registration;
- ix) Awareness should be raised more on youth with disability and female youth to participate in the project as they are highly considered due their high vulnerability but still in some areas/regions like Lindi and Mtwara the participation was low. More effort should be focused on collaborating with primary schools with special programs with people with disabilities and organizations supporting people with disabilities, so that they can provide a link to reach more people with disabilities.



CHAPTER ONE

INTRODUCTION

1.1 Background

The World Bank report of 2013 on the state of unemployment highlighted that among other factors, skills shortage is a key contributor to high youth unemployment in different parts of the world, especially in developing countries. Recent research shows that Tanzania's economy has seen steady growth rates in recent years and there are growing opportunities in Tanzania for young people – for example, a large investment is being made in Mtwara and Lindi in the gas and oil industry, which will offer significant job opportunities. Despite the presence of different opportunities in their localities, the marginalized youths rarely have information about these growing opportunities as well as skills required to utilize the available opportunities. This leads to high levels of unemployment – if they could utilize these growing opportunities fully it could lead to an increase in their daily income and consequently improve their wellbeing.

The Youth Economic Empowerment (YEE) Project is a three year project being implemented in the regions of Morogoro, Pwani, Dar es Salaam, Lindi and Mtwara in Tanzania. This project is funded by the European Commission (EC) and aims to improve and increase access to employment opportunities and promote economic empowerment for particularly marginalized young women and men (age 15-35). It is being implemented by Plan International as the lead in partnership with VSO, VETA, UHIKI and CODERT. CCBRT, MoIYCS and MoLE are the associates to this action. This project expects to work directly with 9,100 particularly marginalized young women and men to ensure they have market-relevant skills; improve links to services which enhance their ability to access self and wage employment; increase knowledge of government support and social protection services, employment law and the status of the labour market; and improve relationships and interaction with government and the private sector to influence decision making.

1.2 Project Objectives

The overall objective of the YEE project is to contribute to a reduction of poverty and exclusion among vulnerable groups dependent on the informal sector in Tanzania.



1.2.1 Specific Objectives of the project:

- i) To improve and increase opportunities for wage and self-employment among marginalised young men and women dependent on the informal sector in Dar es Salaam, Pwani, Morogoro, Lindi and Mtwara regions.
- ii) To improve economic empowerment among marginalized young men and women through meaningful participation and stronger linkages between youth groups, government and the private sector.

1.3 Purpose of the baseline study

The purpose of the baseline study was to collect detailed baseline data on project indicators to enable changes/improvement in youths, including disabled youth (female, male) especially those who are directly benefiting from this project and duty bearers, to be measured over the course of the three year project. The baseline study focused on collecting quantitative data as well as qualitative data behind the project indicators.

The data collected will now be used as the benchmarks on tracking changes taking place with the marginalized youth (female and male) who have been enrolled for vocational skills training. In the reporting process, the project staff will be able to show/explain how we are progressing to meet the projects overall objective through its specific objectives as per this baseline report against the MEL framework of the project. Plan International Tanzania and other key implementing partners can now set the current benchmarks as well as programmatic targets for the project period to track the progress/achievements of results with this data.

1.4 Scope and focus of the baseline

The study was conducted in **all five regions**; with coverage of nine (9) districts **where YEE Project is being implemented**. The youths sampled in consultations were those planned for coverage of the project enrolled in batch one commencing in October 2015. The baseline survey was administered through a structured questionnaire to all enrolled youth in batch one for all centers used for vocational trainings including those attached to master craft people.



1.5 Process and Methodology

The baseline study included the collection of both qualitative and quantitative data and was divided into two major sections:

1. *Secondary data review:* In order to conduct the baseline, any secondary sources deemed relevant in the project regions were reviewed, such as the Tanzania Demographic survey, regional/district profiles, reports and plans for all nine districts. It also involved literature review from different publications collected at the existing structures, relevant government ministries (Ministry of Information, Youth, Culture and Sports, Ministry of Labour and Employment), and LGA departments, ward and district offices as required by the MEL framework.
2. *Primary data collection:* Data was collected from the enrolled youth (female and male including youth with disability), segregated by age through the distribution of questionnaires to all youth. Where youths cannot read and write, a face to face interview was conducted in each centre where vocational trainings are being conducted to identify the existing situation on the ground for the particular marginalized youth as related to the indicators in the Monitoring, Evaluation and Learning (MEL) framework.

1.6 Sample size and data collection process:

This is a cohort study for the batch one marginalized youth beneficiaries enrolled; therefore all enrolled marginalized youth (male and female, including youth with disabilities) from all regions were involved. In total 1,040 youth (559 female, 481male and from which 19 are disabled, 12 female, 7male) were expected to respond to the questionnaire but only 822 youth from which 395 were female (equivalent to 48%) and 427 males (equal to 52%) from which 18 youth (2.2%) were living with disabilities were actually interviewed/responded to the questionnaire.

1.7 Baseline team composition:

With regards to data collection, data analysis, interpretation and reporting, the baseline was led by Plan International Tanzania through YEE Project Monitoring and Evaluation Officer. It was supported by Plan International Tanzania's Monitoring and Evaluation Specialist with technical advice from the Head of Monitoring, Evaluation and Research and Plan and VSO Project Coordinators, who supported coordination where the project is being implemented as well as VETA coordinators in the respective centres. The data entry was done by two hired temporary data entry clerks.



CHAPTER TWO

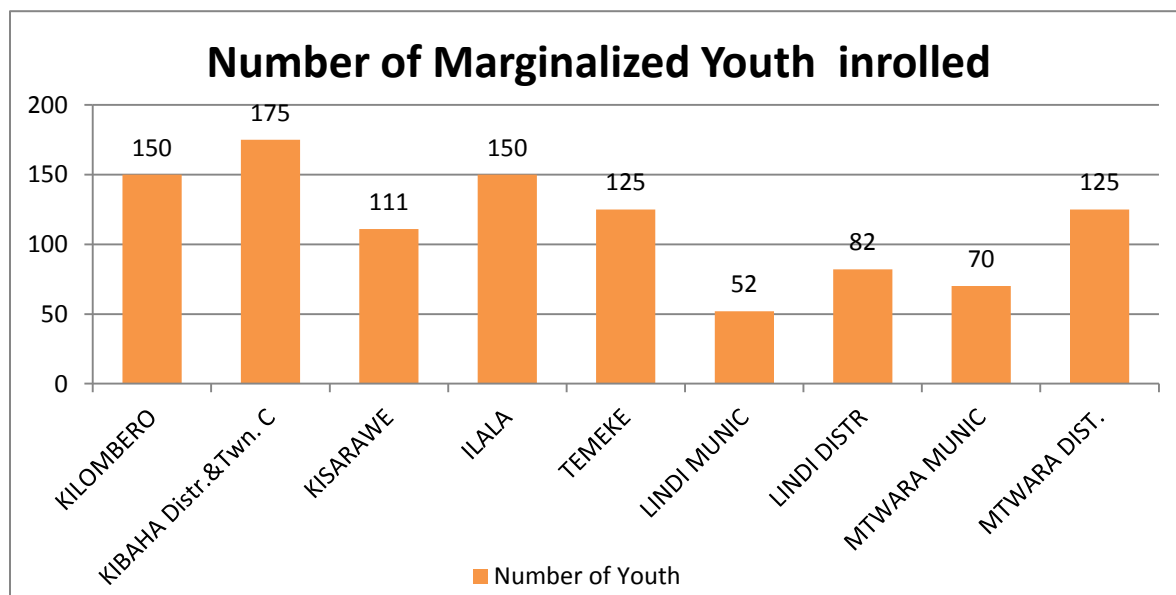
KEY RESULTS, ANALYSIS AND DISCUSSION

2.1 Introduction

In this chapter we present the findings, based on the objectives of the baseline study which was to collect detailed baseline data on all appropriate project indicators. See annex 1 for the indicator matrix to enable tracking program implementation changes for marginalized youths (female and male) especially those who are directly benefiting from this project and duty bearers to be measured over the course of the three year project.

2.2 Marginalized Youth participation at District level:

During the baseline survey it was observed that in all districts marginalized youth have been well engaged and enrolled in all districts despite representation of disabled people and female in Lindi and Mtwara being low. The enrolled youth are 1,040 marginalized youth (559 female, 481male and from which 19 are disabled, 12 female, 7male). The distribution of enrolled youth in all nine districts is as shown in the chart



below.



2.3 Age group of the respondents

The Youth Economic Empowerment (YEE) Project is aiming at improving and increasing access to employment opportunities and promoting economic empowerment for particularly marginalized young women and men (age 15-35). From the baseline it was observed that 33.2% of the enrolled youth were at the age of 15 -19 years, 45.1% were at the age of 20-24 years, 15.6% were at the of 25 – 29 years while 6.2% were at the age of between 30 – 35 years.

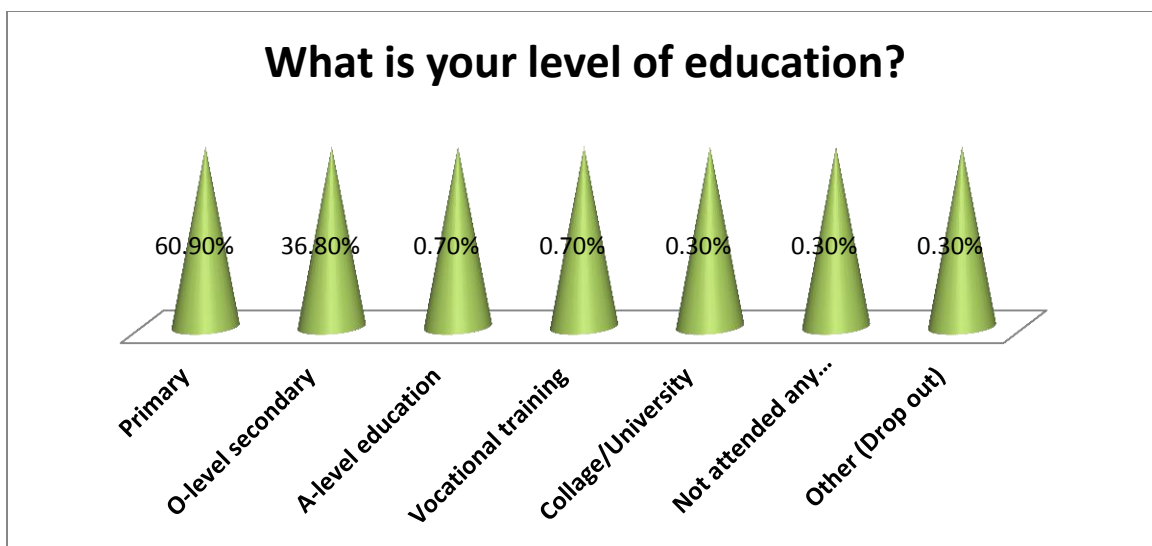
2.4 Groups which marginalized youth belong based on the criteria of selection:

During the roadshows in every district, the selection criteria was disclosed, as agreed by all stakeholders, this includes; people living with disabilities, orphans, youth from risk/hazardous environment, Plan SC, young mothers, single parent youth and those identified by MVC committee. During the baseline survey it was noted that Plan SC were 21%, Disabled 2.6%, orphans 18.3% while 34.9% were vulnerable youth from single parent families. In addition, 11.7% were young mothers, 10.9% were those identified by MVC committee (i.e they are vulnerable despite having both parents) and 0.6% were those from risky/hazardous environments (CSWs and those engaged in drug abuse).

2.5 Education level of the enrolled marginalized youth

It was observed that 60.9% of the enrolled marginalized youth have attended primary education, 36.8% had ordinary secondary education, 0.7% have A' level education, 0.7% have attended vocational trainings before while 0.3% attended college/university. On the other hand 0.3% attended schools but did not accomplish their studies while 0.3% of youth did not have any level completely. In total 99.4% attended and completed different levels of education as shown below.





2.6 Marital status of the marginalized youth:

In the case of marital status of the enrolled youth it was observed that 4.6% separated after the lady became pregnant, 4.3% live together though not formally, 8% of the marginalized youth are married, 2.0% divorced, 1.3% are widow, while 79.8% are not married.

2.7 Socio-Economic activities undertaken by marginalized youth/Occupation

It was the interest of the study to assess the activities undertaken by the marginalized youth prior to joining. It was noted that 53.2% engaged in entrepreneurs/self-employed in sectors such as; food vending, producing and selling vegetable and fruits, agricultural activities, selling water, 15.5% were formally employed as a secretary, kindergarten teacher, construction work, housekeepers, barmaid, shopkeepers including mobile money services, motor bike and tri-cycle riders while others were employed in some companies. On the other hand 31.3% were neither employed nor self-employed, instead half of them were still schooling while the remaining reported just staying at home taking care of their children and young brethren - depending much on their parents/guardians who still have low financial capacity to support them.

2.8 The marginalized Youth awareness on Business registration process:

For those who engaged in business/self-employed, also known as entrepreneurs, it was the interest of the baseline study to know if they are aware of business registration and if they have registered their business. The observation from the field shows that 6.5%



are aware and have registered their business while 93.5% are not aware and have not registered their small business and also they are not aware of the need of registering their small business which they are running.

Those who were either employed or self-employed made a total of 567 youth 68.9% (272 female, 295 male) of the total respondents (822) who attended the baseline; 32.9% reported to work in their particular field for 1-3 months, 22.1% worked for 4-6 months, 20.7% worked for 6 months – 1 year while 24.3% worked for more than 1 year.

2.9 Average income of the enrolled marginalized youth per months

From the number of youths who responded to the questionnaire, which involved 822 marginalized youth in all districts, of the marginalized youth who were self-employed, 29.7% were able to get between 45,000 – 120,000/=Tshs per months, while the marginalized youth who were employed (39.1%) have a monthly income between 15,000 – 70,000/Tshs month, and 31.2% reported to have no specific income as they had no specific activity that could enhance them getting something. They mostly reported having big roles of taking care of either their children – for young mothers, or taking care of their young brethren and other domestic jobs while depending on their parent(s)/guardian or spouses.

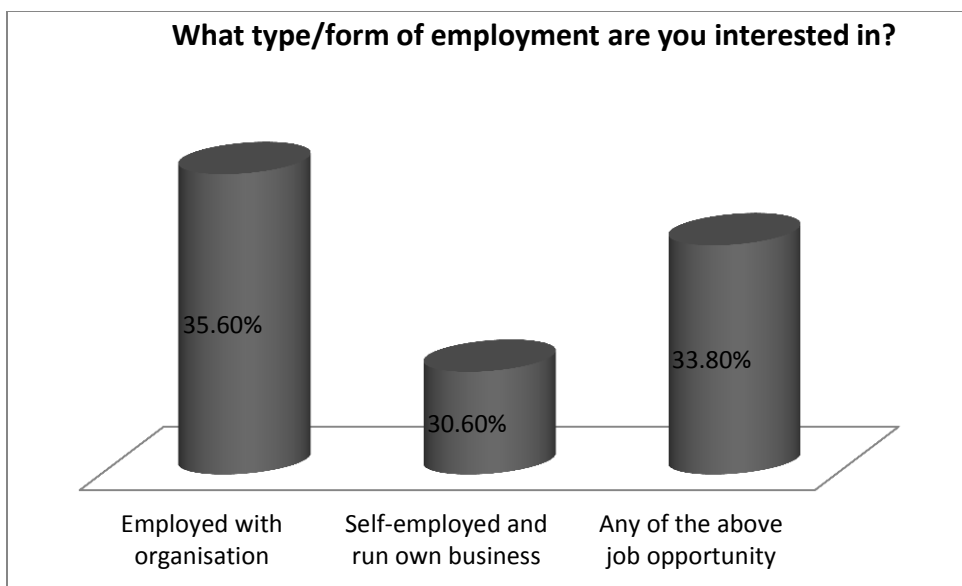
2.10 Reasons that cause the marginalized youth to look for/having job

In the aspect of why the marginalized youth would like to get a job, the marginalized youth reported that they need to increase their income, also that they need to be independent from their parents. Others said that they need to achieve their goals in life which have never been achieved due to lack of job opportunities in their areas. Some youth also reported that they are facing life hardship and the only way to survive saviour is getting a job after obtaining vocational skills.

2.11 Type/form of employment interested in

When the marginalized youth were asked the type of employment they are interested in doing, 35.6% said that that they want to be employed by an organisation/company, 30.6% were interested in being self-employed and run their own business while 33.8% reported that they want any of the above jobs (that is being employed or self-employed)





2.12 Reasons/Pushing factor for shifting from one position/job to another – the employed marginalized youth

It was also the interest of the baseline study to assess the reasons/motivational factors influencing the marginalized youth (the employed marginalized youth who were 323; 155 female and 168 males) to shift from one job to another. The following was observed; 7.6% just decided to resign due to low benefits, 4.3% were dismissed from their job, 11% had a mutual agreement with their employers from leaving the jobs since they had fixed term contracts with their employers. To add on that 24.6% had temporary jobs hence it was a must for them to shift to another, 6.9% were suspended (they will come back after sometime). Not only this but also 18.2% decided to shift from being employed to self-employed, that includes buying their own motorbikes and ride as well as opening small shops called “KIOSK” and 27.4% left their previous jobs due to family/personal problems/situation.

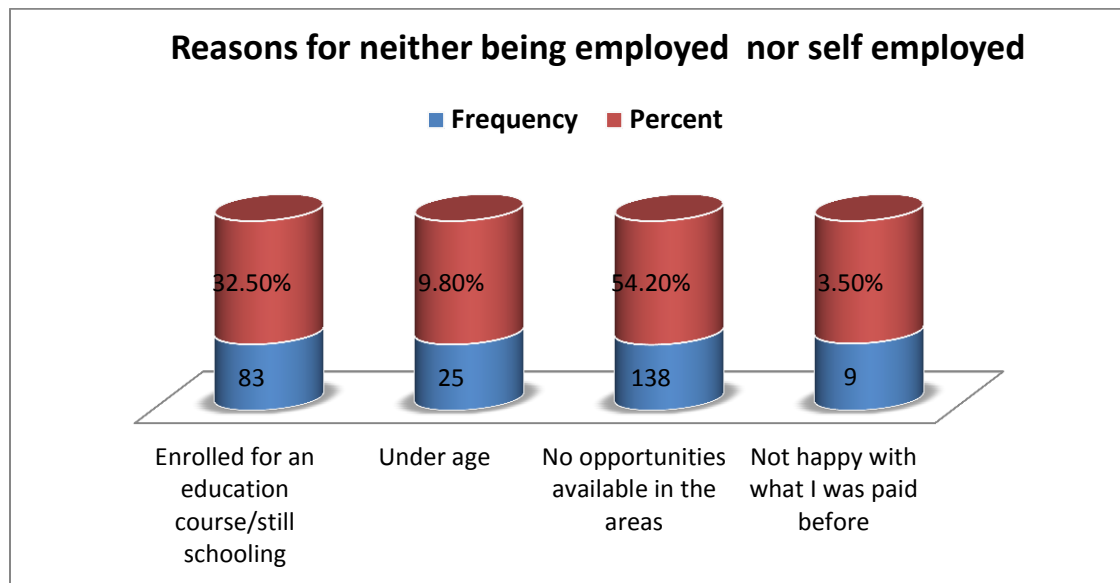
2.13 The marginalized Youth ability of undertaking different jobs/work

Among the respondents who were previously employed/self-employed 72.1% reported that due to limited skills and limited opportunities for unskilled people, they were not able to hold/shift to other positions/jobs despite having a great interest in changing jobs, while 27.9% were able to change from one job to another including from being employed to self-employed, hence they had multiple positions.



2.14 Reasons for neither being employed/self-employed

During the baseline survey it was observed that 255 marginalized youths who made 31%, (122 female, 133 male) were neither self-employed nor employed. The reasons for that were as follows: 54.2% reported to finding no opportunity in the areas they live, 32.5% were enrolled in education/still schooling, 9.8 were still under age while 3.5% were not happy with the wage/remuneration they were given before when employed.

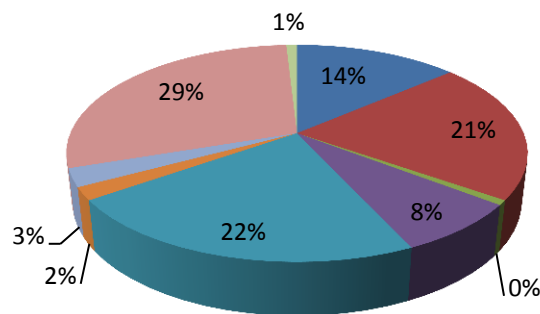


2.15 Efforts taken/done in the last 3 months to get a job or tried to change current situation of the marginalized youth

The enrolled marginalized youth were also asked if they took any effort in the last three months to look for a job or if any efforts were undertaken to change their life situation. The responses are shown in the pie chart below:

What have you done in the last 3 months to get a job or tried to change your work/life situation?

- Regularly looked through job advertisements and applied
- Asked friends, relatives and other
- Registered with the labour department and relevant agencies
- Approached potential employers
- Tried to start own business
- Nothing not bothered
- Given up looking for a job
- Have been taken formal training to learn new skills
- Applied for credit/money to start own business



2.16 The marginalized Youth Awareness on youth interest organisations

It was also the need of the baseline to assess how aware the marginalized youth are of youth interest organisations as well as if they have joined any particular organisations. Based on the observation from the field - only 3.9% of the responded youth are aware of the youth interest organisations while 96.1% are not aware of the youth interest organisations. The mentioned youth interest organisations mentioned were Plan International, Youth Partnership Alliance (YoPA), TAMASHA, Femina, and Youth VICOBA.



2.17 Awareness to youth development funds from the government through MoLYSC

The government of Tanzania through MoLYSC has youth development funds which provide a loan to youth from which once youth take the loan, they then have to pay it back with an interest of 10%. From the baseline study 97.4% of the marginalized youth respondents said that they were not aware of the Youth development funds aimed at supporting youth with a loan, while 2.6% (equal to 21 youth) reported to being aware of the particular youth development funds and trying to apply for it.

The 21 marginalized youth who once applied for loans from government youth development fund reported that their applications were not successful due to some bureaucracy on getting particular loans as well as the need for youth being in groups (as the given loan is a group loan and not individual loan) something which was not afforded by youth. Only 1 marginalized youth reported that their application was successful.

2.18 Engagement of the marginalized youth on Youth Saving and Loan Association

95.6% of the marginalized respondent youth reported that they have never joined any youth saving and loan associations (YSLA) while 4.4% reported joining youth saving and loan association in their areas. For youth who joined YSLA, 99.7% of the youth applied for a loan from their groups and managed to pay back the loan because they have been borrowing for a specific goal, they know about financial management and also the YSLA provide bond and tight follow up to the members to ensure at every meeting they payback the loan while 0.3% did not manage to pay back the loan but they are still participating in YSLAs.

2.19 Awareness of the support provided by government (through ministry/government department responsible for youth) to enhance youth development programmes/projects

In order to make sure that youth who are the workforce of the nation contribute positively to the economy of the country, the government of Tanzania has made different efforts including, development of youth development policy, as well as the youth development fund so as to enable various youth development programmes/projects. During the baseline study when youth were asked about support provided by government to youth development programmes/projects, 92.8% of respondents were not aware of different support provided by government (through



ministry/government department responsible for youth) to enhance youth development programmes/projects while 7.2% reported being aware of different support provided by government on youth development which include provision of loans to youth, promoting youth groups engaged in different art work and other professional work including entrepreneurship, supporting vulnerable youth by sending to school and pay their fees, as well as formation of Youth forums.

2.20 Available opportunities for marginalized youth:

Understanding the environment from which one is living and the ability to identify available opportunities is very important in life. During the baseline youth were asked to mention available opportunities/jobs in their areas/surroundings which can be done by youth. The following job opportunities were mentioned by youth from different centres. These opportunities are; entrepreneurship, tailoring, food preparation and decoration, driving, motor vehicle and motorbike mechanics, electrical installation, auto-electricity, tourism and hotel management, food vendor, livestock keeping, agriculture, secretarial works, kindergarten teacher, watchmen, nursing, shopkeeper, phone repair, shoe making and repair, running mobile money services, masonry work, making bricks as well as producing and selling fruits and vegetables.



CHAPTER THREE

CONCLUSION AND RECOMMENDATIONS

3.1 Conclusion

From the above discussion it can be concluded that, although the majority of the enrolled marginalized youth have attended and completed at least primary education, there is still a very high gap in these youth understanding different youth issues that can support/help them to improve access to information and increase access to employment opportunities and promote economic empowerment particularly marginalized young women and men (age 15-35) who have found being highly lacked behind.

3.2 Recommendations

The following specific recommendations are addressed to all key implementing partners:

- i) Life skills training has to be a continuous training to the enrolled youth and should be insisted to be cascaded to other youth in their localities
- ii) The vocational trainings for all youth should be provided by starting from scratch by taking into account that the majority have not got and do not have particular skills
- iii) Entrepreneurship and self-employed vocational skills have to be highly provided since the majority of youth have a very minimal level of education hence being employed has low probability
- iv) The enrolled marginalized youth have to be imparted with skills of being able to identify various opportunities within their surroundings which may be undertaken by youth and improve their financial capacity
- v) Youth awareness on different policies and government programmes aimed at supporting youth development have to be given priority including loans from youth development funds as provided through MoIYSC
- vi) In order to build saving habits/behavior among youth, the YSLA trainings have to be provided step by step and show how can be beneficial to them in future
- vii) During vocational trainings, there is also a high need of letting youth aware of different youth interest organisations and how they can interact with



them to help being aware of many things which they are not aware and consequently leading to their development

- viii) While training on how youth can establish their own business, youth should also be trained/let aware on government rules, regulations and procedures of starting a new business including business registration
- x) Awareness should be raised more on youth with disability and female youth to participate in the project as they are highly considered due their high vulnerability but still in some areas/regions like Lindi and Mtwara the participation was low. To add on that more effort should focused to collaborate with primary schools with special programs with people with disabilities and organizations supporting people with disabilities so that they can provide a link to reach more people with disabilities



Annex 1. Terms of Reference for the baseline survey

Terms of Reference for Youth Economic Empowerment (YEE) Project Baseline Survey in all Project areas

Project Name	Enhancing livelihoods and social inclusion of the marginalized young people depend on the informal economy (Youth Economic Empowerment – YEE)
Project Location	Morogoro, Pwani, Dar es Salaam, Lindi and Mtwara Regions – Tanzania.
Project duration	3 years: 1 st April 2015 – 31 st March 2018
Funding	Grant – EC
Implementing agency	Plan International, VSO, CODERT, VETA and UHIKI

Introduction

Plan International is one of the world's largest child-centered development organization founded in 1937. We work in 70 countries worldwide to promote the rights of children. Plan International directly supports more than 1,500,000 children and their families, and further indirectly supports about 9,000,000 people who live in communities that are working with Plan. Plan is independent, with no religious, political or governmental affiliations.

Plan international Tanzania, commenced its operations in 1991 supporting vulnerable children, and their families access health care, education, safe sanitation and water as well as productive livelihoods and protection of their wellbeing. It now operates in nine regions namely Dar es Salaam, Coast, Mwanza, Geita, Morogoro, Lindi, Mtwara, Dodoma and Rukwa, reaching about 2 million children and their communities across Tanzania.

The Youth Economic Empowerment (YEE) Project is currently working in the regions of Morogoro, Pwani, Dar es Salaam, Lindi and Mtwara in Tanzania. This project is funded by European Commission (EC) aims to improve and increase access to employment opportunities and promote economic empowerment for particularly marginalized young women and men (age 15-35) and is being implemented by Plan International as the lead in collaboration with VSO, VETA, UHIKI and CODERT. CCBRT, MoIYCS and MoLE are the associates to this action. This project expects to work directly with 9,100



particularly marginalised young women and men to ensure they have market-relevant skills; improved links to services which enhance their ability to access self and wage employment; increased knowledge of government support and social protection services, employment law and the status of the labour market; and improved relationships and interaction with government and the private sector to influence decision making.

Project Objectives

The overall objective of YEE project is to contribute to reduction of poverty and exclusion among vulnerable groups dependent on the informal sector in Tanzania

Specific Objectives of the project:

- i) To improve and increase opportunities for wage and self-employment among marginalised young men and women dependent on the informal sector in Dar es Salaam, Pwani, Morogoro, Lindi and Mtwara regions
- ii) To improve economic empowerment among marginalised young men and women through meaningful participation and stronger linkages between youth groups, government and the private sector

Expected results and indicators

	Specific result	Indicator
	R1 9,100 marginalised young men and women have improved market-relevant skills and knowledge	<p># enrolled marginalised young people completing and passing vocational training courses by end of project</p> <p># marginalised youth completing and passing an apprenticeship with a certified master crafts person by end of project</p> <p>% of participating young women and men who demonstrate increased knowledge of key life and employability skills such as self esteem confidence , hospitality readiness prior to and after life-skills and employability skills training.</p> <p>% of 270 master craftspeople and community-based vocational courses who are rated satisfactory or better during bimonthly quality assurance visits</p>



	<p>R2 Marginalised young women and men access financial services and employment opportunities</p>	<p># of young women and men participating in Youth Savings and Loans Associations at baseline and end line (as proxy for access to informal financial services)</p> <p>Increase in the % of sample young men and women who have taken loan in the past 12 months (via YSLAs or formal financial institutions) and successfully repaid this/are on track to repay this at end of project vs baseline</p> <p># of YSLAs that have joined an IMA</p> <p># of IMAs registered and linked to formal financial institutions</p> <p># of young men and women who enter employment as a result of job-linking services within six months of graduation</p> <p># youth businesses successfully registered with support from the project, and increase in % of sample young men and women who have a registered business at end of project vs baseline</p> <p>% service contracts under the action which are awarded to youth businesses</p>
--	---	--



	<p>R3 Increased knowledge among young men, women, and employers of government policies and services, and of labour market information</p>	<p>% of sample young men and women who demonstrate increased knowledge of social protection schemes, government services which support young people's livelihoods and employment rights at end of project vs baseline</p> <p>Increase in % of young women and men who have made an application to the Youth Development Fund by end of project vs baseline</p> <p>% of participating private sector employers who demonstrate increased knowledge of employment laws, social protection schemes and government services</p> <p>% of sample young women and men who can correctly identify an increased number of ways to identify job opportunities and find out what skills are in demand by the end of the project vs baseline.</p>
	<p>R4 Marginalised young women and men are empowered to represent their interests in the labour market and government decision making processes.</p>	<p># youth advocacy plans developed by Youth Livelihood Forums and being implemented via regular interface meetings with government and forums with the private sector by the end of the project</p> <p>% Youth Livelihood Forum members who feel more confident to approach duty bearers (disaggregated at community, district and national level) at end of project vs baseline</p> <p># publications, webpages/social media pages, radio and TV shows developed in the action deriving from youth input</p> <p>Increase in # of district government authorities who are regularly engaging with youth interest groups on livelihood matters and have budget allocated to continue to do so, at baseline and end of project.</p>



Rationale of the project

The recent researches show that Tanzania's economy has seen steady growth rates in recent years and there are growing opportunities in Tanzania for young people – for example, a large investment is being made in Mtwara and Lindi in the gas and oil industry, which will offer significant job opportunities. Despite the presence of different opportunities in their localities, the marginalized youths have rarely information about these opportunities and hence are unemployed and fail to utilize these growing opportunities fully that would lead to increase in their daily income and consequently improve their wellbeing.

Purpose of the baseline study

The purpose of the baseline study is to collect detailed baseline data on ALL project indicators as noted above to enable changes/improvement in youths (female, male and disabled) especially those who are directly benefiting from this project and duty bearers to be measured over the course of the three year project. The baseline study will collect quantitative data where available as well as qualitative data behind such indicators above. The data collected will be used as the benchmarks on tracking changes taking place to the marginalized youth (female and male) who have been enrolled for vocational skills training. Primarily it will be used by project staff to report on how we are progressing to meet the project overall objective through its specific objectives in regard to the project as the baseline will be conducted against the MEL framework of the project and will help Plan International Tanzania and other key implementing partners to set the current benchmarks and set programmatic targets for the project period to track the progress/achievements of results through having data.

Scope and focus of the baseline

The study will be conducted in **all five regions**; with coverage of nine (9) districts **where YEE Project is being implemented**. The youths sampled in consultations will be those planned for coverage of the project enrolled in batch one commencing in October 2015. The baseline survey will be administered through a structured questionnaire to be distributed to all youth who have been selected and enrol to undertake vocational trainings in the centres where YEE project is being implemented



Process and Methodology

The study will include the collection of both qualitative and quantitative data and will be divided into two major sections:

3. *Secondary data review:* In order to conduct the baseline, any secondary sources deemed relevant in the project regions will be reviewed, such as the Tanzania Demographic survey or any existing studies on youth economic empowerment in the regions. Other data sources will include the district profile, reports and plans for all nine districts. Secondary data will be collected at through reviewing documents from the existing structures, relevant government ministries (Ministry of Information, Youth, Culture and Sports, Ministry of Labour and Employment), LGA departments, ward and district offices as required by the MEL framework.
4. *Primary data collection:* Data from the field will be collected from the enrolled youth (female and male including youth with disability), segregated by age through distribution of questionnaires to all youth and in case of those who cannot read and write, a face to face interview will be conducted to the particular respondents in each centre where vocational trainings are being conducted to identify the existing situation on the ground for the particular marginalized youth as related to the indicators in the Monitoring, Evaluation and Learning (MEL) framework.

Proposed sample size and data collection process:

As far as this is a cohort study for the batch one marginalized youth beneficiaries enrolled, therefore all selected marginalized youth (male, female, and disabled) from all regions will be involved in this study. In total 1040 youth (female, male and disabled) will be interviewed in all regions/districts where the project is being implemented. Tools will be developed to capture both quantitative and qualitative data which will reflect age and gender disaggregation.

In addition to directives from Plan UKNO is requested to suggest further tools that are required for ensuring that all the information required in the M&E Framework is collected.

Baseline team composition:



In regard to data collection, data analysis, interpretation and reporting, Plan International Tanzania will coordinate and conduct the baseline and input data as required. This will be led by YEE Project Monitoring and Evaluation Officer, supported by Monitoring Specialist with technical advice from the Head of Monitoring, Evaluation and Research Department. Project Coordinators from Plan International and VSO as well as VETA coordinators in the YEE project implementing areas will be involved for coordination purposes. The data entry process will be supported by two data entry clerks who will be temporally hired for the particular exercise.

Timeframe

It is expected that the baseline study will take

Tasks	Responsible people	Time-frame
Desktop review	M&E Officer	3days (21 st – 23 rd Oct. 2015
- Review and Develop appropriate tool/tools for baseline survey	M&E Officer/M&E Manager – UKNO&Head of M&E – Plan International Tanzania	2 days (22 nd – 23 rd Oct. 2015)
• Conduct and supervise data collection.	M&E Officer & Governance and Advocacy Officer	4 days – Dar es Salaam (Ilala, Temeke) 2 days – Kisarawe 2 days – Kibaha 2 days – Ifakara 4 days – Lindi Region (Lindi Dist.&Municipal) 4 days – Mtwara Region (Mtwara dist.&Municipal)



<ul style="list-style-type: none"> • Data analysis, report writing, and sharing. 	M&E officer	Two weeks- after data collection exercise
---	-------------	---

Report format

If there will be no specific format the baseline report must contain the following sections:

1. Contents page
2. List of abbreviations/acronyms
3. Executive Summary (max 2 pages)
4. Background/Introduction (short description of context and project, including objectives)
5. Methodology (what/by whom/ how (=tools) data was collected, sample size, limitations)
6. Key findings and Analysis (conclusions): This section should include a summary table showing information against each of the project indicators. It is critical that there is baseline data for each one.
7. Recommendations
8. Annexes, these might include:
 - Itinerary/schedule
 - List of people/organisations consulted
 - References/ list of documents reviewed
 - All data collection tools (questionnaire, FGDs questions etc)
 - Full data tables/graph of the results
 - The ToR



The main report will be **short and concise will be provided through** having 2 check-in points before the final report is shared, as follows:

- (i) **First Draft Report:** The first draft report will be provided and shared with key stakeholders for comments.
- (ii) **Second Draft Report:** A second draft report incorporating comments from Plan International and the stakeholders.
- (iii) **Final Report:** After incorporating comments from the second draft, a final report will be produced.

Report Utilization and Dissemination

The summary of findings that will be generated with this report will be shared with all programme stakeholders including the key implementing partners and youth themselves. The data will also be used to fill in the Monitoring, Evaluation and Learning framework as well as ensuring proper implementation plan for the project in order to reach the target and inform different development plans for the government at all levels.

Duration: The baseline will take place from the last week of October and be completed by the end of November/early December 2015.

Annex II: Data collection tool/Questionnaire

YOUTH ECONOMIC EMPOWERMENT (YEE) PROJECT

Tool # 1: Basic Baseline Tool
(This is for all youth enrolled in all Centres)

BACKGROUND DATA	
-----------------	--



1. Data Collection Period:		Village/Town:	
2. Questionnaire Number:	:	District/Commune	
3. Program Unit:		Province/District/Department/Region:	
4. Interviewer's Name:	.	Country	
		Name of the Training Institute (provider)	
5a. Name of Interviewee:			
5b. Address (email/postal add:			
5c. Phone number:			

GENERAL INFORMATION

6.	Sex of the respondent	1. Female 2. Male
7.	Age category	1. 15-19 2. 20-24 3. 25-29 4. 30-35
9.	What is your level of education? (Please specify your area of education/ training)	1. Primary 2. O-Level Secondary 3. A-Level Secondary 4. Vocational training 5. Collage/University 6. Not attended any level 7. Others (Specify) _____



10.	Do you belong to any of the following categories? (7 categories as in application form)	<p>8. Sponsored Children (SCs – m/f 15 – 35 years) in Plan working areas</p> <p>9. Youth (m/f 15 – 35 years) with Disability</p> <p>10. Orphans (m/f aged 15 to 35 years)</p> <p>11. Vulnerable youths (m/f, 15 - 35 years) from single parent family</p> <p>12. Young mothers (aged 15 to 35 years)</p> <p>13. Youth from risk/hazardous environment (Commercial Sex Workers – CSWs, aged 15 - 35)</p> <p>14. Youth from vulnerable family who have been identified in the following: (Tick where appropriate)</p> <table border="1" data-bbox="821 701 1555 1020"> <thead> <tr> <th data-bbox="821 701 1367 768">Vulnerability identification</th> <th data-bbox="1367 701 1555 768">Tick/Remark</th> </tr> </thead> <tbody> <tr> <td data-bbox="821 768 1367 877">Identified by village/street social committees,</td> <td data-bbox="1367 768 1555 877"></td> </tr> <tr> <td data-bbox="821 877 1367 945">Identified by school committees</td> <td data-bbox="1367 877 1555 945"></td> </tr> <tr> <td data-bbox="821 945 1367 1020">Identified by child right committees</td> <td data-bbox="1367 945 1555 1020"></td> </tr> </tbody> </table>	Vulnerability identification	Tick/Remark	Identified by village/street social committees,		Identified by school committees		Identified by child right committees	
Vulnerability identification	Tick/Remark									
Identified by village/street social committees,										
Identified by school committees										
Identified by child right committees										
11.	Marital status?	<p>1. married</p> <p>2. widow</p> <p>3. divorced</p> <p>4. separated</p> <p>5. live together</p> <p>6. not married</p> <p>7. Others. Please explain</p> <p>_____</p>								
12.	What is your occupation?	<p>1. Entrepreneur/Self-employed</p> <p>2. Employed formally (mention job title)</p> <p>3. Others (specify)</p>								
13.	If self-employed, is your business registered?	<p>1. YES 2. NO</p>								



14.	How long have you worked for this organisation/ been self-employed	1. 1 – 3 months 2. 4 - 6moths 3. 6 moths – 1 year 4. 1year+
-----	--	--

15. Have you held any other previous positions with the organisation/company? 1) YES 2) NO.

16. If yes, how long have you held your different position? _____

State all your previous employments and period of time for each _____

Name of Organization/Company	Job title	Period worked for	Monthly income

17. Briefly describe your current work responsibilities

18. Reason for ending you last employment (if applicable)

a. Resignation b. Dismissal c. Mutual agreement d. Temporary job or apprenticeship had been completed	e. Suspension f. purpose of self-employment/business g. Family/ personal situation. h. Other. Please explain
--	---

19. If you have never worked before, please explain why not:

- Enrolled in an education course
- Under age
- No opportunities in the place where I live
- I was not happy with the remuneration I was given



- I have not been interested in having a job
- Other reason – please explain

20. Are you now interested in having a job:

1) Yes 2) No 3) Not sure

If no or not sure, please explain:

.....

21. If yes, please list the main reasons you would like to get a job:

.....

22a. What type of job are you interested in?

1) Employed with an organisation 2) Have my own business 3) Any of the above mentioned above

22b. What have you done in the last 3 months to get a job, or tried to change your current work situation?

Regularly looked through job advertisements and applied	Tried to start own business
Asked friends, relatives & others	Nothing, not bothered
Registered with the labour department and relevant agencies	Given up looking for a job
Approached potential employers	Have been taken formal training to learn new skills
	Applied for credit/ money to start own business
	Other, please explain

22c. What are the most Important characteristics of a job in your view :



Good salary & Benefits	Promotion
Interesting & Challenging	Easy Work
Achieve something	Helps people
Job security	Let me be my own boss
Good Boss	Power & prestige
Good people	
Recognition	Others
Time for family	

23. Are you a member of youth interest organisation?

If yes, which one?

24. Have ever made an application to the Youth Development Fund from the government?

If yes, was the application successful? Please provide details

25. Have you ever participated in Youth Savings and Loans Associations? 1) YES 2) NO

If yes, please provide details

26. Are you currently participating in any Youth savings and Loans Associations?

1) YES 2) NO

If yes, please provide details;

.....

27. Have you taken loan in the past 12 months (via YSLAs or formal financial institutions?)

If yes, have you successfully repaid the loan/are on track to re-pay?

1) YES 2) NO



28. Do you know any support provided by government (through ministry/government department responsible for youth) to enhance youth development programmes/projects? 1) YES 2) NO

29. If YES, list any opportunities/support you know the government is providing to youth in enhancing youth development programme/projects in your areas

.....

.....

.....

30. Which opportunities do you think are available in your areas? Please, list as many as possible

i)

ii)

iii)

iv)

v)

vi)