Extended Introduction to programmes in Vocational Training, Skills Development and Entrepreneurship

Annex to Final report to the Swedish Embassy, Tanzania

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1.1 Extended introduction to programmes and interventions

1.1.1 The Institute of Adult Education implementing IPPE

The Institute of Adult Education (IAE) was established as a parastatal organization under the Ministry of Education in 1975. Its mission is capacity building – training of educators and creating opportunities and promoting enabling learning environment for all those who cannot access education through the formal system. The IAE performs its academic functions through its four academic departments namely:

1. Adult and Continuing Education Studies
2. Regional Centres Coordination
3. Distance Education
4. Mass Education and Gender Development

Through the department of Adult and Continuing Education Studies, the IAE conducts Certificate, Diploma and bachelor programs in Adult and Continuing Education. It trains Adult Education practitioners who upon graduation mainly return to the community to undertake planning, implementation and management of Adult Education Programs and other community based development projects as actors or collaborators at various levels.

Vocational Education is not at the core of IAE’s training, but one of the programmes has a vocational training component, namely the Integrated Post-Primary Education Programme (IPPE), which was developed by the Distance Education department together with UNICEF. It is non-formal education programme designed to provide integrated knowledge and skills to youth and adults who have gone through basic education, for example Primary education, Complementary Basic Education (COBET) and Integrated Community Adult Education (ICBAE). The programme has been piloted in seven districts (Temeke, Bagamoyo, Magu, Siha, Makete and Mtwara Rural and has provides technical and practical skills to 1410 out of school adolescents and young mothers in 30 Open Schools. IPPE provides second chance learning opportunities and equipping adolescents’ skills for self-employment. The funding has not been secured for the next phase of the programme, when the material is planned to be translated to Kiswahili and move from pilot to a country wide programme.

The rationale of the IPPE programme is to:

- Meet the demand for continuing education for secondary school drop-outs,
- Expanding choices for primary school leavers who fail to secure a place in formal secondary education
- An avenue for continuing education in higher levels for COBET learners
- Growing demand of further education by VET graduates
- Demand of equipping school leavers with knowledge and skills to contribute significantly to personal and work-related skills
Increasing access and equity at all levels of education in order to meet the demands by the government to obtain basic education for all.

The learners study three IPPE components: Academic Skills (AS), Vocational Skills (VS) and Generic Skills (GS). The Academic Skills matches the National Curriculum for formal ordinary secondary education with maths, English, Kiswahili, Biology, History, Geography, Civics, Commerce, Book keeping, Information and computer studies.

The IPPE curriculum is also designed to help learners to develop vocational skills or practical work skills. This responds to the factual need of the learners in terms of knowledge and skills so that they can survive in the society by increasing their employability. The Vocational Skills constitute 14 Trades at Grade 3 Level offered by the Vocational Education and Training Authority (VETA). The trades are Cookery, Motor vehicle mechanics, Welding and fabrication, Plumbing, Carpentry and Joinery, Tailoring and needle work, Masonry and Brick Laying, Motor Vehicle Driving, Electrical installation, Electronics, Agriculture, Animal Husbandry, Secretarial Skills and Music.

The Generic Skills focus on helping learners to acquire a range of skills essential for economic activities and social participation by linking with actual practices within the communities. This component includes six themes from which candidates shall select at least three at any one stage. Along the same lines, generic skills shall be part of a Foundation course providing learners with basic introductory elements derived from six themes. The list of themes for the Generic Skills component are Health Education, Traditions, cultural practices and moral values, Income Generating support systems, Cross cutting issues, Civic Education and Life Skills.

The Mode of Delivery is also interesting because the learners of the programme learn through Open Distance Learning (ODL) which includes the following modalities:

- A learner studies on his/her own without a facilitator/Tutor most of the time.
- Face to face sessions when the learners meet with module facilitators (6 times per year).
- Local group discussions: the study groups have been formed in respect to their localities.
- Online support: Learners communicate with their modules facilitators by using mobile phones both individually and through teleconference.
- E-learning: Both facilitators and learners use emails to communicate on matters pertaining to their academic issues such as sending and receiving of assignments and feedback from facilitators.

**1.1.2 COSTECH**

The Commission of Science and Technology (COSTECH) coordinates all research in the country, is in charge of research clearance and provides research grants. From a skills development, entrepreneurship and job creation perspective, it also houses a number of innovative initiatives, including the Dar Teknohama Business Incubator (DTBI), which promotes the growth of ICT technology-based emerging companies.
COSTECH coordinates a large Innovation Systems and Cluster programme, with funding from SIDA. The programme was initially coordinated by the College of Engineering and Technology at the University of Dar es Salaam and eight pilot Cluster Initiatives were piloted, based on joint proposals by representatives from academy, industry and government, i.e. the core players in the Triple Helix model. The eight pilot clusters (2006-2007) were Metal works and Engineering in Morogoro, Seaweed farming in Zanzibar, Tourism in Bagamoyo, Mushrooms in Dar es Salaam, Nutraceuticals/phytochemical, functional foods in Dar es Salaam, Sisal in Tanga, Small scale fruits and vegetable processors in Morogoro, and Vegetable seeds in Arusha and Kilimanjaro. During a follow-up phase (2007-2009), 11 new clusters were launched: Rice processors in Morogoro, Textile and Garments in Dar es Salaam, Building and construction, Cultural Heritage Tourism in Tanga, Wood Carving in Dar es Salaam, Small Scale Gemstone Mining in Kilindi, Educational Services, ICT in Dar es Salaam and Biofuel. Four of the pilot clusters were extended: Tourism and Cultural Heritage, Mushroom, Seaweed, and Metalwork and Engineering. An evaluation in 2008 and the overall finding was that most clusters continue to exist, with positive economic and gender outcomes. However, the impact on University was found to be low (Rath et al 2012).

In 2011, the program was transferred to COSTECH. Currently, there are around 30 clusters operating in nine regions: Morogoro, Dar es Salaam, Mwanza, Kigoma, Babati, Singida, Dodoma, Arusha and Zanzibar. Some clusters consist of the same type of business, while other clusters constitute of actors that are part of different components of the value chain. The level of engagement of LGAs has influenced the activity and number of clusters operating. For example Morogoro has been very active and promoted seven clusters. COSTECH has provided seed funding to additional cluster initiatives. SIDO is providing training in business management for cluster facilitators and provides cluster support. Some clusters have obtained funding through Equity bank and SACCOS supported by CRDB. A weakness pointed out by Mr Kabuje from COSTECH is that some of the facilitators were trained a long time ago, they tend to train very few clusters and some do not have the passion as facilitators. A challenge within the clusters that needs to be addressed according to Mr Kabuje is record management and entrepreneurship skills. There is also a need for more R&D through academic institutions.

1.1.3 Small Industries Development Organisation (SIDO)

Small Industries Development Organization (SIDO) is a parastatal organization, established in 1973 with support from the Tanzanian Government and SIDA. In the new strategic plan (2014/2015 to 2016/2017), the following five objectives are outlined:

1. To facilitate SMEs access to technology, infrastructure and technical services.
2. To facilitate business skills development services for SMEs.
3. To facilitate SMEs access to markets and information.
4. To facilitate SMEs access to finance
5. To enhance operational capacity of the organization.
The main focus in the new strategic plan is growth and sustainability of established SMEs but also continue the establishment of the new SMEs in different sectors including emerging business opportunities in new sectors. SIDO is supported by the Government, local government authorities, private sector and development partners such as IFAD, JICA, UNIDO, KOICA, ILO, ITC, NSIC, WTO, CIDA and SS-GATE. The main clients are formal and informal sector enterprises ranging from micro to medium enterprises in rural and urban areas. The market segment are pre-start-ups, start-ups, existing SMEs, and service providers to SMEs.

In the new strategic plan, the following were achievements under the previous strategic plan (2010-2013) SIDO produced machines and small equipment, spare parts and technical enhancement services, conducted industrial diagnostic studies, enhanced technical capability and upgraded skills. SIDO also collaborated with the local government authorities to set aside 147 plots for SME development around the country. 494 business stalls were completed on Industrial Estates and called for PPP arrangement in developing the industrial estates’ infrastructure and to work in clusters. During the past three years, 575 skills upgrading courses were conducted involving 5,748 artisans and technical support services (working tools and business development services) were provided to 17,390 artisans.

62 industrial buildings were renovated to create working space for technology and business incubation, implemented in Singida, Shinyanga, Mara, Iringa, Mtwara, Tabora, Mbeya, Lindi, Kagera, Manyara, Ruvuma, and Dar es Salaam regions. 531 new incubation units were supported and technical services provided to 876 existing incubates.

In total, 2,082 training programmes for SMEs were conducted, attended by a total of 61,630 participants, in trades such as leather tanning and products, food processing, bamboo craft, tailoring, food processing, tie and dye and honey processing. SIDO has a One District One product (ODOP) strategy with the result that 607 new industries were established in 122 districts, 289 products, mainly food based. 7,888 jobs were created through the ODOP strategy - an average of 12 per industry. 13,106 existing industries were given support through loans, training, advisory services and marketing.

SIDO also supported the formation of 533 cooperatives and associations, they provide financial advisory services, such as linking entrepreneurs to SACCOS, and has managed the National Entrepreneurship Development fund (NEDF) for over 20 years. 53 percent of the loans were given to female entrepreneurs and SIDO estimates that the loans created 36,239 employment opportunities.

Youth are mentioned in the strategic plan in relation to Training cum Production Centres (TPCs), which is a source of opportunities for employment and income generation through hands on skills training and production. The current TPCs are: Food Processing Training Cum Centres (in Morogoro Njombe and Kilosa), Dodoma Leather Centre, DSM Natural Fibres, Usangi (ceramics) and Mwanza Sewing Centre, and Singida Honey Centre. SIDO has the ambition to strengthen these. Women are specifically targeted SIDOs strategic plan and has a specific unit working with female entrepreneurs - Women Entrepreneurship Development (WED). SIDO has a strong niche in the agro-industry, such as food processing, where women are important SIDO clients. SIDO also plans to reach more clients by Business Development Service (BDS) providers by establishing a database of BDS providers in the regions, and offer training to them.
SIDO is very much interested in contributing in the field of renewable energy, including Solar, Hydro, Wind and Biomass, important for energy supply for rural industrialization. Among the challenges outlined by SIDO are technology development and transfer, R&D of innovation, outdated and under developed infrastructure, tools and equipment (SIDO 2014).

The new Director General of SIDO, Engineer Omari Jumanne Bakari is determined to modernize SIDO. He was appointed by the President in December 2013 with a statement that his appointment focuses on creating employment opportunities through the effective use of Science, Technology and Innovation to Small and Medium Enterprises. Before joining SIDO, Eng. Bakari was a Senior Research Officer at COSTECH (COSTECH Blog 18 Dec, 2013). A new web portal will have real time data of enterprises in Tanzania and be a marketing avenue and communicate advisory services. SIDO recently signed an agreement with the Finnish Government to support small and medium sized enterprises, in particular women, to be linked to regional and global value chains. This is building on the support to an International Trade Centre, where SIDO is the coordinator. Also with funding from the Finnish Government, SIDO is also establishing a packing centre and a labelling and printing manufacturing wing. A collaboration which Bakari mentions is with Tabo Tex, where VETA and SIDO collaborates by supporting a handloom cluster in the creative industry value chain. VETA provides three months training and after this, SIDO continues the support with the production, and link them to printers and designers.

Bakari was inspired by the cluster model to promote innovation during a study trip to Sweden where he visited the Swedish government agency VINNOVA, which promotes innovation through funding for needs-driven research and collaboration between companies, universities, research institutions and the public sector. He is also inspired by the Occupational Village concept in Vietnam where whole villages participate in one industry, such as recycling of plastic material. Currently, as mentioned in the section about COSTECH, SIDO is indirectly supported by Sida through the Innovation Systems and Cluster programme.

The DPC lead consultant for this assignment joined Bakari on a visit to the SIDO industrial estate close to the airport in Dar es Salaam together with the new Director of Finance at the Ministry of Trade and Industry. There are technology and business incubators within the estate, including food processing incubators. There was on-going training in soap production and basket production, mainly attended by women. The space is huge and largely underutilized. Mr Bakari sees the potential of induced clusters within the industrial estates, which have land in every region. Mr Bakari sees the potential for cross-generation skills transfer by utilizing retired people to equip youth with skills and to create an ALUMNI network. Mr Bakari makes the point that they have had experience donors who want to fund technical support, but not the physical infrastructure needed to implement the technical skills. He sees this as problematic because the support then stays on a theoretical level rather than being applied.

1.1.4 Department of Youth

Within the Ministry of Information, Youth, Culture and Sports, there is a Department for Youth which deals with three main sectors:
1. Guidance and Counselling and Life Skills Training. This section deals with issues such as drug use and abuse, reproductive health, the girl child and young mothers.

2. Youth Empowerment and Mobilization. This section deals with Economic Empowerment of youth, mobilization of youth to start economic groups and ventures. They encourage university graduates to form companies and promote volunteerism.

3. Training and Skills Development. This section provides training to youth to enable them to run projects effectively, focusing on livelihood skills and entrepreneurship. The Ministry has youth training institutions in Mbeya, Kilosa and Moshi which provide tailor made programmes.

The Department of Youth administers the Youth Development Fund, which is a credit fund earmarked for youth from the Central Government. Research conducted in mid-2000, found that there were problems with mismanagement of funds and repayment of the loans, which often lacked conditionality. The system then changed and was distributed through selected SACCOS, with about 10 million Tsh per SACCO per year. Also this model did not work well. According to Dr. Steven Kisui, Assistant Director of Empowerment and Mobilization of Youth, there is a problem with repayment of the loans, with ¾ of the money not being paid back. New models and new models are now tried out, such as formation of new district youth SACCOS.

The Department of Youth collaborates to a great extent with different stakeholders. Dr Kisui mentions close collaboration with UNDP, ILO and UNFPA. The organisations Restless Development and Rally to promote volunteerism, a phenomenon which in his view was very weak. Dr Kisui puts forward a fruitful collaboration with the Swedish NGO Forum Syd, implemented in Mwanza and Kagera. The model is built from the perspective of good governance, with the understanding that good governance is difficult to apply if you are hungry, hence an entrepreneurship training component. Dr Kisui and colleagues from the Youth Department participated in the programme as trainers, which consists of 4-5 days of entrepreneurship, project management, leadership, information about SACCOS and good governance. Dr Kisui is a supporter of expanding the programme and build in a fund in the programme so that the youth can access seed money after the training.

1.1.5 Ministry of Agriculture and Ministry of Livestock and Fisheries

Under the Ministry of Livestock and Fisheries, there is a Livestock Training Agency (LITA) with six training institutes around the country, and there are Agricultural Training Institutes (ATIs) under the Ministry of Agriculture, Food Security and Cooperatives. These are the institutions that train government agricultural/livestock extension workers, offering certificates, diplomas and short courses. In order to qualify for a two-year certificate course, the requirement is Form IV, while the diploma requires either Form VI or certificate. In order to become an extension worker on a ward level, a diploma is often required. It is also possible to attend short courses, but these tend to be tailor made depending on the needs of clients such as NGOs or companies.

The Ministry of Agriculture is planning to establish special training courses on commercial farming for young farmers. Pilot projects are planned for Uyole (Mbeya) and Ilonga (Kilosa) training centres during 2014/2015. The plan for recruitment is that the village government
refers young people to the course and agrees to provide them with land. A weakness with this programme is that no study has informed the programme to see if it is viable and that there is a demand. So far, no funding has been secured.

1.1.6 A momentum for youth employment and government commitment

Between the 19-20 November this year, all regional commissioners were called to Dodoma to discuss Employment creation, with a particular focus on youth employment. There have been several international conferences where it has been agreed to commit to Employment, such as the Declaration on Employment and Poverty Alleviation from Ouagadougou in 2004. Last year in July, the Great Lake Countries signed a declaration on how to fight youth employment to promote peace in the region. However, according to the Director for Employment in the Ministry of Labour and Employment, Mr Msaki, it is now about time to bring these commitments down to the local level, hence the importance of the commitment by to the Regional Commissioners.

Government initiative to support livelihoods for youth include stipulations that five percent of the district revenue should be set aside for youth activities, and village land should be distributed. However, there is no regulation in place to enforce this policy. In 2013, Prime Minister Pinda challenged the National Housing Corporation (NHC) to support youth employment by buying bricks (sand-soil-cement) from youth instead of hiring a contractor.

NEEC is mandated to support entrepreneurship programmes and to tackle youth unemployment and underemployment. NEEC is an agent of the government which is constituted under the Prime Minister’s office. In 2013, NEEC lead the process to develop the National Entrepreneurship Training Framework (NETF), in collaboration with Tanzania Institute of Education (TIE), Tanzania Commission for Universities (TCU), NACTE, VETA and ILO. The consultants who developed the document were from the University of Dar es Salaam Entrepreneurship Centre (UDEC) and Institute of Management and Entrepreneurship Development (IMED).

Another NEEC initiative is a Business Plan Competition implemented earlier this year with 40 participants selected to undergo a two weeks programme through UDEC. Out of the 40, 20 remained and competed and the winners (beekeeping in Katavi, Fish farming in Morogoro and soap making in Dar es Salaam) received ten, eight and six million shillings respectively. The remaining 17 were linked to the CRDB and TIB guarantee schemes, where NEEC shares the risk with 30 percent.

TECC is a new institution established as a successor to the Business Development Gateway. The role of TECC is to leverage resources and skills aimed to promote an entrepreneurship culture among Micro and Small Business Enterprises and hence enhance private sector development and growth in Tanzania.

Kijana Jiajiri is a National Programme for Young Entrepreneurs of Tanzania, Kijana Jiajiri, which was officially launched on the 26 November 2014 by the Minister of State, Prime Minister’s Office, Investment and Empowerment, Honorable Mary Nagu (MP). A comprehensive background report to this initiative was produced with Mzumbe University senior lecturer Dr
Honest Prosper Ngowi in the lead (ANO Consulting 2014). The one year pilot of this national initiative is supported by the LNG\(^1\) and covers Lindi, Mtwara, DSM and Pwani. The programme is supporting the under-served youth across Tanzania to start up robust business. The goal is to tackle youth unemployment by helping young entrepreneurs create business for themselves and to employ others. The programme will be implemented by a partnership between National Economic Empowerment Council (NEEC), The Tanzania Entrepreneurship and Competitiveness Centre (TECC) and Youth Business International (YBI) and with the collaboration of national partners such as with SIDO, Tanzania Chambers of Commerce, Industry and Agriculture (TCCIA) and Tanzania Private Sector Foundation (TPSF) to deliver training and extend mentoring to support young entrepreneurs.

Youth Business International (YBI) is a global NGO with a mission to tackle youth unemployment by supporting underserved young entrepreneurs (18-35). YBI works in 40 countries and in 2013 supported over 14,400 start-ups. YBI is expanding its work to Tanzania to assist in increasing the impact and scale of assistance to young people delivered by Tanzanian expert organizations.

1.1.7 Business Incubation Programmes

Business incubation involves nurturing start-ups and small initiatives into independent and mature businesses. Business incubation involves aspects such as provision of a space and sharing of resources, advice and mentoring, improvement of business plans, and access to finance. Technical and Business Incubation was described in the SIDO section, but there are also others.

University of Dar es Salaam Entrepreneurship Centre (UDEC), established in 1999, is a major provider of entrepreneurship training courses, from weekend courses targeting small-scale entrepreneurs, to Masters courses. Since 2009, UDEC also has an Incubator facility with 14 Business Development Service (BDS) providers, among whom eight are working full time. The main target group to become incubatees are university graduates. The services offered are office space, training, counselling and coaching, linking with clients and working with the incubatees to deliver UDEC programmes. UDEC has been part of organising several business plan competitions, with TechnoServe, NEEC, Sokoine University etc. Among the winners, there are examples of businesses that have become very successful, such as the organic chicken farming Company AKM Glitters and the milk processing enterprise Shambani graduates (Charles, 2013). UDEC has also started a virtual incubation service supporting start-ups in the areas of consultancy, training and web design (www.udc.udsm.ac.tz).

Dr Donath Olomi, Dr Goodluck Charles and Dr Mariam Nchimbi are some of the prominent academicians who have built UDEC. Not unimportant in the context of this mapping study for the Swedish Embassy is that they have all studied for their PhDs through a collaboration between University of Dar es Salaam and Umea School of Business, supported by Sida). Dr

\(^1\) Liquified Natural Gas (LNG) plant, joint venture between BG Tanzania, Statoil, Exxon/Mobil, Ophir Energy and Pavilion Energy
Olomi has since leaving the Director position at UDEC built up the Institute of Management and Entrepreneurship Development (IMED).

The Dar Teknohama Business Incubator (DTBI) is an independent entity within COSTECH which promotes the growth of ICT technology-based emerging companies (www.teknohama.or.tz). It was initiated in 2011 with funding from the World Bank, COSTECH and Vodacom. DTBI is a hub for technology start-ups and value addition through the support, guidance, business management and access to markets and finance. Sharing resources is a way to lowering the costs, and sharing a space also provides opportunities to network. DTBI’s board consists of members from the Private Sector, Government, Civil Society, Academia and Telecommunications. DTBI selects the best business plans and sign a 4-year agreement for incubation. The incubatees contribute to DTBI through a percentage of the gross turn-over. Some of the partnerships that have been created are with Techno Brain, Nokia, Tanzania Communications Regulatory Authority (TCRA) and Tanzania police force. DTBI also has virtual entrepreneurs in Arusha and in Kilimanjaro, and DTBI supported companies have participated in a number of conferences and exhibitions. One of the successful companies that has grown through DTBI is Magilatech, which has developed products such as Mobile Parliament which allows citizens to listen to parliament sessions free of charge through their mobile phones.

1.1.8 UN agencies – ILO, FAO, UNESCO and UN Women

ILO is the coordinating agency for the UN Joint Programme on Youth Employment where ILO, FAO, UNIDO and UN Women in different constellations address Sustainable Enterprise Development, Enhanced Labour Intensive Public Works, Agricultural Productivity, Skills Development, and Labour Market Information Support. This UNDAP programme has recently obtained funding from Sida.

The ILO initiative Youth Entrepreneurship Facility (YEF) in East Africa (Kenya, Uganda and Tanzania) has implemented a programme called Kazi nje nje! (Jobs are available!) together with 23 host/partner organisations with funding from Denmark. The idea is that young people (graduates) train their peers. To become a trainer, you go through a one year training which consists of 20 days. The components of the training consists of leadership, entrepreneurship and business development. The training is followed by a nine months attachment in one of the host/partner organisations around the country. After the attachment, they return to the training for a refresher course and certification. Ultimately, they returning to the district to support young entrepreneurs, using the ILO’s Start and Improve Your Business (SIYB) training programme. There are three main components taught:

1. Generate a business idea (3-4 days)
2. Start your business - focuses on developing a business plan and guidance on registration (4-5 days)
3. Improve your business - marketing, record keeping, stock control, business planning, manage people, costing, buying, labour laws etc.

The programme was implemented in a number of regions (Dar es Salaam, Mbeya, Dodoma, Iringa, Ruvuma and Arusha, Mwanza and Zanzibar between 2012-2013. Two Master Trainers
have trained 17 trainers from Restless Development and other organisations as well as district councils. While some of the trainers have become employed, 12 are still active in the regions. Jealous Chirove, Chief Technical Advisor of YEF in the three countries, mentions that an impact survey in 2013 found that more than 29,000 youth had been reached. Among the beneficiaries, there was a mix of primary school leavers, secondary school leavers and youth with certificates/diplomas/degrees. 56 percent had started a business and employed on average 2.4 people. It was important for ILO to train trainers through organisations and institutions for greater impact. The trainers in the alumni network continue to provide training. Examples of companies and institutions that have bought their training services are Coca-Cola, Tanzania Breweries Company, Barclays, Equity bank, VETA and BRAC. The cost to buy all three modules is 100+200+300 USD.

Access to finance for the young entrepreneurs has been facilitated through the programme by creating linkages to financial institutions, such as Equity Bank and different Micro-finance institutions. Contacts with Community Banks in Kilimanjaro, Moshi and Mbina have also been established, as well as non-formal financial services through establishing VICOBA groups through (Social and Economic Development in Tanzania (SEDT)).

In July this year, YEF established an E-learning platform through Moodle (moodle.itcilo.org/siyb) where you can register for free and go through the modules. So far, 6,500 have registered in the three countries. Less than 30 percent of those are youth who have gone through the face-to-face training, which implies that many more youth are being reached. The ILO YEF initiative was funded by Danida and is ending in June 2015, unless new funding can be obtained. New funding has been secured from the European Union for the Uganda programme.

The YEF programme has not collaborated with the Skills Development Component and Mr Chirove recommends that for the next phase, the Enterprise department should collaborate with the Skills department. ILO has partnered with the MasterCard Foundation on a five year programme (2012-2016 called Work 4 Youth (W4Y), and Tanzania is one of the 28 countries involved. A Labour market transitions study has been produced. There is an apprenticeship programme in the tourism sector in collaboration with VETA, the Tanzania Tourism Board and the Association of Tanzania Employers (ATE). Eight to nine hotels in Dar es Salaam are hosting 15 apprentices. For the first 15 apprentices, the programme is covering the costs, but for the next 15, the agreement is that there will be a 50/50 cost share between ILO and the hotels. There is also an informal apprenticeship programme where apprentices in motor vehicle mechanics go through a trade test and get certification from VETA.

Work 4 Youth (W4Y) is a five years (2012-2016) ILO in partnership with The Mastercard Foundation where the aim is to “promote decent work opportunities for young men and women through knowledge and action”. The programme is implemented in 28 countries, including Tanzania and focuses on youth between 15-29 years. It was found that there is insufficient data on supply and demand of labour focusing in youth and two surveys were conducted: School-to-work Transition Survey (SWTS) and Labour Demand Enterprise Survey (LDES).
1.1.9 FAO - Farmers Field Schools

The Food and Agriculture Organisation (FAO) has carried out a programme in Tanzania and Malawi within their “Decent Rural Employment” initiative, with support from Sida, using the Junior Farmer Field and Life Schools (JFFS) model. Youth between 15-30 years of age already engaged in farming are recruited through SACCOs. They undergo a two-week intensive training in entrepreneurship and technical training in agriculture, with the intention that the trained youth will in turn train others. FAO has developed a curriculum for this training. The programme was implemented in Mainland Tanzania (Singida, Ruvuma, Mbeya, Iringa, Manyara, Arusha and Kilimanjaro) focusing on maize and sunflower production. It was also implemented on Zanzibar, focusing on bananas and tomatoes for the hotel industry. The youth were trained by Master trainers—government employees from the Ministry of Agriculture—who in turn have been trained by international FAO consultants. The programme was implemented with support from Tanzania Federation of Cooperatives (TFC) and Cooperative Union of Zanzibar (CUZA) between 2011 and 2013 and is now being phased out. 120 youth were trained, among whom around 50% in turn have trained fellow youth in groups of 20, with support from the government agricultural extension officers.

The challenge is now to encourage the Government to take ownership of the programme. FAO is now in the process of putting a Memorandum of Understanding in place with the Prime Minister’s Office-Regional Administration and Local Government (PMO-RALG). Programme challenges mentioned by FAO were the recruitment of youth, especially female youth, through SACCOs since SACCOs tend to have older, male members. This was partially solved by increasing the maximum age from 24 to 30 years. It was also a challenge for girls to get permission by the parents or husband to travel to attend the training. In addition, it was a challenge to find a methodology that suited the youth segment. A youth angle was needed because it was found that the traditional workshop model did not work. A second edition of the JFFS manual is planned that will comprehensively include gender and HIV issues (interview with Stambuli Baraka during a previous study for SDC about opportunities and bottlenecks for youth in rural Tanzania (Helgesson Sekei et al 2014).

1.1.10 UNESCO - Tourism, Cultural heritage and Creative Industries

UNESCO is a capacity building and research institution. In relation to vocational training, skills development and entrepreneurship, support is provided to strengthening Teacher Education Coordination access to resource centres, support the implementation of the TVET Development Programme and focus on increased participation of females in TVETs.

UNESCO is a strong supporter of cultural heritage and creative industries and is planning to support the development and implementation of a national strategy towards strengthening cultural and creative enterprises. UNESCO will also provide technical assistance to create linkages between cultural and creative industries, tourism and entrepreneurship clusters in Higher Education Institutions (UNESCO Country Programming Document 2011-2015). This is important for employment and self-employment opportunities of youth in Tanzania where tourism is one of the largest industries. Almost one million tourists per year visit Tanzania.
Many tourists come for cultural experiences and visit places such as Stone Town on Zanzibar, Bagamoyo and Kilwa, all on UNESCOs World Heritage sites.

Zulmira Rodrigues, UNESCO Country Representative and Jennifer Alima Kotta, Education Officer, are enthusiastic about technical training and to focus on specific trades and skills. Hospitality, language skills, history knowledge, trades for the production of crafts, art, souvenirs, food products, soap etc. in attractive packaging are important components in the tourism industry, both to be consumed in hotels and sold in shops. Creative industries in terms of music and fashion have great potential from the perspective of cultural tourism and tourism in general, as well as high standard agricultural products, dairy, fish farming, chicken production etc.

There are innovative projects in Tanzania which promote Green Economies and minimal use of space - attractive for youth and women who do not own land. Examples of this is mushroom and butterfly farming in the East Usambara mountains, realised with support from ILO and IFAD. There is also a potential to develop new technology to be able to take care of post-harvest loss by packaging dried fruit and vegetables such as dried okra and tomato powder.

Zulmira puts forward that there is a need to work in cultural, creative industries, tourism and entrepreneurship clusters, and to create linkages between the clusters. Zulmira has long experience from Mozambique where she worked with a project called Empresa Jovem (Youth Enterprise) where components such as Vocational Training, English, Literacy, Numeracy and South-South skills transfer through training and weaving machines from Laos to produce cloth for fashionable clothes. The activities were supported by the Dutch Government, the European Union and UNESCO and evolved in a Youth Centre in central Maputo called Mozarte, which is still active.

1.1.11 UN Women

UN Women was formed in 2011 and is supported by SIDA, The Norwegian Government, the Finnish government, USAID and the UN Delivering as One programme in Tanzania. UN Women promotes Gender Equality and Women’s Empowerment through e.g. leadership and political participation, violence against women and Budget and planning from a gender perspective. UN Women works closely with government institutions and has worked with Economic Empowerment in Tanzania since 2012. An important part of this work through gender mainstreaming capacity building in the Ministry of Industries and Trade. There are now gender focal points and trade officers, marketing officers as well as senior management have been trained. A gender analysis of The National Trade Policy, which is being reviewed this year, has been conducted. A gender analysis of the draft Intellectual Property Policy has also been conducted, in particular sections on textile and garments. UN Women is also supporting the Ministry in access to finance to women and has held a number of workshops with financial service providers to address issues of products, collateral, financial information as well as financial literacy. Another area of support to the Ministry of Trade is in the area of cross-border trade. Gender Desks have been established at the border posts and guidelines have been developed to implement cross border trade with SIDO and The Tanzanian Chamber of Commerce as partners. The support has facilitated mobilizing and forming platforms with
female leadership, who engage with government officials and aims to demystify cross-border trade through education and access to information, and also support the business side, for example by facilitating Certificate of Origin. A finding in a study conducted in 2012 was that women engaged in cross-border trade largely lack information about procedures, paperwork, duties and taxes etc. They therefore use informal channels and middlemen, which makes them vulnerable to bribery, harassment, violence and confiscation of goods.

Another Economic Empowerment support by UN Women is an access to Justice programme in rural Kilimanjaro, implemented through support to savings and loan groups by a UK Based organisation called Action on Poverty through a Tanzanian NGO called Kilimanjaro Information Exchange Consultancy Organisation (KWIECO). 46 groups have been formed, with around 1,000 women in total. Some groups have registered with a Community Development Bank. The groups are formed both for access to finance, justice, entrepreneurship training and business visits. UN Women also supports a Maasai Women Development Organisation with legal support related to property rights and inheritance, HIV/AIDS, and also through entrepreneurship and a Fair Trade Centre, i.e. economic empowerment alongside justice and health.

In relation to Vocational Training, UN Women works with The Barefoot College in India and which has established a Community Based Solar Engineering College in Northern Zanzibar. The UN Women support is through the Ministry of Empowerment, Social Welfare, Youth, Women and Children’s Development. The Ministry of Agriculture has provided the building, and the President on Zanzibar has been pushing the initiative. The Barefoot College approach is learning by doing. Many of the solar engineers are mothers and grandmothers, aged 30-50 years, semi-illiterate with primary school education or less. Apart from Solar engineering and installation, courses in candle making, chalk making are offered, and there is a demand for tailoring. Plans for producing sanitary pads is desired, but for this, equipment needs to be sourced from India. Although no certificates are provided, a shift in women’s role in the community has been observed. The teachers are paid through contributions from the community but there are plans to involve Community Development Officers to a greater extent. During the celebration of 50 years of independence in Tanzania, the Indian Government pledged funds to establish a Solar Engineering College in Mainland Tanzania. The FDC in Mtwara has been identified as the host of the College and the Ministry of Community Development, Gender and Children are now finalising the M&U with the Government of India to make it happen.

UN Women are scaling up Economic Empowerment initiatives, e.g. by focusing on the extractive industry. They are here engaging with the Ministry of Minerals, and have commissioned a study on policies etc. from a gender perspective. They are also supporting women in mining value addition and entrepreneurship training through SIDO and UNIDO.
1.2 INGOs, CSOs and other initiatives engaging in skills development and entrepreneurship through institutions and private sector engagement

1.2.1 NUFFIC support to Entrepreneurship training in VETA - EUVETA

VETA has worked with NUFFIC from the Netherlands for many years to train VETA teachers to conduct entrepreneurship training. Phase I was from 2005-2009 and Phase II from 2010-2014. The entrepreneurship programme in VETA is called Elimu ya Ujasiramali VETA (EUVETA) and is a collaboration between VETA, NUFFIC and Enclude Solutions (previously Triodos Facet). EUVETA has been implemented in two phases over four years. An Entrepreneurship Education and Training (EET) curriculum has been developed which has been adopted as the national VET entrepreneurship curriculum. The EET has been introduced in 120 VET centres across the country, both VETA owned and others. The emphasis has been on training teachers, in partnership with Morogoro Vocational Teacher Training College (MVTTC) where all teachers who will teach at VETA attends. Training of Trainers (TOT)s has been an important part of the programme a strong emphasis in the training has been on the pedagogical skills required to train entrepreneurship. By the end of 2014, 360 fully trained EET instructors will have trained over 14,400 VET trainees. A tracer study in 2013 of more than 800 VET graduates found that 51 percent had a job, 31 percent were self-employed and 18 percent were unemployed. This is an improvement from a study in 2010 when 34 percent were found to be unemployed. Self-employment was in particular common in the trades masonry, bricklaying, tailoring and dressmaking, and domestic electrical installation, hence the relevance for entrepreneurship training. A substantially higher percentage among the self-employed (64 percent) had seen self-employment as a desired opportunity rather than something they had resorted to due to failure in finding a job (EUVETA Newsletter, VETA 2014).

Marjan Duursman from Enclude Solutions has been working with the NUFFIC VETA support since the beginning and she has long experience of working with entrepreneurship development in Tanzania. She states that an important part of the success of the programme was that the curriculum built on both international and local best practices, was developed by a mixed team of international and Tanzanian experts, as well as the tutors themselves. The direct collaboration with MVTTC was also extremely important for the good turnout, and that Enclude Solutions has had local presence in Tanzania throughout the programme. Marjan emphasises that the pedagogical aspect of the training has been extremely important (¼ of the training) because teaching entrepreneurship well demands learning by doing through games etc., not traditional classroom teaching, and for this, the teachers need to be equipped with innovative tools.

1.2.2 SNV - Netherlands Development Organisation

SNV Netherlands Development Organisation, also with funding from the MasterCard Foundation, initiated an Opportunity for Youth Employment (OYE) project at the end of 2013. It is a five year project from 2014-2018 and is implemented in Tanzania, Mozambique and Rwanda. The target is to reach 25,000 youth, among which half of the target is for Tanzania. The focus in Tanzania is on Agriculture and Renewable energy and aims to match the market
demand with the young people’s ambitions. Tailor-made training courses are designed and then youth are linked to markets and employers, using a concept of Push, Match, Pull.

The Agriculture programme was implemented in five regions: Southern Highlands (Mbeya), Coastal region (Tanga), Central region (Dodoma & Morogoro), Northern region (Arusha/Manyara). 980 youth enrolled in the training trajectories. The sub-sectors included in the programme were livestock, dairy, horticulture, rice and edible oil-seeds. Partnerships with key market players such as the Tanzania Meat Company and Tanga Fresh resulted in on-the-job placements (internships) and a strong focus on market needs (SNV 2014).

The renewable energy programme was implemented in five regions: Kagera, Geita, Arusha, Kilimanjaro and Coastal Regions. Interventions were based on existing SNV RE projects: Results Based Financing (RBF) on pico solar products; Tanzania Domestic Biogas Programme (TDBP); Integrated Renewable Energy Services (IRES) and the Tanzania Improved Cook Stove (TICS). In total 800 youth were selected of which 315 have completed basic skills and technical training. The remaining 485 youth will start skills development training in year two of the project. Of 315; 250 youth have concrete access to on the job training with RE companies that have been contacted by OYE (SNV 2014).

ICT as a tool for data management, learning and linkages. Youth data management is based on an online database, which we established in partnership with the DataVision company. Additionally, this database is linked to an SMS system that utilizes youth mobile numbers to enable two-way communication. OYE will in year-2 upgrade this system with web application and social media interfaces to fully engage the youth in learning, networking and linking with markets (SNV 2014).

The OYE programme utilizes available training institutions when available and for this mapping study, a few very inspiring examples were provided during a meeting with the OYE team. SNV has signed an MoU with VETA and Dodoma Meat Company. Technically, VETA is good, but they have a small abattoir, and to be good, you need to slaughter many animals. The agreement is therefore that the trainees go through a short course which has been shaped for the purpose by VETA, OYE and Dodoma Meat Company. The components consist of three months training at the company, two months training at VETA, and then three months on the job training at the company. Out of 90 youth who are doing the on the job training, the company has announced that they will employ 60. Another example is from the leather production industry where an MoU has been signed between SIDO, SNV and the National Ranching Company (NARCO) (co-owned between the Tanzanian Government and investors from China and Oman). Here the model is that they co-design the training, which is provided by SIDO, and then followed by incubation for enterprise development at SIDO.

A key challenge identified in the annual report (SNV 2013) has been the partnership with private sector actors so that the programme is not regarded as a donor to private sector companies. A need for strategic cost-sharing is put forward where it is recognized that OYE invests in youth and that the private sector invests its share in getting skilled human resources.
1.2.3 Swisscontact

Swisscontact is implementing the rural skills development programme Skills Development for the Agriculture Sector (SDAS) that addresses the need for agricultural skills development among marginalized smallholder farmers and unemployed rural youth in Morogoro region. The project started in 2013 and will run until 2016 with funding from the MasterCard Foundation, but they have annual partnerships with different companies. 1,500 smallholder farmers and 1,500 and 1,500 rural youth are benefitting from the programme. The partners joining hands in the programme are VETA, LGAs, NGOs CBOs and the Private Sector.

VETA provides certification in Good Agricultural Practices (GAP) in Crop and livestock farming through Farmer Field Schools (FFS). VETA participates in the curriculum design, assesses the training by inspecting FFS sessions and issues certificates. A requirement to participate in the programme is that the youth are practicing farming. The test is not a written test, but the successful participation in a full farming/livestock cycle. According to Swisscontact, the certification process is important because it is an indication of quality for potential buyers of crops and livestock. VETA is still in the process to participate in the curriculum development.

Swisscontact also works with the Morogoro Vocational Technical Training College (MVTTC) under VETA. This year, ten MVTTC Master Trainers have been trained to train other trainers/facilitators in the way to deliver the training in the most productive way. This has been a challenge for most of the partners’ facilitators. Next year, the Master Trainers will start training the partner’s facilitators.

Access to land turned out to be an issue after the youth have gone through the programme and want to obtain a piece of land to farm on their own, after previously having practiced on their parents farm, for example. Swisscontact has therefore started to advocate that the village government should provide village land to youth for farming activities.

Another project implemented from 2011 through funding from the Master Card Foundation is ‘Learn, Earn and Save’. The program targets young mothers in particular to start a business or secure employment. In Tanzania the program covers four locations along Lake Victoria, in Kagera Region, Geita District (Mwanza), Mwanza Region and Mara Region. A typical learning Group Cycle lasts nine month and covers from awareness creation and mobilization, through technical and life skills training to linkages to financial service providers all important steps young people have to go until setting up their own business. The approach is a community based PPP and benefits from existing local structures and knowledge. Be it local government through Community Development Officers, community based trainers for the MAVUNO (HARVEST) informal savings and credit scheme or local entrepreneurs or institutions who train vocational skills. An important component of the program is close career guidance and counselling, business idea generation workshops and the formation of learning groups. The close monitoring shows that the program has a success rate of at least 78% after the first three cycles with youth enrolled in the program being employed or self-employed.

Swisscontact’s non-formal training model provides market-relevant skills to youth in subsistence agriculture economies in Africa and Asia between the ages of 16-25 who have never attended secondary school. The model delivers experiential entrepreneurial training
through small peer Learning Groups and enables young people to create their own jobs in a short period of time. In addition to customized occupational skills, the training curriculum includes life skills such as financial literacy and the importance of saving. Swisscontact also engages the local community to support its young people by encouraging mentorship programs.

1.2.4 TechnoServe

A programme which is about to the launched in Tanzania is STRYDE (Strengthening Rural Youth Development through Enterprise) by TechnoServe. It will be implemented in Mbeya region, with funding from the MasterCard Foundation and is part of a regional programme involving Kenya, Uganda and Rwanda, which started in 2011. Impressive results have been achieved so far, for example a 233 percent income increase (TechnoServe 2013). The programme contains a three months training in groups, followed by a nine months aftercare programme. To enter the programme, you have to be between 18-30 years, go through a literacy test (in your own language) and be willing to pay for transport to attend the training. During the first phase, the target of 15,000 youth was reached in the three countries, among whom 85 percent went into self-employment and 15 percent opted for employment. TechnoServe is planning for the programme in Tanzania right now by hiring staff etc., and estimates that the first training of youth in Mbeya will take place in August 2015. Tanzania is thus part of phase II of the programme, with a target of 48,000 youth in the region, among whom half will be in Tanzania.

1.2.5 Karibu Tanzania Association

Karibu Tanzania (KTA) was established in 1990 and has its office in Iringa. KTA has for a number of years operated with support from Forum Syd. It is an umbrella organisation where all 55 FDCs are members. At the core of KTA is to build the capacity of the FDCs through education programs, adult learning, pedagogical work, human rights, equity, gender equality, participatory approaches and rural development.

KTA has developed a large network of national and international partners. KTA works closely with the Ministry of Community Development, Gender, and Children and has a nationwide network with local administrations and CSOs. Karibu Sweden Association (KSA) is a sister organisation to KTA and together they facilitate sister school collaboration and exchange between Swedish Folk High Schools (members of KSA) and Tanzanian Folk Development Colleges. In fact, the establishment of KTA was a result of the collaboration between Swedish Folk High Schools and FDCs, which started already in the 1970s. There are currently 25-30 friendship collaborations. Some examples are Färnebo, Västerberg, Forsa, Sta Birgittas and Göteborgs Folk High Schools, which regularly visit FDCs in Tanzania such as Njombe, Iula and Ulembwe FDCs in Njombe and Iringa (KTA 2014).

During the last five years, KTA has grown and developed from being an organization run by just voluntary work with projects involving a few FDCs and with only a few partners into an NGO with a wider network of national and international partners, with projects involving more FDCs, and with a secretariat using employed personnel. The new strategic plan runs from 2014-2018 and has two main objectives:
● To strengthen young adults with a focus on young women’s rights and opportunities for active citizen engagement and to help them to gain the skills to acquire formal-sector employment, self-employment, or to continue their education even further.

● To strengthen FDCs as training institutions, institutions promoting gender equality, and as platforms for citizen engagement.

Mia and Maggid Mjengwa see a challenge of vocational education through FDCs in relation to VETA. VETA has changed its syllabus to make the language of teaching and exams English. This is a challenge for all VTCs, including FDCs, among some are VETA certified, since most students and many teachers do not have the English skills to teach and be taught in English. Exams given in English are thus a huge barrier to success. KTA will lobby to change the syllabus to define the language of communication to be Swahili so students and teachers will be empowered to teach and learn in their native language.

**The Mama Course Program**

The Mama Course Program; Right to Education is designed to support young women who have dropped out of school due to pregnancy in accordance with Tanzania’s primary and secondary school practices. The program recruits young mothers to FDCs together with their children for social rehabilitation and skill-building to advance their livelihood opportunities. The program offers a course that includes training in vocational skills, life skills, entrepreneurship and child care. Through training courses and advocacy, the program is raising awareness about women’s rights in society. The project also raises public awareness at the national political level and tries to accomplish attitude change at the local level to improve legislation that protects the rights of girls and young women who become pregnant while at school.

**Community Resource and Information Centres (CRICS)**

This project is an expansion of the Community Library project concept that KTA has developed. KTA is promoting the transformation of academic libraries into community resource and information centres within and beyond the FDC’s areas of operation. This program builds on the understanding that libraries are information and knowledge reservoirs. For any meaningful development to take place, information must be available and processed through discussions, study circles and debates. The program also aims at revitalizing a reading culture among community members and creates a well-informed society for citizen engagement and sustainable community development. KTA has developed a close cooperation with the NGO Femina Hip and are within this context running clubs and active learning activities for community members at these resource and information centres.

**In-service training programs: Distance Diploma Course in Adult and Continuing Education**

KTA, in cooperation with the Institute of Adult Education (IAE) and the Tanzania Teachers Union (TTU), has developed and conducted a distance diploma course in adult and continuing education for FDC teachers. The course increases the FDC teachers’ competence, pedagogical skills, professionalism, and knowledge about democracy and human rights, which aims to
strengthen the overall task of the FDCs to work with folk education, adult learning and community development. The course is now mainstreamed into IAEs activities.

**Distance Course in Institutional Leadership**

KTA, together with the Institute of Adult Education (IAE), has developed and run a distance institutional leadership course for principals and coordinators at the FDCs. Through the course, principals and coordinators will be better equipped to promote democratic practices, transparency, participatory methods, and will gain financial and administration skills.

**Football Development for Girls and Women in Tanzania**

KTA has recently entered a partnership with Tanzania Football Federation (TFF) and the Ministry of Gender, Community Development and Children, to enhance football development for girls and women in Tanzania. The programme will run between 2014-2018 with the strategy to bring about more gender equality and socio-economic empowerment for women. Source: KTA 2014.

**1.2.6 Plan International**

The international NGO Plan International has been working in Tanzania since 1991 with programmes in Dar es Salaam, Morogoro, Dodoma, Geita, Coast, Mwanza and Rukwa. Plan has 180 employees in Tanzania and five main programmes: 1) Healthy Life, 2) Safe Environment for Children, 3) Household Economic Security, 4) Early Childhood, Care and Development, and 5) Children and Youth Voice. Plan’s current strategic plan runs from 2011 to 2015.

Among these, of particular relevance for vocational training, skills development and entrepreneurship is the Household Economic Security programme which targets youth and women in particular. Among the goals are to improve capacity and access to financial services and literacy through the Village Savings and Loans Association (VSLA) model where informal savings groups are promoted. A programme goal is also to increase the use of appropriate agricultural technology, improved capacity of farmers to organise themselves for better market access, and increased access of youth to entrepreneurship skills and business opportunities. Within the Household Economic Security programme, there is a component of supporting work placements of VETA students in Mwanza and Mikumi and partner is the Future World Training Institute. The Canadian funded PAGES project aims to promote soft skills among vulnerable youth to increase the chances of employment in service industries and small industries. A newly established programme will focus on skills building and vocational education and training for people within the informal economy. The project is funded by EC and the partners are Plan, VSO and VETA. Another new Plan programme is a partnership with Accenture where the focus is on digital skills for youth where the aim is to encourage youth to start ICT related businesses. This programme is funded by the Netherlands.

Of relevance for skills development, entrepreneurship and access to finance is the Banking on Change Project which is a partnership between Barclays Bank, Plan International and CARE international. The focus is on savings-led microfinance by linking VSLAs to formal bank branches. The first step is to facilitate creation of apex organisations to clusters of 5-10 VSLAs, called Input Marketing Associations (IMAs). 80 percent of the groups are women.
Plan also runs the campaign “Because I am a Girl” which promotes girls rights and economic situations through education and skills building. Among the issues which the campaign addresses, are access to school, skills, livelihood, participation and protection.

1.2.7 Femina HIP

The national youth media platform Femina HIP work through print, radio, TV and social media to inform, inspire and motivate youth to take action. Build your Life, Protect your Life, Engage your Life and Connect your life are important agendas. The main vehicle is Fema magazine with a print run of 150,000 copies. It is distributed, among others, to more than 50 per cent of all secondary schools in the country. Many schools have Fema clubs where the magazines are read and discussed, along with other material and inspiration, such as economic empowerment initiative Ruka Juu, where the main vehicle is a reality TV entrepreneurship competition among young entrepreneurs. In 2011, the focus was on running small businesses in an urban setting and in 2013 the setting was rural and consisted of young farmers running agricultural businesses. Girl Power is a recent partnership between Femina HIP, the Economic and Social Research Foundation (ESRF), DPC, Christian Michelsen Institute (CMI) and NHH in Norway, and DPC. The programme aims to empower through a combination of Protect your Life (sexual and reproductive health) and Build your Life (entrepreneurship). The programme has been implemented as an extracurricular course in 60 secondary schools in Morogoro, Dodoma, Singida and Tabora, with local teachers as trainers. A control group of 20 schools allows for measuring the impact of the programme. The immediate follow-up study showed strong impact on both sexual and reproductive health and economic empowerment indicators. The long-term follow-up analysis is presently ongoing. At the latest annual youth conference in January 2015, the theme was “Career fare – Job creation in the ripples of the gas industry. VETA, VSO, Restless Development, GiZ, Radar Recruitment, Ipsos, Statoil and Shule Direct were participating in the career fare.

1.2.8 Restless Development

Restless Development is an international youth-led organisation with three main agendas: 1) Civic participation, 2) Livelihoods and employment and 3) Sexual and reproductive health and rights. Restless Development is funded by development agencies such as Sida and DFID. In Tanzania, Restless Development has presence around the country, not least through their volunteers (international and Tanzanians) who provide peer-education the community, including in schools. As mentioned above, they are also one of the host organisations of the ILO programme Kazi Nje Nje. Restless is one of the partners in the VSO initiative Making Education more relevant to future employment opportunities in Lindi. Restless also collaborates with the initiative Nikweli, which aims to connect low-to medium-skill service and blue-collar workers to employment opportunities. Candidates register details by phone (sms to an interface) and the employer pay per lead (www.nikweli.com).
1.2.9 Fundación Paraguaya

Fundación Paraguaya, also funded by the MasterCard Foundation, works with the concept of Financially Self-Sufficient Schools (FSS), through Sega Girls School in Morogoro and a network of around 20 schools in the region. This initiative is in a way a revival of the self-reliance agenda in Tanzanian schools, where schools had farms and the students learned to farm and generate income and food for the school. However, the self-reliance approach in schools was often misused and abandoned by making it a punishment to work on the farm, and production was for the benefit and income of teachers. Through Fundación Paraguaya, students set up Business Clubs. The schools come together during a festival where the products are displayed and sold, and where the best business club is awarded. Two excellent short films by Utafiti Film summarizes the programme and the festival and can be downloaded on Youtube.

1.2.10 BRAC, NAFAKA and RUDI - Skills Development and Entrepreneurship for Agricultural Development

Apart from Swiss Contact, SNV and TechnoServe, there are other initiatives in Tanzania where the focus is on skills development and entrepreneurship to promote agricultural markets in Tanzania, and where youth and/or women are explicit target group.

BRAC runs an initiative which in particular targets girls in rural areas is the Empowerment and Livelihood for Adolescents (ELA) programme. The programme offers reproductive health and entrepreneurship skills to adolescent girls through out-of-school youth centres. Girls above 18 years of age are offered loans. An evaluation of the programme in Uganda found positive economic and health impacts, such as increased likelihood of girls engaging in income generating activities through self-employment, as well as increased use of contraceptives, decreased probability of early pregnancy as well as decreased sex against the girls’ will (Bandiera et al 2012). These findings support the increased effect of economic and health training for empowerment of girls. The ELA programme is not particularly focused on agricultural development, but there may be synergies with the Livelihood Enhancement through Agricultural Development (LEAD) project, implemented by BRAC in Tanzania, supported by DFID. The project focuses on promoting agriculture (maize) and livestock (poultry) through capacity building of farmers through training in groups on demonstration plots, access to farming inputs, access to finance and market linkages. The programme is being implemented between 2013-2017 and aims to reach 52,000 farmers in 15 regions in Tanzania.

The staples (rice and maize) value chain programme NAFAKA, within the USAID funded Feed the Future initiative, operates in Morogoro region (Kilombero and Mvomero districts), Dodoma (Kongwa district) and Manyara (Kiteto district). It supports smallholder farmers, with a youth component built into the programme, where the focus is on developing youth as agro-dealers, service providers (herbicides sprayers and rice planters) and fabricators of labour saving technologies, such as developing manual weeder and planters with the purpose of selling them as well as to provide input services. This is seen as an entry point for youth to engage in farming. A challenge faced in the programme is to convince youth to participate due to limited access to land, start-up capital and risks associated with bad weather.
Rural Urban Development Initiatives (RUDI) is a local NGO which since 2007 has worked with promoting entrepreneurship in low-income rural areas of Tanzania through technical agriculture and business support. This is done through farmers’ associations in order to create employment and income generation through the establishment of agricultural small and medium enterprises. Currently RUDI is implementing projects in several regions in Tanzania including Morogoro, Iringa, Mbeya, Njombe, Shinyanga, Geita and Simiyu on three crops of rice, maize and beans. Through a collaboration with Femina on Ruka Juu, RUDI has managed to find methods to capture the youth market.

1.2.11 ALAT’s support to SULEDO Forest and Sawmill and related study from Mozambique

From a vocational education and skills perspective, the recent initiative to invest in a saw mill in the SULEDO forest in Kiteto District is relevant. The SULEDO communities (Sunya, Lengatei and Dongo) wards is supported by the Association for Local Authorities (ALAT) through strengthening Community Based Natural Resources Management (CBNRM). This geographical area was part of the Swedish supported Land Management Programme (LAMP). Jorge Maluenda is a forestry expert working for the Swedish consultancy firm Orgut and is based in ALAT. He is very much involved in the process to develop a saw mill in SULEDO, and sees this as a huge opportunity for the SULEDO communities to generate more income through increasing the value of wood by a local industry. This also means that job-opportunities are created, for which different kinds of skills are needed.

Jorge states that forest knowledge is high in the community, but there is a need to develop technical skills and financial management. A challenge is that the students who are trained in the Forest Training Institutes are not from the area, which means that local capacity is not built. The SULEDO project has therefore sponsored one male and one female youth from the community to take a two year diploma course. Jorge suggests that an investment in vocational training related to forestry should be two-fold - one towards saw-mills and one towards forestry economy. A lot of training does not, and should not, be conducted in training institutions but rather in the forest, and learn by doing. In the long run, there will also be a need for different kinds of skills in the forest, such as beekeeping. It is important that teaching material, policy documents is in Kiswahili, and not only in English, which is currently the case. This means that regulations cannot be challenged by the people who know what works and what does not work.

A challenge with Public Private Partnership which Jorge has observed working in SULEDO is that there is a risk that private companies become donor funded, rather than participating in projects because the effects are positive also for the companies. One example Jorge gives is the Kilombero Valley Tik Company (TVTC). Within the estate, there is only 1,4 percent deforestation while outside, it is 30 percent, which constitutes a threat to TVTC. However, there is a risk that donor funds instead of focusing on the problem - the 30 percent deforestation, instead focus on protecting the area where deforestation is not taking place by funding conservation activities to the company.
A feasibility study in Mozambique was conducted for the Swedish Embassy in Mozambique last year, on Vocational Forest Training using a Business for Development and Public Private Development Partnership Approach (Järlind et al 2013). The study is highly relevant for this report. An assessment of the skills needed, vocational training program to meet these was made, as well as analysing how a partnership between the embassy, the forestry association and others could be structured. The study found that the project is both feasible and relevant due to a total lack of skilled labour in the forest industry sector in the area (Niassa) and that the demand for a skilled labour was in high demand by the forest industry.

The components identified for the feasibility of such a project were: long-term investment plans, commitment from the government, availability of a Vocational Agronomy Training Centre where a Vocational Forestry Training Centre could be based, a TVET reform by the Ministry of Education, willingness by the forest companies to co-finance training, interest from the Embassy of Sweden to co-finance the project, involvement of ILO and UNIDO for overall management and implementation of the project, and the opportunity for poverty alleviation and improved livelihoods for potentially thousands of people in rural areas, with positive effects on gender equality and vulnerable groups. The feasibility study recommends that training takes place at the centre, as well as through satellite training at remote communities, and in-house at the forest companies. The study recommends that a Project Steering Committee is formed with representatives from the Ministry of Education, the Forestry Association, the companies, the Vocational Training Institute and ILO/UNIDO (Järlind et al 2013).

1.2.12 Tigo

The Mobile Network Operator Tigo, owned by Milikom, has created employment for many people who have become Tigo Pesa agents. Tigo is also actively promoting skills development and entrepreneurship through innovative approaches. Tigo uses corporate responsibility to fund projects with business potential.

Tigo has entered a partnership with the Dar Teknohama Business Incubator (DTBI) and COSTECH (described in section X on business incubation) to promote ICT and create youth employment. Through the programme, digital solutions to the society can be facilitated. Part of the support is to provide ten Master’s degree Scholarships, an internship program and employment opportunities for those interested in ICT.

Another initiative is “Tigo Biashara”, which is an entrepreneurship training course through the mobile phone for Tigo users. It is implemented through the Tigo Platform Tz.edume.com, but accessed through the phone. The target consumer is people aged 18-45, in particular women, in professions such as hairdressers, grocery sellers and barbers. The content is delivered on mobile through SMS and Interactive Voice Response (IVR) technologies. Interestingly for this study where English is high on demand among employers, Millicom has already launched English courses in Rwanda with effective outcome. The target is 100,000 users in less than one year, aiming to empower women both economically and socially. GSMA is an NGO which partly funds the programme and they will closely monitor the outcomes of entrepreneurship training. Apart from economic empowerment, Tigo also aims to build confidence and networking skills
for more social inclusion. The course is estimated to have 16 modules based on topics where each module will have 4-6 lessons of six minutes. The content is proposed to be sourced by using ILOs GET ahead (Gender and Entrepreneurship) and SIYB curriculum (Start and Improve your Business) (Tigo 2014).

Another Tigo entrepreneurship initiative is the Tigo Digital Changemakers competition which is open to social entrepreneurs who have creative ideas which would have positive impact on society and children. Two winners will get funds and the support they need to implement the idea, such as professional coaching and mentoring from Tigo and their non-profit partner Reach for Change. The support will be through the incubator facility Dar Teknohama business incubator programme under COSTECH. The idea needs to have a potential for digital technology, such as to promote connectivity and access to information for underserved populations or to increase impact in terms of scale.

1.2.13 BEST-Dialogue

This study is not a mapping of interventions related to improvement of business climate. However, closely linked to private sector development productive jobs, is to improve the business environment. BEST- Dialogue (previously BEST-AC) is a grant giving programme that assists organisations to create a better business environment, and works with membership, trade and business associations from the private sector (www.best-dialogue.org). The grants are intended to enable dialogue with government to change policies, laws and regulations. BEST-Dialogue is funded by Danida. From the BEST-Dialogue perspective, and of interest for this mapping study, is that in order to make it attractive to be an entrepreneur, or employee of an entrepreneur, the regulatory framework, policies and practices needs to be more friendly.

Some of the PSOs which BEST-dialogue support are working directly with the target groups in this study - youth and women, while others are relevant from a youth/women perspective because of the demographic situation in the country with a young population. Among the organisations supported by BEST-dialogue is VIBINDO, which is a network for street vendors, TACTO (Tanzania Association for Cultural Tourism Organizers), keeping in mind that creative industries are big employers in Tanzania. BEST-Dialogue also provide grants that are specifically focused on business environment for youth, such as COCODEI (Country Community Development Initiatives). TAHA (Tanzania Horticulture Association) is supported by BEST-Dialogue for dialogue with the District Agricultural Development Plan (DADP) and the SAGCOT area. Horticulture is a viable livelihood option for youth because it uses less space, is technical challenging, which means they need additional skills than their parents, and the harvest is two to three times per year. BEST-Dialogue has had a long collaboration with the Association for Tanzanian Employers (ATE) on the use of Skills Development Levy (SDL), which all formally employed people in Tanzania pay, and which has financed new vocational courses through the Tourism Confederation of Tanzania (TCT). BEST-Dialogue works a lot in advocacy through media, and has supported training of young journalists through Saint Augustine University Tanzania (SAUT) in Mwanza, the entrepreneurship programmes Ruka Juu and Boresha Biashara and they support more inclusive (women and youth) dialogue around local budget cycles. BEST also supports research, such as a currently conducted study on the political discourse around youth employment. In addition, BEST-Dialogue also has emerging cooperation with
organisations such as Restless Development to stimulate young entrepreneurs to organise themselves in Youth Chambers.

1.2.14 Praxis Trust Urban Youth Empowerment Support (YES), planned project

The Praxis Trust is based in Dar es Salaam and has a particular focus on Urban Youth, and has done work and research on the informal economy and street vendors. In a recent study with REPOA (Awinia 2014), it was found that youth often lack business premises and the procedures and cost for obtaining licence are prohibitive. There is an illegitimisation of youth enterprises which means that they are often in conflict with the law and have to pay fines and penalties, as well as informal payments and bribes.

As a response to this situation, Praxis is planning to initiate the programme Urban Youth Empowerment Support (YES). The aim is to increase entrepreneurial and life skills among urban youth in Dar es Salaam and Hai township in Kilimanjaro through introduction and linkages with Village Savings and Loan Societies (VSLs). The idea is that the intervention will involve increasing youth empowerment and active citizen agency through establishment of Urban Youth Enterprise Forums (UYEFs) to engage in dialogue with local municipal authorities to develop more friendly youth business environment. Friendly youth services include designation of more business premises, issuance of simple permits for youth to trade hence enabling them to start-up registered business, access credit services and trade. UYEFs will also assist in protecting youth from frequent evictions, fines and associated loss of trading assets and stocks due to lack of municipal recognition of their trading places. YES! Aims at increasing youth access to credit and financial services through entrepreneurship training, business care and financial advisory services, promoting youth access to credit services through cost-effective and time-saving mobile money services (MMSs), promote informal apprenticeship mechanisms, protection against worst-forms of child/youth labour exploitation in collaboration with unions representing informal sector workers and helpers, and local CBOs promoting social protection of vulnerable exploited children and youth in the informal economy. Though UYEFs and VSLs, promote life skills among targeted out-of-school youth to lead productive, healthy and eco-friendly lifestyles through increased awareness of sexual reproductive health rights (SRHR), occupation health safety, and early adoption of energy-saving technologies in life and their business cycles (profitable green businesses). The target is to reach 3,000 in and out-of-school youth. Praxis has established a relationship with Plan but is fundraising for the initiative (Praxis 2014).