

FINAL REPORT

Mid-Term Evaluation of the Opportunities for Youth Employment (OYE) Project Phase 2, Tanzania



Focus Group Discussion in Mwakatani, Kilosa (Morogoro District). Source: Own picture

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Abbreviations

CDO	Community Development Officer
DAC	Development Assessment Criteria
F2F	Face-to-Face
FGD	Focus Group Discussion
E4D	Employment and Skills for Development
E-MAC	Empowerment of Marginalized Communities
GIZ	Gesellschaft für Internationale Zusammenarbeit
GNI	Gross National Income
GoT	Government of Tanzania
HAPA	Health Actions Promotion Association
ICS	Improved Cooking Stoves
LGA	Local Government Authorities
LNOB	Leave No One Behind
LSP	Local Service Provider
MEL	Monitoring, Evaluation, and Learning
MJUMITA	Mtandao wa Jamii wa Usimamizi wa Misitu Tanzania
MSME	Micro-, Small and Medium-sized Enterprise
MTE	Mid-Term Evaluation
MWAYODEO	Mafiga Women and Youth Development Organization
NGO	Non-Governmental Organization
NSP	National Skills Platform
PAC	Project Advisory Committee
PMO-LYED	Prime Minister's Office – Labour, Youth, Employment and Persons with Disability
ProDoc	Project Document
PSE	Private Sector Engagement
OYE	Opportunities for Youth Employment
SEMA	Sustainable Environment Management Actions
SET	Skills for Employment Tanzania
SDC	Swiss Agency for Development and Cooperation
SNV	Netherlands Development Organisation
TACADECO	Tanzania Career Development Consultants
TCCIA	Tanzania Chamber of Commerce, Industry and Agriculture
ToC	Theory of Change
TPSF	Tanzania Private Sector Foundation
TVET	Technical and Vocational Education and Training
VSD	Vocational Skills Development
VEO	Village Executive Officer
WEO	Ward Executive Officer
YEC	Youth Enterprise Cluster
YLE	Youth-Led Enterprise
YSLA	Youth Savings and Loan Association

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We are impressed by the achievements of the project-team and the partners and their commitment to improving the employability of young Tanzanians.

Asanteni sana!

Vielen Dank/merci beaucoup!

Mange tak!

Executive Summary

Based on the lessons learned from phase 1, the Netherlands Development Organisation (SNV) in Tanzania launched the second phase of the Opportunities for Youth Employment (OYE)-project, co-financed by the Embassy of Switzerland and the Embassy of Denmark. The overall objective of phase 2 is to improve the livelihoods of 4,250 rural and peri-urban out-of-school youth between 18 and 30 years by increasing their employability. Through technical, vocational and life skills training, and post-training support such as access to finances (push factor), youth are prepared for (self-)employment opportunities. Market opportunities for employment and enterprise development (match factor) in promising sectors have been identified in project regions, Singida and Morogoro. The project aims at achieving the following three outcome:

- 1) Improved youth employability and youth accessed (self-) employment.
- 2) Youth inclusive market systems in two geographical clusters are improved and effective in promoting and improving youth employability and self-employment in a systemic manner.
- 3) Local government authorities are enabled to implement their mandate effectively driven by learning and regional knowledge development with evidence-based documentation.

Helvetas was mandated by SDC Tanzania to conduct a Mid-Term Evaluation (MTE) to assess the project's relevance, its effectiveness in achieving the desired results, its efficiency in terms of resource allocation, and its sustainability and long-term impact. The team applied a theory-based mixed-methods approach based on the OECD DAC evaluation criteria-list and used a desk review, key informant interviews and Focus Group Discussions (FGDs) to collect data.

The evaluation led to the following **key findings**:

- The project is relevant for the target group and addresses their needs.
- It is coherent with other ongoing donor initiatives, although coordination can be improved to foster synergies between the initiatives.
- The OYE-methodology based on the “Push-Match-Pull”-approach is a suitable approach to reach intended results. Currently, outcome 1 is on-track, whereas outcome 2 and outcome 3 are considered off-track. Out of the 12 outputs, seven are on-track and five off-track.
- The efficiency of allocating resources could be improved. Currently the project area is big and the project-team far away from project activities (high travel costs). The procurement process leads to delays of up to several months.
- The stakeholders appreciate the different exchange platforms and the responsiveness of the project (adaptive management).
- Systemic impact, with youth benefiting from a more youth friendly and effective ecosystem and policy environment, cannot be seen yet and has not been reported on in any annual reports.
- Many of the activities, especially the training components but also the mentoring and coaching, depend on project financing and are thus not sustainable beyond the project period.
- Although gender disparities are still visible, the project has achieved good results through gender-sensitive tools such as the household dialogues or the specific training for female leaders.

Based on the findings, the MTE provides the following **key recommendations**:

- Harvest “low-hanging” fruits to achieve quick results, including the provision of internship training for youth who are still waiting for it, strengthening mentoring and coaching to en-

sure sustainability and activities of the Youth-led Enterprises (YLEs) and proactively involve private sector actors (e.g. Silverlands for coaching or ZOLA Electrics for the provision of small loans to youth sale agents).

- Sustainability should be the main focus of remaining period, especially capacitating Local Government Authorities (LGAs) to execute their mandate (outcome 3) and linking to the Youth Enterprise Cluster (YECs) and YLEs.
 - Currently, LGAs on ward-level are left out. Their involvement in coaching may help to ensure the sustainability of the groups and directly contribute to outcome 3.
 - Strengthening the YECs and link them to other stakeholders (incl. other NGOs and LGAs) – foster synergies with other actors, in particular NGOs.
 - Develop a hands-on sustainability and exit plan for the remaining part of phase 2, where the project takes more a facilitative role.
- In a potential phase 3:
 - Do a high-quality market assessment that allows to identify attractive trades, market opportunities as well as potential (project) partners.
 - Apply a systemic approach from the onset of the implementation
 - Improve private sector engagement with a clear strategy on how to identify and involve attractive partners on different levels.
 - Ensure the quality and standardisation of trainings offered (e.g. through the inclusion of topic experts).

The MTE shows that the project has achieved its target of onboarding youth and providing training, with output-level results being produced (7 out of 12 on-track), but outcomes related to systemic impact and enabling LGAs are currently off-track, and adjustments may be needed for the remaining project period.

The current project setup requires a mixture of interventions that need a traditional, direct, project implementation-approach (training delivery) whereas at the same time expecting to attain longer-term systemic change. This is a challenging endeavour, that needs to be revised in a potential phase 3.

In the view of the MTE-team, the challenge of achieving certain results on output and outcome-level is not linked to the approaches applied, but rather to the objectives themselves (are they realistic?), as well as external factors (lack of market access and financial products available for youth, as examples).

The report suggests that the focus of the remaining project period should be on sustainability and capacity-building for local government authorities. Concrete recommendations are presented in the report's final chapter.

1. Background

1.1 Country Context

Tanzania's population has reached an estimated 63,4 million in 2023, whereof 33,8% live in urban and 66,2% in rural areas¹. About 70% of the population are between 15 and 35 years old². Agriculture remains a key source of income for many families, with 68% of Tanzania's workforce engaging in farming and related agri-business activities in rural and semi-urban areas. Small family farm holdings dominate the agricultural sector. As stated by World Bank, almost half of the country's population live below the international poverty line of 1.9 USD per day. According to official data, the youth employment rate is very low with 3.6%. However, with most of the workforce working in the informal sector (72% of the non-agricultural workforce according to World Bank Group 2014), the quality of jobs is low, with many workers being considered in vulnerable employment as working poor³.

Tanzania has sustained a steady economic growth over the last decade, averaging 6–7% a year. While the poverty rate in the country has declined, the absolute number of poor citizens has not because of the population growth rate⁴. Due to the rise in the Gross National Income (GNI), World Bank classified Tanzania as a lower middle-income country in 2020⁵. Further, with the change in presidency beginning of 2021, more emphasis is being laid on the education of young women, compared to the years before. Nevertheless, a gender gap in education levels and other development goals remains.

1.2 Context and Objectives of OYE

In May 2021, Netherlands Development Organisation (SNV) in Tanzania launched the second phase of its Opportunities for Youth Employment (OYE)-project, co-financed by the Embassy of Switzerland and the Embassy of Denmark. In a first three-year phase that came to an end in 2019, over 20'000 Tanzanian youth had been reached and increased their income and social standing. While the first phase rather focused on quantitative results, the analysis at the end of the project showed that the project would win through a focus on quality (e.g. with regard to gender) and more systemic interventions. The lessons learned of the first phase informed the design of phase 2.

The project focuses on youth between 18 and 30 years who are disadvantaged (low level of economic engagement and income), who lack formal training, have limited employment prospects and are un- or underemployed. The overall objective of phase 2 is to improve the livelihoods of rural and peri-urban out-of-school youth by increasing their employability. Through technical, vocational and life skills training, and post-training support such as access to finances (push factor), youth are prepared for (self-)employment opportunities. Market opportunities for employment and enterprise development (match factor) in promising sectors have been identified in project regions. Singida and Morogoro regions have been selected for phase 2, based on successful piloting interventions conducted in phase 1 (Singida) and a promising outlook regarding (self-)employment opportunities for youth (Morogoro).

¹ [Tanzania Facts | Britannica](#), accessed 10 April 2023.

² [Tanzania Youth Survey | The Aga Khan University \(aku.edu\)](#), accessed 10 April 2023.

³ [18356EN.pdf \(fao.org\)](#)

⁴ [Worldbank: Tanzania Economic Update, December 2019: Transforming Agriculture - Realizing the Potential of Agriculture for Inclusive Growth and Poverty Reduction](#)

⁵ [What does Tanzania's move to lower-middle income status mean? \(worldbank.org\)](#)

The goal of OYE is to improve the livelihoods of 4,250 rural (3,200) and peri-urban (1,050) out-of-school youth by improving their employability to enter (self-)employment. The project has three outcomes:

- 4) Improved youth employability and youth accessed (self-) employment.
- 5) Youth inclusive market systems in two geographical clusters are improved and effective in promoting and improving youth employability and self-employment in a systemic manner.
- 6) Local government authorities are enabled to implement their mandate effectively driven by learning and regional knowledge development with evidence-based documentation.

Some of key lessons learnt from phase 1 that were integrated into the project was the need to strategically engage with stakeholders in public and private sectors for longer lasting scale and impact; deepening the quality of the gender strategy moving from achieving quantitative to qualitative targets; and applying more flexible and responsive interventions based on market trends and opportunities. Phase 1 also showed that prioritising peer-to-peer learning among youth and youth leadership development to enhance business partnership with private sector is key to successes of the project. The goal of phase 2 is to put emphasis on systematic partnerships and higher-level strategic objectives for longer-term scale and impact.

This was translated into the following Theory of Change (ToC):



Figure 1: OYE's Theory of Change (ToC). Source: Project Proposal OYE Phase 2

2. Methodology

2.1. Goal and Objectives of the OYE MTE

After the programmatic shift and project adjustments based on the lessons learned from phase 1, this Mid-Term Evaluation (MTE) provides an assessment of the project's relevance with regard to policy and economic context and target group, its efficiency in terms of resource allocation, its effectiveness regarding achieving the desired outcomes and its sustainability and long-term impact. The evaluation aims at providing the project with an outside perspective based on stakeholders' feedback and provide recommendations for the remaining time of phase 2, while also providing relevant information for a potential next phase. The findings of the evaluation should provide answers to the following questions, which are discussed in the conclusion.

- 1) Does the project deliver against the ProDoc?
- 2) Does a project design applied for the OYE project phase 2 provide for systemic change in Tanzania?
- 3) Does a project design applied for the OYE project phase 2 provide for a high-quality vocational skills development and/or youth employment project in a country context like the one in Tanzania?

2.2 Methodological Approach

We undertook a theory-based evaluation, using the Theory of Change (ToC), and the Logical Framework derived from it as a point of departure. Through the guiding questions defined in the inception report, the evaluation analyses the activities, outputs, and outcomes and how they contribute to the overall outcome and eventually an impact on a higher level. The guiding questions and their categorisation are based on the OECD Development Assistance Committee evaluation criteria (the filled assessment-grid can be found in annex 1). To collect and analyse the data, a mixed-methods approach was applied, using a gender-sensitive lens:

- 1) **Desk review:** Consultation of relevant project documents, including the following documents provided by the OYE-team (list non-exhaustive):
 - ProDoc including ToC and LogFrame
 - Annual and semi-annual narrative reports and supporting documents
 - Inception report and appendices, including the market scan report, MEL strategy plan (as well as the updated version), LSP evaluation report and the baseline report
 - Strategic stakeholder review reports and minutes of the private sector and LGA workshops
 - Various LSP Evaluation reports
 - Minutes of PAC Meetings
 - Documents from Phase I (evaluations, beneficiary assessment)
 - Monitoring documents (Monitoring Framework, revised results, and indicators)
 - Various excel-file and lists of stakeholders.
- 2) **Key Informant Interviews:** In-depth interviews were conducted with key partners, including OYE-staff, (local) government authorities, Local Service Providers (LSPs), private sector representatives, primary stakeholders (youth), trainers and NGOs.
- 3) **Focus Group Discussions (FGDs):** The participants of the FGDs were selected by us to avoid a bias while ensuring a diversity in gender, trades represented and geographical location (see the list of all stakeholders interviewed in the annex). A focus was laid on women-only discussion groups and visiting women-led YLEs.

3. Key findings

This chapter presents the key findings of interviews and FGDs conducted during the field phase, as well as findings from the documents consulted during the desk review phase. It focuses on successes and challenges observed, while the recommendations can be found in the last section and subsequent chapter.

Relevance

- To what extent do the project objectives, outcomes and outputs (Theory of Change) reflect the needs and priorities of the target group?
- **Systemic approach:** To what extent do the project interventions contribute to youth inclusive market systems and improved access to (self-)employment? Does it reflect and/or respond to the requirements of the local economy?
- How do public and private key stakeholders perceive the project, its interventions and the results achieved so far?
- To what extent are the trades offered relevant?
 - Should some trades be dropped completely and if so, why?
- Is the level of trades offered providing the skills level most relevant to maximize impact with the given budget?

The Project's ToC against the needs and priorities of target groups

Generally, the project's overall objective/goal of improving livelihoods (including income, asset purchase, and socio-economic leadership) for youth especially young women by creating "green" employment and enterprise opportunities in agriculture and renewable energy remains relevant for the target group (for the ToC, check Figure 1 on page 4).

In delivering Outcome 1 "Improved youth employability and youth accessed (self-) employment" there have been a lot of achievements that are highly rated by the primary stakeholders (ultimate beneficiaries) and other secondary stakeholders that were interviewed during the MTE. The youth find the OYE project trajectory particularly relevant and responding to their needs. This was especially highlighted for the basic life skills that serve as the eye-opener of life opportunities for most of the youth, the business skills that introduce youth to basic business development skills, identification of business opportunities and setting up of enterprises; and YSLA that enables youth to make savings and generate capital in the form of small loans for improving their businesses in some cases. The LSPs find the OYE training trajectory equally relevant and appreciate the OYE training manuals that are also relevant to other target groups reached by these LSPs. For the LGAs, the youth that have been trained by OYE are better equipped to handle the loans provided by the LGAs in comparison to other youth with no training; the OYE-trained youth are more proactive in taking up opportunities and are more reliable when comes to making loan repayments. The OYE training trajectory is also considered relevant by some of the private sector actors that have worked with the OYE youth, for example ZOLA electrics company who engage the youth as solar sales agents. ZOLA regards the OYE youth as suitable agents with business skills to take on sales roles for the company. However, there are improvements needed in some of the project outputs to be able to maximize the achievement of the overall outcome 1, for example, the integration of youth in formal financial solutions is lacking, there are few existing youths/no youths that have been interacting with the formal financial solutions despite the efforts that the project has been making in linking the youth to financial solutions. This is due to the nature of many formal financial institutes that require collaterals from borrowers. Moreover, for the youth to be able to succeed in their enterprises and increase their productivity, mentorship, and coaching is

essential: This component, output 1.4 of the project's ToC, is important and needs further strengthening.

Outcome 2 of the OYE project's ToC is equally relevant because the promotion of inclusive market systems is vital in increasing employment opportunities for young people. The establishment of YECs is an important and useful step towards achieving this outcome. Generally, the project has made efforts to support the development of inclusive market systems by bringing together the youth, private sector, service providers, and buyers mainly through stakeholders meetings and YECs. It has also achieved good results in engaging private sector actors (output 2.2), although there is room for improvement (see recommendations), for example through ensuring a balanced relationship between YLEs and private sector companies where companies not only see youth as buyers of their products but also invest in the youth. Getting financing institutions and LGAs as funding providers of local loans⁶ is a challenging undertaking which will be further exacerbated by the announcement of the government to discontinue the "10-percent-loans" for now due to mismanagement of the funds by the LGAs⁷.

More efforts are needed to achieve outcome 3 of the project as currently not much has been done under this outcome. There is no clear alignment between the outputs (local and regional learning and knowledge sharing) and the outcome (LGAs enabled to implement their mandate effectively). However, all objectives, outputs, as well as the outcome, are relevant by their own and especially capacitating the LGAs to implement their mandate would be pertinent for a longer-term impact (to be explained further below).

Perception of public and private stakeholders of the project and results achieved so far

Both public and private stakeholders perceive the project positively and are happy with the results that have been brought about by the project so far. However, while the OYE project trajectory and life skills and business training was praised, most stakeholders interviewed find the technical training provided too short and shallow, covering not enough content. Further, they lamented that there were long gaps in between the different training along the trajectory resulting in dropouts and loose of interest among the youth (youth seizing other opportunities). The LGAs and ward-level would appreciate the participation of the Community Development Officers (CDOs) and Village Executive Officers (VEOs) in all stages of the training and YLE formation to be able to connect strongly with the youth.

Relevance of trades offered

The relevance of the trades offered depends heavily on a variety of factors, especially with regard to the local market situation. In areas where the trades offered are not relevant to the local market, it results in a low output and application of the skills learnt by the youth. In many rural areas, the agri-related trades are relevant if are fully customized to the context and target group and cover relevant topics. For example, agricultural product value addition knowledge needs to be given to make a difference in what youth are doing already. Some of the trades offered are too shallow to enable the youth to grasp well the knowledge and become practitioners. This is due to various reasons, such as the very limited time provided for training these skills (5 days theoretical, 5 days practical for most trainings during cohort 1).

The project has to find the delicate balance between the wishes of the youth (important for their self-motivation and to ensure the continuation of the activities) and the reality on the ground (market demand, availability of trainers and materials) before engaging in a certain occupation. Some career orientation and counselling sessions can help the trainee before to better understand the

⁶ The loans of the LGAs are called "10 percent-loans" based on the 10% of the tax revenues allocated to provide loans to groups of women, youth and people with disabilities.

⁷ [Serikali yasitisha mkopo wa asilimia 10 kwa halmashauri | Mwananchi](#), accessed 17 April 2023.

potential of careers they would like to select in relation to what opportunities are available in their localities.

Most of the youth that were interviewed during the MTE do a range of income-generating activities both as individuals and in groups. In most cases these youth conduct activities that are not related to the training they received from the project. According to the information attained during the interviews, this is mainly because of the insufficient technical training⁸ that they receive. Better guidance and coaching are needed in trades like beekeeping, horticulture, and poultry (see recommendations). Improved Cooking Stove (ICS) trade is not performing well on the ground as most of the youth both individuals and groups that were formed after this training are inactive and not continuing this work. This could be a result of a mismatch between provided training and youth interests, and a lack of a suitable market.

Coherence

- To which extent is the intervention compatible with interventions of other actors in the country and thematic field (complementarity and synergies)? Could the creation of synergies be improved and if so, how?
- How much does the project coordinate its efforts with other SDC and other donor's projects that contribute to the same/ similar goal i.e. youth employability/ employment?

Complementarities and synergies

The OYE-project is not only based on experiences from the previous phase and similar OYE-projects in other countries, but also on a context analysis, reflected in the project proposal and the project's inception report. Consequently, the project is aligned with similar interventions of other actors in the same thematic field, including the SET project implemented by Swisscontact in Morogoro, YES project by Helvetas in Dodoma and Singida, and the two project "Ajira kwa vijana" in Dar es Salaam, Tanga, Dodoma, and E4DT (Employment and Skills Development for Tanzania) implemented in Dodoma, Manyara and Lindi by GIZ. Both Helvetas Tanzania and Swisscontact stated that they have interacted with the OYE-project on different occasions. However, the development of synergies and complementarities among the VSD interventions that OYE has come across is quite low in both cases.

Regarding internal coherence within SDC-funded project, SET is focusing on more high level, systemic change within the TVET-system whereas OYE has experience in the improvement of employability of disadvantaged youth (though SET has also shifted to directly training youth, which may bring learning opportunities from OYE). These complementarities provide a good base for sharing experiences and learning from one another.

Although there are similarities between the different projects, not much has been done to increase collaboration. Regular formal or informal exchanges with other NGOs, either through existing platforms or initiated by OYE to share learnings, avoid duplication, accelerate collaboration and increase impact among the target groups, for the remaining part of the current phase (for example for the sustainability of YECs – see the recommendations), as well as for a next phase.

⁸ This was highlighted by all stakeholders, especially with regard to cohort 1, who only received two weeks technical training (1 week theory, 1 week practical).

Effectiveness

- To what extent are the implementation approaches/strategies (systemic approach, “Push-Match-Pull”-approach, “dual vocational training”) adequate to achieve the project’s intended results (goals, outcomes, and outputs)?
 - What were the main factors influencing the achievement or non-achievement of these results?
- Is the program working with the relevant institutions and authorities in preparing an enabling policy environment to promote effective youth employment measures?
- To what extent is the program contributing to creating (self-)employment and income generation for youth, particularly young women?
- **Systemic change:** Does the project have a sufficient understanding of underlying systemic constraints and root causes? To what extent does it conduct and/ or use analysis or other tools for this purpose (e.g market scans)?
- Does the project’s MRM system provide the data and information that is needed for steering/ decision-making, learning and reporting? To what extent does it capture systemic changes while creating plausible attribution at outcome and impact/ overall goal level?
- How did the project address issues of governance and conflict sensitivity?

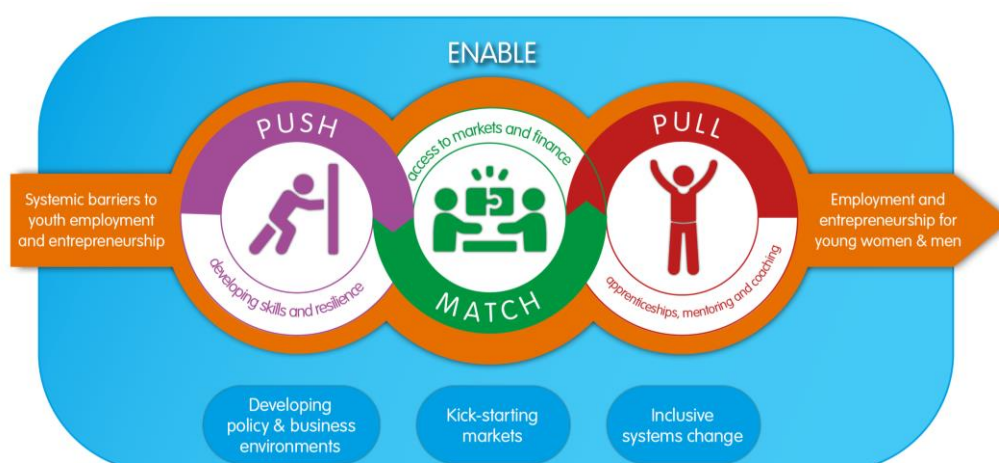


Figure 2: Visual depiction of SNV’s “Push-Match-Pull”-approach. Source: [Youth Employment and Entrepreneurship | SNV](#)

Implementation approaches and strategies

OYE also stands for the **OYE-methodology** developed by SNV and providing the basic approach of the project. It is based on the **“Push-Match-Pull”-approach**, focusing on skills development of youth (push), employment creation (pull), and linking youth to market opportunities for employment and enterprise development (match). The approach has been adapted since OYE-project document had been developed to include the element “Enable” that focuses on the promotion of policy and framework components (see Figure 2). The OYE-team has a good understanding of the approach and successfully adapted it to the local context. A general shortcoming of the Push-Match-Pull-approach is the subordinate role of the technical training that was a challenge for cohort 1 (too short, lack of quality) that was corrected with longer internships in cohort 2.

Other elements of the OYE-methodology include **its market-based-approach**, the inclusion of longer-term **coaching and mentoring elements**, **private sector engagement and co-financing**, and **dual vocational training**. The overall methodology, as well as the additional elements are well suited for the project’s Theory of Change. In the implementation, some of the elements,

such as extended coaching and mentoring, additional market scans (as planned in the ProDoc for half-way during the project implementation) or deepened private sector engagement could be improved (see recommendations). The project works with a very basic understanding of dual vocational training, using a non-formal training-modality with very short classroom theory and practical sessions (cohort 1) and stronger focus on work-based learning in MSME (cohort 2). However, this modality is well tailored to the target group.

In our view, the challenge of achieving certain results on output and outcome-level is not linked to the approaches applied, but rather to the objectives themselves (are they realistic?), as well as external factors (lack of market access and financial products available for youth, as examples).

Working with relevant institutions and working on systemic change

The project has identified relevant institutions to work with to promote effective youth employment measures, such as the PMO-LYED, Tanzania Private Sector Foundation (TPSF), both represented in the PAC, as well as TCCIA and other private sector actors. Being part of the PAC and working with OYE gives them an opportunity to better understand the challenges that the project as well as the youth and other stakeholders face. The roles of these stakeholders, particularly PMO-LYED and TPSF, do not go beyond an advisory role and they are not involved in a partnership that includes joint or complementary activities. It remains unclear how much influence the project has on these institutions and the ecosystem and policy environment as a whole.

The project has an adequate understanding of the systemic shortcomings to create youth employment opportunities and has implemented a range of assessments during the inception phase (market scan, baseline and the inception report). However, these assessments remain on a rather general level and remain to go deeper on a local level, where project implementation mainly happens (village and ward-level). The market scan, done in 10 days, covered seven districts and was based on a comparatively small number of interviews. The results were thus rather based on the subjective view of a few respondents (e.g. selection of trades) and not on quantitative data (except for the quantification of the questioned private sector companies' needs).

Whereas the MEL strategy plan underlines the shift to higher strategic levels with a focus on systems change, the semi-annual and annual reports fail to report on systemic changes and mainly focus on output and outcome levels. Systemic changes, per se, are difficult to measure, especially with regard to plausible attribution, are given little attention. Besides this shortcoming, the project has put in place a solid MEL-system with measurable indicators for outputs and outcomes and meta-indices to assess behavioural change. There were some minor issues when transferring the project data from the old data management system (AkvoFlow) to the new one (Logalto) but besides that, data monitoring seems seamless and data on the different indicators is available for monitoring and steering purposes.

Thanks to the effective MEL-system in place, the project has clear numbers on (self-)employment and income for the youth. During the field visits of the MTE, we found most youth active in various income-generating activities (mostly single, but also group activities), although not always related to the technical training received (especially in ICS, horticulture and chicken rearing). There was a prevalence of several income-generating activities and the youth interviewed explained this to be a risk mitigation measure. However, with self-declared average income ranging from appr. 300'000 TZS/130 USD (underemployed women) to 1'100'000 TZS/470 USD (employed men) over 6 months⁹, the project is far away from the aspired 100 USD per month. For cohort 2 who was still in training during the MTE or had just finished, it was too early to assess any outcomes.

The different stakeholder groups interviewed in the context of this MTE all appreciated the project's open communication, various exchange platforms (e.g stakeholder review meetings). Decision-making processes were considered inclusive. However, certain open issues that carry the

⁹ Figures from the Annual Narrative Report of Year 2.

risk of jeopardising the project implementation (e.g. the type of collaboration like form of contract with LSP, the stationing and role of the interns) seem not to be fully resolved. The project team does not have any specific measures regarding conflict sensitivity in place.

Extent to which the project is on track to achieve its intended objectives (outputs and outcomes)

The table below gives an overview of which outcomes and outputs we consider on- and off-track based on the observations and information received during the field phase, as well as the information extracted from the documents received, in particular the annual narrative reports of year 2021 and 2022. A compilation of the results per output/outcome can be found in annex 5. Although we currently consider outcome 2 and outcome 3 off-track, results under these outcomes can still be reached with the right adjustments. Especially for outcome 3, we do not see a direct link between the outputs and output-related activities and the outcome. This complicates the attainment of outcome 3. Out of the 12 outputs, 7 are on-track.

Output/outcome	On/off-track
Outcome 1: Improved youth employability and youth accessed (self-) employment.	On-track
Output 1.1: Youth receive basic life skills, technical skills, and business skills training, focusing on concrete (self-employment opportunities).	On-track
Output 1.2: Youth integrated in youth savings and lending associations.	On-track
Output 1.3: Youth integrated in formal financial solutions.	Off-track
Output 1.4: Youth and new youth-led enterprises mentored towards profitable economic activity, enterprise registration and maturing, as well as leadership.	Off-track
Output 1.5: Young women will be encouraged and capacitated to take up leadership roles and positions.	On-track
Outcome 2: Youth inclusive market systems in two geographical clusters are improved and effective in promoting and improving youth employability and self-employment in a systemic manner.	Off-track
Output 2.1: Establish and strengthen youth enterprise clusters (includes formalising role of champions) for improved access to products and services.	On-track
Output 2.2: Private sector firms collaborate with OYE to provide opportunities for youth and increase their youth inclusiveness in their business operations.	Off-track
Output 2.3: Local skills training providers and business development service providers connected to private sector and local markets developing their youth-market matching capacity.	Off-track
Output 2.4: Financing institutions and local government funds collaborate with OYE.	Off-track
Outcome 3: Local government authorities are enabled to implement their mandate effectively driven by learning and regional knowledge development with evidence-based documentation.	Off-track
Output 3.1: OYE generates learning with relevant stakeholders and engages actively to share and learn from other actors in the youth employment environment.	On-track
Output 3.2: Contribute to Tanzania local and Southern Africa regional youth employment knowledge sharing networks.	On-track
Output 3.3: Youth 'voice' in advocacy platforms strengthened through leadership training.	On-track

Efficiency

- To what extent have the financial and human resources been efficiently allocated? What could be improved in terms of allocation and optimisation of both financial and human resources and overall efficiency of the project?
- How effective and flexible are the project steering mechanisms so that the right decisions can be taken in the course of the implementation of the project? Do these mechanisms sufficiently involve key stakeholders?

Allocation of financial and human resources

Discrepancies in project support for project beneficiaries and YLEs could be observed, in direct relation to the remoteness of a village or ward. Harder to reach areas require more resources, time as well as (travel) costs, to be supported, especially when it comes to mentoring and support, from the LSPs as well as training providers/technical experts.

The project's geographical distribution over two regions that are not adjacent and the project office being situated in a third region with no project activities, but also the scattered project locations within the regions lead to prolonged travel times and high travel costs for the project as well as the LSPs. Soaring fuel prices further strained the travel budget and led to overspending. Travel costs were reduced by relocating the project senior interns from Dodoma to the project regions, where they operated from the offices of the LSPs. Whereas this seemed like a good and cost-efficient solution from the viewpoint of the project, not all LSPs had the same understanding of the roles of the interns and found it to be an unsatisfactory solution with undefined roles of the interns, as well as the projects and cost-sharing mechanisms for office-space (not mentioned in the consulting contract either). Further, the interns remain limited in their movement without a means of transport and heavily rely on the LSPs for project visits. The LSPs also highlighted that the interns are often still in the learning process and have low capacities in supporting the LSPs, who themselves have longstanding experience in their field of work. There is a lack of a clear division of roles and tasks, causing confusion and frustration on both sides.

Another obstacle to the project's efficiency is SNV's procurement process. The procurement of all training materials, from stationary over hair products and timber to meat, has to go through SNV's procurement office in Dar-es-Salaam. This caused training delays of several months, resulting in dropouts, whereas in other cases the material only arrived weeks after the end of the training. It also poses challenges regarding sustainability if materials that are also locally available are brought in from Dar-es-Salaam or other regions through complicated logistics, instead of supporting local economies.

Project steering and decision-making mechanisms

The different stakeholders appreciate the semi-annual stakeholder review meetings as platforms for feedback, exchanges and mutual learning that influence the project implementation. They also value the project's regular exchange and open communication that allows for honest feedback. The PAC-meetings are an additional sounding board whose recommendations are incorporated into the decision-making. Meeting transcripts, as well as interviews with various stakeholders show that the project-team actively addresses issues raised. The shift in training delivery between cohort 1 and 2, away from very short training to longer, more practical internships shows that recommendations by stakeholders are taken seriously by the project. This shift was welcomed by all interviewees.

The PAC consists of representatives of the donors, SNV Tanzania, the GoT, national youth organisations and international organisations (SET), OYE youth champions and TPSF, while the

stakeholder review workshops is comprised of a more diverse group, including representatives of the LSPs, LGAs, private sector and youth. However, the involvement of LGAs on the grassroots level such as CDOs or WEOs in feedback meetings is limited as the focus is more on district-level government authorities who are not practically involved when it comes to the day-to-day implementation of the project activities. This is a missed opportunity to involve key stakeholders who could play a crucial role in ensuring the sustainability of the project activities in the respective wards.

Impact

- What are the results achieved at outcome and impact level as well as the lessons learned until now? What are the challenges faced by the project in achieving its targets?
- To what extent as the intervention generated or is expected to generate higher level strategic objectives (outcome 2: youth inclusive market systems and outcome 3: strengthening of local government authorities)?
- What was the impact of the project regarding Leave No One Behind (LNOB) and poverty reduction?

Outcome 1: While the project reported successful (self-)employment results in both year 1 and year 2 with 92% of the youth being in initial stages of self-employment (4.5% employed) in 2021 and 87,1% being self-employed (2,9% employed) in 2022 (see annex 5), it is difficult to assess the durability of these results and their links to the training. Most of the youth interviewed pursued other activities as their main income-generating activities than the ones they were trained in (see annex 3). In addition, the data collected by the project does not make a link between income gained and the type of training received. A considerable number of youths interviewed during the MTE from cohort 1, especially those trained as solar sales agents or in the production of Improved Cooking Stoves (ICS) discontinued (or never took up) the activity they were trained in.

At the same time, almost all youth interviewed stated that the business and life skills training was useful for their current activities and several youths highlighted that the loans from their YSLAs helped them in further strengthening their individual business activities. Based on the interviews and FGDs, the majority of youth consider their employability improved. However, it remains difficult to state whether youth have accessed improved (self-)employment due to the project's interventions.

Outcome 2: YECs have the potential to contribute to outcome 2 that aims at establishing youth inclusive market systems in both regions. The project has started to set a good foundation by launching the groups (31 YECs in 2022), briefing the youth and connecting them to private sector actors. Whereas YEC leaders have a good understanding of the objectives of the committees, other participating youth struggled to explain their purpose during the FGDs. Various members of LGAs interviewed were either not aware of YECs or only had a shallow understanding of them. While good approaches are recognizable, it is not yet possible to determine whether outcome 2 can be achieved. An additional strengthening, as well as anchoring YECs in local structures and gathering support from local stakeholders such as private sector actors and LGAs will be needed. With regard to private sector engagement, the project has achieved some results in private sector buy-ins, mainly through informal arrangements (with no Memorandum of Understanding in place). This included training and coaching of youth through private sector actors, provision of inputs and buyers of products. In certain cases, the companies have contracts (e.g., as sales agents) with the youth. Despite these successes, longer-term impact of these connections and the impact for

youth (“win-win”) is not always evident (yet)¹⁰. There is no evidence that the youth-market matching capacity of skills training providers and business development service providers, output 2.3, has been developed. Equally, there is no direct collaboration between formal financial institutions and local government funds with the project, except for punctual interactions (e.g. to provide information on bank services during a financial literacy training or LSPs or the project following up with LGAs on LGA-loans for project-YLEs).

Outcome 3: Local Government Authorities (LGAs) is a broad term in Tanzania ranging from district authorities down to ward and village authorities. Their mandates and type of work differs. The interviews and FGDs revealed that they generally had a rather shallow knowledge of the project, and they are not in contact with the YLEs and youth groups. There is no evidence for joint interventions or direct interactions beyond courtesy visits, meetings participation and involvement of LGA in community mobilization between the project and LGAs on a ward and village-level. The annual reports do not show the extent to which results at outcome level have been achieved. The link between “enabled LGAs to implement their mandate effectively” and “learning and regional knowledge development with evidence-based documentation” is not evident. Good results can be seen in providing youth with leadership training for champions, but also specifically for female role models that was greatly appreciated by the youth and was noticeable during the FGDs and interviews.

Impact: Although there is room for improvement, the project has achieved good results within the limits of what is feasible. The number of targeted youth has been onboarded, the training trajectory is relevant and well received by all stakeholders and YLEs and YLSAs are being established and strengthened. However, the systemic impact with youth benefiting from a more youth friendly and effective ecosystem and policy environment, cannot be seen yet and has not been reported on in any annual reports (keeping in mind the general difficulties of measuring impact).

Leave No One Behind (LNOB): The project has a strong focus on LNOB, especially focusing on women, one of the key shortcomings of phase 1. Nevertheless, some disparities remain: “The percentage of female youth who are underemployed, unemployed, or unpaid is significantly higher, at 8.4%, compared to male youth, at 1.6%” and “overall average youth income for the past six months was TZS 911,837, with female youth having a slightly lower average income of TZS 826,847, compared to male youth at TZS 1,009,321”¹¹. A successful approach to include women in the training are the household dialogues. Several stakeholders also mentioned that the trainings of cohort 2 were better suited for women (tailoring, beautification and hairdressing), which may also have an influence on these outputs. Currently the project is only supporting a few disabled youths. Collaborating with organisations who are experienced in working with these target groups, for example the NGO [“Light for the World”](#) can help to meaningfully engage them and create a win-win situation for everyone involved. Another disadvantage group that is risked of being left behind is rural youth in villages that are hard to access and may need higher budget allocation (travel costs, e.g. for trainers) to achieve the same results as in other geographical areas (e.g. good quality training).

¹⁰ An example is Silverlands Tanzania Limited, which provides one-day old chicks to the trained youth. One-day old chicks are fragile to handle and need expertise and close supervision. In several groups visited the first batch of chicks was paid by the project, which allowed the groups to make profit even when losing a considerable percentage of them. While some youth fully failed to buy a second batch, others managed, but then struggled financially when losing chicks. The poultry-groups visited did not keep accounts and were therefore unable to calculate whether their business was profitable at all.

¹¹ Annual Narrative Report Year 2 OYE 2 December 2022 Final, page 3 and 4.

Sustainability

- To what extent are key stakeholders (e.g. Local Government Authorities, private sector actors) strategically engaged to contribute to youth employment?
 - What is the quality of the relationships and trust the project has built with the key stakeholders?
- To what extent are partners capable and motivated (technical capacity, ownership) to continue activities contributing to achieving the outcomes?
- **Systemic changes:** To what extent does the project setup promote systemic change? How is this reflected in intervention plans and team discourse? Has a shift in mindset from an implementing role (phase 1) to a more systemic, facilitating role (phase 2) taken place?
- What is the role of the project in achieving systemic changes in relation to the other system actors/ stakeholders? To what extent have the intended systemic changes been achieved?
- Which results are likely to be non-sustainable? Are there options to improve it in the remaining period of the current project phase?

As mentioned earlier, the project has built a good working relationship with the key stakeholders and actively engages them through key stakeholder review meetings, other platforms (e.g. private sector workshops) as well as bilateral exchanges. This is particularly true for the LSPs, private sector actors and primary stakeholders (youth), while there is a need for improving the engagement with the LGAs (see the recommendations). All stakeholders interviewed speak very positively of the project, their work, activities and the relationship they maintain with the stakeholders. Creating links to private sector actors was especially appreciated by other stakeholders. The PAC and its composition also help in giving valuable external inputs to the project.

Systemic change: The project, like in phase 1, holds an implementing role that directly mandates and supervises LSPs in project implementation which mainly consists of activities that are not per se sustainable and depend on project financing (including youth champions who depend on travel allowances from the project to mentor their peers). LSPs in return, see themselves as contracted consultants and show little ownership of the activities they undertake under OYE beyond the contracted period.

This also become evident in the stakeholder review meetings, where many of the recommendations are directed towards the project and no clear action points, in line with their mandates are decided upon for other stakeholders.

Outside of the project's direct sphere of influence (organised meetings, direct connections initiated), there is little connection of youth/YLEs with LGAs. In certain cases, LSPs have built good working relationships with LGAs on ward level that benefit the youth directly. However, this is currently happening only punctual and dependent on the LSP (not mainstreamed). It seems to make a difference whether the LSP is well established in a geographical area, knows the LGAs well and has worked with them before and can build on this relationship of trust. A better involvement of LGAs on the ward and village level is crucial for the sustainability of the project, as they, in particular the Community Development Officers (CDOs), have a mandate to support YLEs in their communities, whereas LSPs involvement will end once the project has finished due to their consultancy contracts. Several representatives of private sector companies have expressed an interest to strengthen their collaboration with the project and other actors (e.g. providing advance payments to youth as mini-loans, providing additional mentoring and coaching and following up with the YLEs directly – more under recommendations). Strengthening the involvement of stakeholders that will remain in the project areas and have an interest in continuing to work with the target group (private sector companies and LGAs on the ward/village level) is crucial for the sustainability of the project activities.

Many of the activities, especially the life skills and technical training, but also the majority of the mentoring and coaching arrangements, depend on project financing and are thus not sustainable beyond the project period. Whereas it is normal that certain training activities will cease with the end of project financing, there are elements that may be maintained through the involvement of systems actors (see “sustainability plan” under “recommendations”). The established YLEs are likely to be non-sustainable if the coaching and mentorship aspects are not fully owned by the LGAs and private sector. An option available to improve the situation is to engage the LGAs (CDO's and extension officers) in formation and mentorship of the groups.

Sustainability should be the main focus of remaining period, especially capacitating LGAs to execute their mandate (outcome 3) and linking to the YECs and YLEs. Concrete suggestions are presented under “recommendations”.

Cross-cutting theme: Gender

- To what degree is the project implementation gender-responsive, addressing the needs of young women not only on activity-/output-level, but also on outcome-/impact-level¹?
- To what extent have women, young people, people with special needs and other vulnerable groups effectively participated in the program intervention processes?
- To what extent are the specific needs of women, youth, the poor and people with disabilities (defined as the most vulnerable) reflected in program monitoring and **reporting**? So far, have achievements of the project been inclusive?

The project has to a large extent been gender-responsive in addressing the needs of young women. This is can more be seen at the activity/output level, whilst it is too early to measure it at outcome and impact levels. Through household dialogues, OYE has been successful in including and retaining young women and youth who were at the brink of quitting the recruitment process, training, or project participation due to barriers created by cultural norms. According to the project's annual narrative report of year 2, income has remained 30% higher among male compared to female youth. The FGDs with youth during MTE revealed that the main reason for males having a higher income than females were considered to be the following: Flexibility of men to engage in casual labour while women often have to do unpaid care/housework at home, men facing fewer/no cultural barriers in the community compared to women, women lacking choice of trades as many of the occupations that were provided by the project were male dominant. During cohort 2, OYE tried to address the limitation of occupation choice among women by increasing freedom of selection by including trades that are mostly liked by young women such as tailoring, decoration, hairdressing and beautification. These new trades are still ongoing and at early stages, hence results cannot be measured yet. In general, the MEL-system provides good quality, gender-disaggregated data that allows to assess disparities between gender, but also regarding other disadvantaged groups.

Participation of young people in the project is very high due youth being the project's main target. The inclusiveness of women and youth with special needs is also part of the project. However, the number of youth with special needs within the project remains low. Inclusion of youth with special needs in the project especially during recruitment could be enhanced by working together with organizations having a particular focus on youth with special needs for example [YOWDO](#) (Youth with Disabilities Organization). Such organizations can help during recruitment and training provision to ensure they have proper techniques to include youth with special needs in the project (see also the paragraph to LNOB under “Impact”).

To ensure the results are including women also on an outcome and impact-level it is important to strengthen women in leadership position, especially in YECs. The female leadership training was appreciated in this regard and some of the young women encountered that have undergone the leadership training were very vocal and well engaged in their communities, as well as the YEC. To ensure this happens on a broader level, additional coaching and mentoring and continuous leadership training for young women is needed.

4. Recommendations

This chapter comprises all recommendations based on the observations made in the previous chapters. There will be some overlaps and repetitions, but for the sake of completeness, all recommendations will be listed again.

Many of the issues/concerns raised are overlapping with meeting minutes or recommendations from stakeholder review meetings and the project team is well aware of them. The team is very responsive and good at solving pending issues that are within their sphere of influence.

The recommendations are relevant for remaining period of **phase 2** and a potential **phase 3**. Based on the pre-defined question catalogue, the chapter contains recommendations regarding improved working relationships with the private sector and local training providers, the potential to include innovative trades and “transformative streams in terms of employability”, as well as whether the target group in a lower middle-income country should be changed in order to provide more advanced vocational skills.

With regard to the **remaining time of phase 2**, we highly recommend strengthening existing structures, and activities, such as the YEC and **focus on the sustainability of the interventions and to avoid starting completely new interventions**. If too many new things are initiated, there is a risk that the project will get bogged down.

High relevance

Provide remaining internship trainings (**phase 2**)

Currently there are 529 youth (279 in Morogoro, 251 in Singida) waiting to be placed in internships (for more information on students per LSP or per training area, see annex 4). It should be a high priority to find a solution for these youth that is feasible for the project (cost-wise), as well as for the youth. **Transparent communication and open communication channels for the affected youth are important.**

Strengthening the mentorship and coaching component:

To strengthen existing YLEs, both group and individual ones, follow-up mentoring session with youth from both cohorts should be done, to see where they need additional support with their activities and how this can be ensured (e.g. technical coaching sessions, follow-up one-day refresher course, etc) (**phase 2**). To ensure sustainability and reduce costs, CDO on ward-level, private sector actors, as well as OYE-champions should be included in the process (preceding capacity-building/training is important). Coaching does not necessarily have to happen face-to-face, but can be done remotely through phone calls, whats app or other messaging tools, which can even include remote consultation on technical issues (e.g. plant diseases/issues with chicken, etc.). This can also be a possibility to share online resource suitable for the youth (e.g., <https://www.accessagriculture.org/search/all/kwl>).

Currently, mentorship and coaching are done differently from LSP to LSP with huge differences in regularity and quality. There is a need for **a basic mentorship and coaching guide with clear action plans/checklists** that can be used by coaches and mentors to better support youth and newly established YLEs. This process may be a bit costly to the project but will increase quality of skills provided and ultimately increase the impact (employability and income) among beneficiaries (**phase 2** and **phase 3**).

Inclusion of LGAs and other actors on ward-level

This recommendation is directly linked to mentoring and coaching. Strengthening the LGA is a direct outcome (outcome 3) and building their capacities in mentoring and coaching the youth can be a pathway to ensure the sustainability of the results. For sustainability purposes, the LGAs can also be capacitated on the use of the OYE-manuals (in alignment with other materials they are using for training purposes). **To achieve outcome 3 (off-track), we recommend the inclusion of additional activities related to building the capacities of LGAs, especially on ward-level.** To pool resources, we recommend to focus on wards with motivated LGAs that are willing to commit to supporting a pre-defined number of YLEs (**phase 2**).

Currently, LGAs from ward-level are neither involved in stakeholder review meetings, nor in private sector workshops, which could be key learning and networking events. We recommend their inclusion either in existing formats or in separate platforms which can also be linked to the YECs (**phase 2**).

On a district level, there is the possibility to align the project activities with the annual district plans/budget if they are aligned with the goals of the LGAs (**phase 3**).

Strengthening the YECs

The YECs have a huge potential regarding connecting the different stakeholders to the YLEs, strengthening the position of youth in trading and (market) exchanges with other stakeholders and having a longer-term impact on the market system. However, they need to be strengthened to increase their sustainability. Although the YEC's leader knew the purpose of the committees, this was not the case for other members; the FGDs showed a lack of ownership of the YECs among youth. In year 2, there were 31 YECs with almost 2'000 members. Several of these members have participated in YECs without understanding the purpose of it. It may help to be more selective with who should be actively encouraged to join the YECs (youth champions and leaders, YLEs that are active and that youth that pursue one or several economic activity successful). The YEC also have to be introduced to local stakeholders, especially LGAs, as well as local organisations (e.g. Youth Power in Morogoro, but also (international) NGOs) who has an interest in supporting YECs. To pool resources (of the LSPs, but also of the teams) for the remaining period, we recommend to focus on successful YECs to see what works well as best practices that could eventually (in a next phase?) be upscale. Clear, simple guidelines or bylaws could help the YEC's sustainability as well (**phase 2**). In case of a **phase 3**, the continuation of working with and strengthening YECs is highly recommended.

Making use of synergies with other projects/organisations

Often youth employment projects work in silos towards similar goals, implementing similar activities and working with the same partners. Joint advocacy, consultation during activity implementation can help to increase impact and sustainability. For the **remaining project period (phase 2)**, collaboration may be **particularly relevant to promote the YECs and gain support from other organisations that can support the youth clusters and ensure their sustainability** (e.g. Youth Power and SET in Morogoro, Helvetas in Singida). In a potential **phase 3**, such collaboration should be sought after from the onset to strengthen advocacy efforts and influence among other systemic stakeholders.

Developing a (hands-on, practical) sustainability and exit plan

The current project setup has a range of unsustainable interventions. Whereas it is normal that certain activities cease with the end of project financing, there are elements that can be continued through the involvement of systems actors. Preparing a sustainability plan can be a good entry point to bring the stakeholders together and jointly define their roles within the overall system and assess how they can support each other in implementing their mandates and achieving their goals. This can be the starting point of developing a straightforward action plan with action points for all stakeholders for the remaining months (see Figure 3; **phase 2**). For a next phase (**phase 3**), a sustainability plan with the roles of all stakeholders before, during and after the project intervention should be developed from the onset.

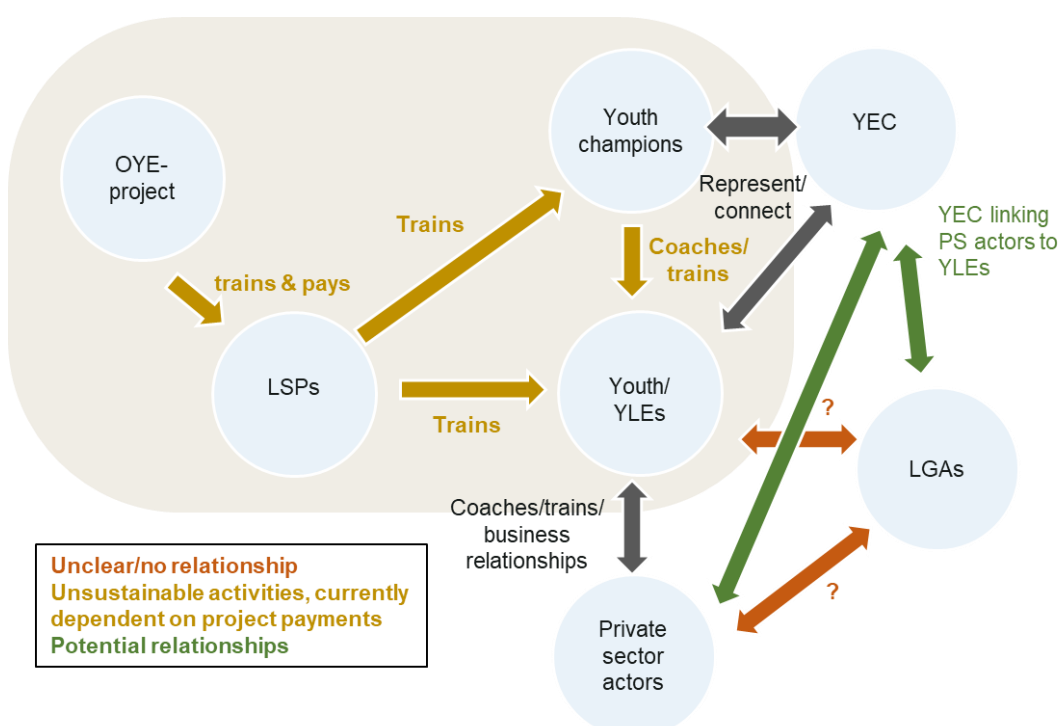


Figure 3: Simplified stakeholder relationship within OYE-project

Facilitative project role/applying a systemic approach

It is important that **the project realises its facilitative role in line with the systemic approach** where the stakeholders jointly define their roles within the overall system and collaboratively assess how they can support each other in implementing their mandates and achieving their goals. The stakeholder review workshop can be a starting point for these reflections. A good facilitation of the workshops is important, where a solution-oriented, interactive approach is applied (**phase 2**, linked to the recommendation above).

Systemic change as part of the systemic approach is based on the perception that problems have multiple causes which need addressing on different levels to improve the functioning of overall systems, such as education systems, the labour market or general market systems. The role of a project applying the systemic approach is to identify and address the root causes of the problems and promote adaptations and changes. This requires rethinking the approach to project implementation and a change of mindset of the project team as well as partners. This starts with the system's assessment during the inception phase and continues throughout the implementation, where the project holds a

facilitative role and improved the inclusiveness of existing system by strengthening existing systems actors (**phase 3**)¹².

Systemic problems are identified and solutions to them are developed together with partners. To attain this kind of relationship, a consultancy contract (in the case of the LSPs) may be counter-productive (top-down chain of command with clear targets to be reached). **Local NGOs have their own objectives and goals. If a project succeeds to align these, in a joint process, with their own and build partnerships on eye-level**, there is a higher probability that the NGO will continue with the activities beyond the project period (**phase 3**).

To apply a systemic approach, it is important to focus on **quality above quantity**: Supporting a lower number of beneficiaries but ensuring that they receive a high-quality training can increase the project impact. If it is linked to capacitating local trainers (e.g. extension officers, local MSMEs and youth champions), the numbers may even increase in the future although the number of direct beneficiaries may be low (systemic change) (**phase 3**).

High quality market assessment (market scan)

An in-depth market assessment lies at the heart of the systemic approach and is relevant for the selection of trade, as well as for the identification of relevant actors, especially in the private sector. The market scan for OYE phase 2 was rather shallow and based on a small number of interviews. In the project proposal (p. 10) an additional market scan was planned half-way into the phase, which was never executed, but would have been helpful to identify additional market-oriented training opportunities. **To receive quality data that will be pertinent for the project activities, partners and the general project outcome, it is worth investing enough time as well as financial resources.** In future market scans, it is crucial to focus on the local geographical area, where the project will be implemented and include an area potential survey (What is locally available? Materials? Customers? Potential trainers?). In addition, it may pay off to sensitise partners and build their capacities to continuously look for new ideas for (self-)employment opportunities and have a mechanism in place where potential new trades can first be noted down, and in a second step assessed (**phase 3**).

Private Sector Engagement (PSE)

There are some “low-hanging fruits” regarding private sector engagement in the last year of project implementation (**phase 2**). The exchanges with private sector representatives during the MTE have shown a general interest of enterprises to get more involved, for example in mentoring and coaching. Silverlands Tanzania Limited specifically mentioned that they provide mentoring as part of the package if they deliver chicks. They further highlighted that they do not have a list or direct contact with OYE-initiated YLEs. It may be useful for the project to discuss with Silverlands on how to optimize support to poultry YLEs that may be sustainable beyond the project period.

ZOLA Electrics who uses OYE-youth as sales agents for solar systems is willing to provide an advance payment to youth to buy a smartphone, as they need the device to do

¹² For a successful application of the systemic approach, systems need to be operational. In a context where system actors, such as VET institutions, chambers or sector associations, are very weak, the approach reaches its limits (Source: [SDC Market Systems Development Approach, 2019](#)). For more information on how to manage MSD-projects, see the [SDC MSD Guidance Document](#).

sales, which can then be repaid through a payment scheme. In such specific cases, willing private sector enterprises, such as ZOLA Electrics or agro-input provider can fill a gap where financial institutions fail to provide services to the youth (**phase 2**).

Several representatives of private sector companies have expressed an interest to strengthen their collaboration with the project and other actors (e.g. providing advance payments to youth as mini-loans, providing additional mentoring and coaching, and following up with the YLEs directly. To materialize this, the MTE recommends OYE to develop a clear action plan and a follow-up system that can be communicated to both parties for example during the stakeholders' workshops. OYE can facilitate a strong relationship between the PS and LSPs/LGAs to ensure that the action plan is working and all involved parties are taking up their responsibilities. The project could also facilitate the signing of letter of intent that can be used not necessarily as a legal document but more as a guide that will facilitate smooth executing of the action plan (**phase 2**).

For **phase 3**, a clear Private Sector Engagement strategy acknowledging the different levels of engagement from MSMEs providing support (e.g. internships or coaching), to bigger companies that provide input (e.g. Silverlands) to purchaser who are interested in long-term relationships with YLEs (e.g. as outgrowers or providers of products, for example [Frostan](#)¹³).

Private sector representatives highlighted the importance of a better **selection and matching of youth and training** by carefully selecting youth for specific trainings and ensuring that they have an interest and passion. Ideally, they are already doing the activity or have a possibility to start straight away. They would generally encourage the project to train youth on what they are doing already, as this also reduces their investment in youth that will abandon a trade shortly after (**phase 3**).

Medium relevance

Quality assurance and standardisation of training

The project team has already taken several steps to improve the training quality by shifting to 3-months internships for cohort 2. However, quality gaps between different trainers remain and a minimum standardisation through basic training plans with learning objectives can help to ensure that (similar to mentoring and coaching plans). Especially when youth already have basic knowledge (e.g. in horticulture), **it is pertinent to ensure that additional training adds value for the target group**. This also means finding a balance between relying on local structures (local trainers from MSMEs or extension officers) that may not be aware of the latest trends and bringing in external experts (that can also be used to build the capacities of local trainers). Where possible, the inclusion of online learning resources, such as [Access Agriculture](#) with learning videos on agricultural practices in Kiswahili should be encouraged (**phase 2**). For a **phase 3**. Standardisation and quality assurance through the involvement of technical experts (e.g. to build capacities of local trainers) from the onset.

Gaps in the training cycle

It is important that the project prepares fully for the training cycle before it commences. This includes the preparation of all required training materials, trainers, and internship placements to enable full implementation of a training cycle from the beginning to the end. Similarly, the project should ensure a proper calendar of implementation of the

¹³ We met the CEO of Frostan ([Home | Frostan Limited](#)), a cold-chain operating company, by coincidence in Morogoro and he showed interest in exploring opportunities to collaborate with farming YLEs. It is important that such private sector actors, are identified during the market assessment or during project implementation through a clear PSE-strategy.

training avoiding colliding with agricultural seasons when most of the youth will be busy on the farms. The period between training should be kept as short as possible with an absolute maximum of 1 month (four weeks) passing between the soft skills and the practical training/internship. (phase 2). This remains relevant for a phase 3.

Procurement

Current procurement procedures lead to huge delays in the training delivery and subsequently dropouts. Although there might be minor financial benefits from the process, the costs of the negative side effects (replacing dropouts, constant follow-ups) outweigh the benefits. There are various ways to deal with it: Most LSPs have their own procurement procedures, if they differ too much from SNV's, adjustments could be made to align the two (indirect capacity building). This would give LSPs the flexibility to procure local and faster (additionally supporting the local economy). Higher procurements (after a certain amount) could still be done by the SNC procurement officer in Dar es Salaam. Whereas this recommendation may be difficult to implement by the team alone, active donor support can help to find a satisfactory solution, particularly for phase 3.

Low relevance

Inclusion of digitization and new trades (based on market demand)

There is potential for other trades, be it in the digital realm or other areas that would be suitable and feasible for OYE's target group. One example we encountered was a OYE-graduates who was a sales agent for a Kenyan, sustainable cooking stoves that was also praised as good quality (though a bit more expensive) by the other youth. A big demand among youth in agriculture was training on improved farming techniques, in particular the production of improved seeds and seedlings (e.g. in collaboration with alumni of the Sokoine University of Agriculture), but also training on the processing of agricultural products (value addition). Youth have also shown interest in short courses like soap-making or tie-dye and general low-cost trades that allow them to diversify their income.

However, **to identify new trades a good quality market assessment/market scan, focusing also on the local level is essential.** This also requires the project to have a mechanism in place to register such potential (self-)employment possibilities through partners and stakeholders and being in a position to follow-up with a standardised mini assessment. However, looking at limited time period remaining for phase 2, there are more urgent aspects to focus on, particularly the sustainability of ongoing interventions and the capacity building of the stakeholders involved (phase 3).

Career orientation and counselling

The project has to find the delicate balance between the wishes of the youth (important for their self-motivation and to ensure the continuation of the activities) and the reality on the ground (market demand, availability of trainers and materials) before engaging in a certain occupation. Career orientation and counselling sessions can help youth to better understand potential of careers they would like to select in relation to what opportunities are available in their localities. This can also help to reduce dropout numbers and could be easily included in the OYE training trajectory (phase 3).

Gender and Social Inclusion

More efforts can be done to improve the inclusion of women and men with special needs through household dialogues to the community by engaging the LGAs, community leaders, and parents in gender/inclusion awareness meetings that will be conducted before

recruitment of the youth. To include youth with disabilities, it can be recommended to work with specialised organisations who can help during recruitment and training provision to ensure they have proper techniques to include youth with special needs in the project (for example [YOWDO](#) or [Light for the World](#)). During phase 2, the female leadership training was appreciated and we could see the impact on some of the young women encountered that have undergone the leadership training were very vocal and well engaged in their communities. To ensure this happens on a broader level, additional coaching and mentoring and continuous leadership training for young women is recommended (**phase 3**).

Change of target group

There is a clear need for training, better employability and (self-)employment opportunities among the target group, and a project like OYE can achieve positive results. However, these marginalised groups who have low literacy levels, no or low skills-level and come from geographically remote areas need higher investments, such as more technical support, mentoring, budget for travel expenses or childcare support) to achieve results. Attaining sustainable systemic change in favour of this group is much harder: Their low purchasing power and lack of disposable income limits their ability to pay for training or other services, which makes them dependent on external (financial) support through donors or government support programmes. To achieve the latter, sustainable government support programmes for marginalised groups, strong advocacy is needed on a regional or national level. This requires the project to have the needed political leverage to engage with the relevant institutions on a meaningful level to promote lasting change. If this is not given, it will be hard to attain goals on this systemic level. This does not mean that a project like OYE cannot apply a systemic approach on a smaller scale (see the recommendations further up under systemic change (**phase 3**)).

Increase the age range

Aligning the age limits with the national definition (going up to 35 years) can have different benefits, such as including youth that are more serious and already have some economic activities ongoing, while they can provide learning opportunities and ideally even employment opportunities to younger youth. At the same time, older women are often more flexible as they have older children that more independent, giving them more flexibility to join trainings and other activities. It also allows for an easier alignment of activities with systemic actors (especially public ones) for a higher impact and sustainability of the interventions (**phase 3**).

5. Conclusion

The conclusion of this MTE comes back to the initial questions of interest of this MTE:

- (1) Does the project deliver against the ProDoc?
- (2) Does a project design applied for the OYE project phase 2 provide for systemic change in Tanzania?
- (3) Does a project design applied for the OYE project phase 2 provide for a high-quality vocational skills development and/or youth employment project in a country context like the one in Tanzania?

(1) The analysis done in the framework of this MTE shows that the project delivers against the project proposal (ProDoc): The target number of youth has been onboarded, trainings in life skills as well as technical skills are ongoing or terminated and YLEs, YSLAs and YECs are established. The compilation of the data from the annual narrative reports shows that results are produced especially on output-level, 7 out of the 12 outputs are on-track (see table on page 11). The systemic impact cannot be seen yet, with no reporting in any annual reports regarding youth benefiting from a more youth friendly and effective ecosystem and policy environment (outcome 2) and LGAs being enabled by the project to implement their mandate effectively (outcome 3).. Thus, currently outcome 2 and outcome 3 are off-track, which is also due to outputs not directly leading to the outcomes (particularly for outcome 3). Adjustments for the remaining period of the project document can help to bring the outputs and outcomes back on track. Further results are to be expected in the second half of the project phase.

(2) The project design as outlined in the project proposal focuses on employability and hands-on skills to be conveyed to 4,250 young women and men and help them start or improve their own business. There are some systemic results in the ToC in outcome 2 and 3 and the overall impact. This setup leads to a mixture of interventions that need a direct, project implementation-approach for a considerable amount of youth whereas at the same time expecting the team to use a systemic approach to attain longer-term systemic change. This is a challenging endeavour, especially for a project the size of OYE with project activities scattered over two vast, non-adjacent districts. When applying a systemic approach, this has to be done as a methodology from the beginning in all activities and it needs an extensive process of building a common understanding together with other key stakeholders. Under the given project setup, this is not feasible. As presented in the recommendations, this does however not mean that a project like OYE cannot apply a systemic approach.

(3) OYE's project setup is not designed to provide for a long-term, sophisticated vocational skills development, but to focus on employability and practical as well as soft and business skills, including supporting mechanisms to guide youth in starting into (self-)employment with their own small business (mentoring and coaching, access to finances). The project interventions are well adapted to the selected target group and helps youth in pursuing income-generating activities alone or in small groups and diversify their income to secure their livelihoods. As outlined in the recommendations-chapter, specific measures can help to improve the quality of the vocational training to ensure the skills learnt lead to employment prospects.

The challenge of achieving certain results on output and outcome-level is not linked to the approaches applied, but rather to the objectives themselves, as well as external factors (lack of market access and financial products available for youth, as examples). Whereas some of these elements are difficult to adjust at this stage in project implementation, there are actions that can

be taken to improve the results under the outputs and outcomes until the end of phase 2. Sustainability should be the main focus of remaining period, especially capacitating LGAs to execute their mandate (outcome 3) and linking to the YECs and YLEs. Concrete suggestions are presented in the chapter “recommendations”. The development of a sustainability and exit plan may help the project and the other stakeholders to jointly reflect on their roles in the system now and in the future. An important factor to strengthen income-generating youth groups (group YLEs), which are likely to be non-sustainable without further support (observation of inactive or completely disintegrated YLEs), is the coaching and mentoring.

The OYE-project team is well aware of these challenges and is continuously addressing them as project implementation goes on. In this report, we focused on the areas where challenges occur for which room for improvements exists.

Annex 1 – DAC Assessment Grid

Assessment grid (version July 2021)

Note: this assessment grid is used for evaluations and internal assessments of SDC or SECO financed projects and programs (hereinafter jointly referred to as an 'intervention'). It is based on the OECD Development Assistance Committee evaluation criteria.¹⁴ If specific results are not yet measurable at the time of the assessment, it requires analysing the likelihood of achieving impact and sustainability. All applicable sub-criteria should be scored and a short explanation should be provided. Additional sub-criteria may be added.

Select the corresponding number (0-4) representing your rating of the sub-criteria in the column “score”: 0 = not assessed; 1 = highly satisfactory; 2 = satisfactory; 3 = unsatisfactory; 4 = highly unsatisfactory

- **Highly satisfactory (HS)** – there were no shortcomings in relation to the intervention’s relevance, coherence and efficiency; the objectives at outcome level were fully achieved or exceeded and are likely to have a significant impact, which will be sustained in the future.
- **Satisfactory (S)** – There were moderate shortcomings in relation to the intervention’s relevance, coherence and efficiency. Most intended objectives at outcome level were achieved (or for mid-term: are likely to be achieved). The likelihood of achieving intended impact or sustainability of the intervention’s benefits is reasonable.
- **Unsatisfactory (U)** – There were important shortcomings in relation to the intervention’s relevance, coherence and efficiency, in the achievement of its objectives (N.B. if outputs are achieved, but do not result in the expected outcomes, consider rating relevance and/or effectiveness as unsatisfactory). The likelihood of achieving intended impact or sustainability of the intervention’s benefits is questionable.
- **Highly unsatisfactory (HU)** - There were very severe shortcomings in relation to the operation’s relevance, coherence and efficiency. Intended objectives have not been achieved, achievement of intended impact or sustainability of benefits are highly unlikely.
- **Not assessed (na)** – The criteria statement cannot be assessed. Please explain and provide details in the justifications section.

Title of the evaluated intervention: Opportunities for Youth Employment (OYE) Project Phase 2

Evaluation type: Mid-Term Evaluation

Evaluator(s): Daniela Lilja, Abraham Mtongole

Date of the evaluation: 19.04.2023

¹⁴ For more guidance see: Better Criteria for Better Evaluations. Revised Evaluation Criteria. Definitions and Principles for Use, OECD/DAC Network on Development Evaluation, 2019.

Key aspects based on DAC criteria	Score	Justification (Provide a short explanation for your score or why a criterion was not assessed)
Relevance Note: the assessment here captures the relevance of objectives <u>and</u> design <i>at the time of design</i> and <i>at time of evaluation</i>		
1. The extent to which the objectives of the intervention respond to the needs and priorities of the target group.	2 - satisfactory	The needs or the target groups are reflected in the project objectives.
2. The extent to which the objectives of the intervention respond to the needs and priorities of indirectly affected stakeholders (not included in target group, e.g. government, civil society, etc.) in the country of the intervention.	2 - satisfactory	The needs of the communities, as well as the private sector and public sector actors are reflected.
3. The extent to which core design elements of the intervention (such as the theory of change, structure of the project components, choice of services and intervention partners) adequately reflect the needs and priorities of the target group.	2 - satisfactory	The needs of the target group are reflected, however, the connection between outcomes and outputs are not reflected (see further below).
4. Is the level of trades offered providing the skills level most relevant to maximize impact with the given budget?	2 - satisfactory	Adjustments are needed to maximize impact of trained skills.
Coherence		
4. Internal coherence: the extent to which the intervention is compatible with other interventions of Swiss development cooperation in the same country and thematic field (consistency, complementarity and synergies).	1 - highly satisfactory	It is compatible; however, existing synergies are not used to their full potential.
5. External coherence: the extent to which the intervention is compatible with interventions of other actors in the country and thematic field (complementarity and synergies).	1 - highly satisfactory	Aligned with all national initiatives.
Effectiveness		
6. The extent to which approaches/strategies during implementation are adequate to achieve the intended results.	2 - satisfactory	The approaches are suitable for the intended outcomes, the issues is a lack of coherence between some of the outputs and outcomes (especially outcome 3).
7. The extent to which the intervention achieved or is expected to achieve its intended objectives (outputs and outcomes).	3 - unsatisfactory	Outcome 2 and outcome 3 are currently off-track and need significant adjustments to be reached. Under outcome 1, employability seems improved, whereas improved self-employment did not become evident during the MTE.

Key aspects based on DAC criteria	Score	Justification (Provide a short explanation for your score or why a criterion was not assessed)
8. The extent to which the intervention achieved or is expected to achieve its intended results related to transversal themes.	2 - satisfactory	Transversal theme referred to: Gender and Social Inclusion, good inclusion of women, still disparities visible, but young women empowered through particular interventions, visible in the outputs and outcomes.
Efficiency		
9. The extent to which the intervention delivers the results (outputs, outcomes) cost-effectively.	2 - satisfactory	Issues of travel costs and distance to project activities.
10. The extent to which the intervention delivers the results (outputs, outcome) in a timely manner (within the intended timeframe or reasonably adjusted timeframe).	2 - satisfactory	All youth are onboarded, some issues with training delay (due to procurement), some youth from cohort 2 are waiting since months to get their internship placement.
11. The extent to which management, monitoring and steering mechanisms support efficient implementation.	1 - highly satisfactory	Adaptive project implementation, good feedback and steering mechanisms.
Impact		
12. The extent to which the intervention generated or is expected to generate 'higher-level effects' as defined in the design document of the intervention. Note: when assessing this criterion, the primary focus is the intended 'higher-level effects'. In the event that <i>significant</i> unintended negative or positive effects can be discerned, they must be specified in the justification column, especially if they influence the score.	3 - unsatisfactory	Especially on impact-level nothing can be seen (yet), no evidence of impact on policy environment. Difficult for a project on this level, with such a vast geographical scope and high target number, to reach systemic impact (see the MTE-report for further explanations).
Sustainability		
13. The extent to which partners are capable and motivated (technical capacity, ownership) to continue activities contributing to achieving the outcomes.	3 - unsatisfactory	The LSPs, main implementation partners, see themselves as consultants and not as partners. There is a lack of inclusion of LGAs on grassroot level (villages, wards). No meaningful collaboration, does not exceed information-sharing level.
14. The extent to which partners have the financial resources to continue activities contributing to achieving the outcomes.	3 - unsatisfactory	The sustainability of most activities remains unclear, including technical training, life skills training and mentoring and coaching, as well as YEC.
15. The extent to which contextual factors (e.g. legislation, politics, economic situation, social demands) is conducive to continuing activities leading to outcomes.	2 - satisfactory	The national policies and legislation is favourable, however, there is a discrepancy between theory and the reality on the ground.

Additional information (if needed): [Click here to enter text.](#)

Annex 3 – List of Stakeholder interviewed¹⁵

Date & place	Name	Organisation	Training/occupation	F/M
Wed, 8.03.23	Julie Adkins	SNV	OYE MEAL Advsior	F
Tue, 14.03.23, online	Sabine Roth	Swisscontact, Morogoro	Country Director Tanzania	F
Thu, 16.03.23, online	Africanus Chalamila	Helvetas, Dodoma	Director YES-project	M
Thu, 16.03.23, online	Doreen Kimbe	Helvetas, Dodoma	MEL officer YES-project	F
Thu, 16.03.23, online	Omary Suleiman	Helvetas, Dodoma	Project Officer YES	M
Fri, 17.03.23, online	Andrew Mahiga	TPSF	Former PAC-member	M
Mon, 20.03.23, Dodoma (& online)	Herman Hishamu	SNV	OYE Project Manager	M
	Bonavitha Gahihi	SNV	Youth Skills and Gender Advisor	F
	Emmanuel Mkenja	SNV	PSE Advisor	M
	Raphael Chinguku	SNV	Junior Advisor	M
Mon, 20.03.23, Mkwese, Manyoni	Mvanga Juma	OYE graduate	Horticulture (training and activity, all have other side activities)	M
	Henry Michael Nyato	OYE graduate		M
	James Julius	OYE graduate		M
	Elizabeth Kapela	OYE graduate		F
	Hadija Athumani	OYE graduate		F
	Joyce Henry	OYE graduate		F
	Chiku Juma	OYE graduate		F
	Alpha Hamisi	OYE graduate		M
	Marselina Martin	OYE graduate		F
	Omary Chakundya	OYE graduate		M
Tue, 21.03.23, Singida	Hanna M. Churi	Singida MC	CDO	F
	Kingsley Emmanuel	Singida MC	CDO	M
	Kairanya Makasi	Umyamikumbi	CDO	M
Tue, 21.03.23, Singida	Emmanuel Msumba	SEMA	Project Officer	
	Salumu Hassan	SEMA	Project Coordinator	M
	Jenipher Herman	HAPA	Project Coordinator	F
	Selemani Dandi	HAPA	Project Coordinator	M
	Amani Nginene	TACADECO	Field Officer	M
	Tumaini Joseph	TACADECO	Field Officer	M
	Irene Elinas	TACADECO	Field Officer	F
Tue, 21.03.23, Singida	Greyson Ngwessa	OYE SNV	MEL Intern Singida	M
Wed, 22.03.23, Iramba DC	Jane Ng'ondi	Iramba DC	Kiomboi – DCDO	F
	Omari M. Lanjui	Iramba DC	Kiomboi - CDO	M
Wed, 22.03.23, Iramba	Juma Sololoka	NMB Branch Iramba	Branch manager	M
	Paul Packshard Mkongwa	NMB Branch Iramba	Bank officer	M

¹⁵ Colour code: Green: still doing the activity; ocre: no activity, training just finished; dark red: waiting for internship; red, doing unrelated/no activity.

Wed, 22.03.23, Kyengege, Iramba	Sarah Zakayo Abely	OYE graduate	Tailoring, no activity, just finished tr.	F
	Happyness Musa Mboy	OYE graduate	tailoring, no activity, just finished tr.	F
	Elifrida Ikaka Ashery	OYE graduate	tailoring, no activity, just finished tr.	F
	Joseph Justine Songelaely	OYE graduate	Poultry, doing poultry small scale	M
	Martha Edson Michael	OYE graduate	poultry, doing poultry small scale	F
	Daniely Lameck Msese	OYE graduate	poultry, doing poultry small scale	M
	Martha Mkumbo Kitulo	OYE graduate	poultry, doing poultry small scale	F
	Elia Lazaro Michael	OYE graduate	Electrical (waiting for training)	M
	Vivian Simion Shila	OYE graduate	Sunflower processing (waiting for training)	F
	Loth Nathanaely Hamis	OYE graduate	poultry	M
	Elizabeth Mathayo Kitulo	OYE graduate	poultry	F
Thu, 23.03.23, Singida DC	Ezekiel Simpina	Singida DC	CDO	M
	Agnes V. Mwinuka	Singida DC	YDO	F
Thu, 23.03.23, Ki-jota, Singida DC	Elia Samson Kitiku	OYE graduate	Kijota YES Kuku, doing many activities (tailoring, etc.), kuku on the side, currently no chicken (no act. To see)	M
	Rosemary Ibrahimu Jeremiah	OYE graduate	Kijota YES Kuku	F
	Endeshi Zephania Savati	OYE graduate	Kijota YES Kuku	f
Thu, 23.03.23, Ki-jota, Singida DC	Mariam Hamisi Mtutuu	OYE graduate	Perfect Combo Beekeeping, Mariamu has a small shop, no beekeeping act.	F
	Elisha Richard Njoka	OYE graduate		M
	Abduli Wahabu Mraji Ramadhani	OYE graduate	Perfect Combo Beekeeping: no beekeeping activity (a few hives on land, never harvested), all have their own activity (horticulture, chicken, would have preferd training in other trades)	M
	Yasin Mohamed Longoi	OYE graduate		M
	Peter Elibariki	OYE graduate		M
	Selemani Rashid Mtutui	OYE graduate		M
Thu, 23.03.23, Ughandi, Singida DC	Rehema Juliasi Ramadhan	OYE graduate	Training: 5 in poultry, 6 in beekeeping	F
	Abdillah Jumanne Sinda	OYE graduate	As a group, have 14 beehives, no one doing chicken as business activity	M
	Emiliana Charles Jacob	OYE graduate	Current act.: now tailoring (3), sunflower, food production (Mama Lishe), selling maize, petty trade, two in barbershops, one doing kuku and volunteer teacher and kilimo	F
	Zakia Stephano Muna	OYE graduate		F
	Anna Kornelio Paulo	OYE graduate		F
	Rehema Juma Nkurogu	OYE graduate		F
	Daniely Said Nkundu	OYE graduate		M
	Peter Edward Ifande	OYE graduate		M

	Mohamed Omary Ally	OYE graduate		M
	Ally Shabani	OYE graduate		M
	Magreth Heniry	OYE graduate		F
	Shiraji Adam	OYE graduate		M
Fri, 24.03.23, Itagata, Itigi	Hassan Maulid	OYE graduate	Horticulture training, theoretical poultry training (no practical), failure in chicken (all died) current activity: horticulture, agriculture (rice and maize), petty trade Business training has helped (chairman of irrigation scheme)	M
	Said Mussa Mayunga	OYE graduate		M
	Ally Hassani Hema	OYE graduate		M
	Stephano Edom Mbonge	OYE graduate		M
	Fauzia Ibrahim Magemo	OYE graduate		F
	Mohamed Salum Mayunga	OYE graduate		M
	Zulfa Mwakapesa Magemo	OYE graduate		F
Sat, 25.03.23, Dodoma	Eliakim Mtawa	Assistant Director – Youth Coordination	PMO-LYED	M
Mon, 27.03.23, Mvomero	Mary Marcell	Assistant Director	Mvomero DC	
	Mashaka Malole	NGO Registrar	Mvomero DC	
Mon, 27.03.23, Dakawa, Mvomero	Juliana Paskal Roman	OYE graduate	trained in poultry, some doing milk processing learned locally) current act: 1 m-pesa agent, cultivating & selling rice, boda boda & selling rice, selling milk, selling rice (2x), stove selling (Kenyan company)	F
	Agness Boniphace Stephano	OYE graduate		F
	Azueni Athumani Omary	OYE graduate		F
	Grace Steven	OYE graduate		F
	Joyce Steven	OYE graduate		f
	Esther Joshua John	OYE graduate		f
	Kenan Benard Nsemwa	OYE graduate		M
	Saidi Hamisi	OYE graduate		m
Mon, 27.03.23, Turiani, Mvomero	Tausi Mahamudu Mbongo	OYE graduate	Trainings: 1 person trained in aquaculture, trained others, poultry: 1 went to Iringa, 2 to Morogorotown, several in solar, only 1 still doing it, organic horticulture training (SAT) current activity: masonry, baking, 1 person Sunking agent, petty trade, tailoring, 2 doing nothing	F
	Mwanahamisi Ally Madunda	OYE graduate		F
	Jackline John Kihwelo	OYE graduate		F
	Anita Henry Joseph	OYE graduate		F
	Martha Mloka	OYE graduate		F
	Elizabeth Nicholausi Mnyandwa	OYE graduate		F
	Alex Tibeli Kahemela	OYE graduate		M
	Karimu Mustapha Mdigwa	OYE graduate		M
	Mwasiti Salimu Mbogo	OYE graduate		F
Tue, 28.03.23, Morogoro	Jacqueline J. Mushi	Morogoro MC	Ofisa Vijana (CDO)	
Tue, 28.03.23, Morogoro	Venance Mlali	MWAYODEO	Director	
	Naomi Lukumay	E-MAC	Project Officer	
	Kenedy Sixmund	MWAYODEO	Project Officer	

	Hamisi Masinde	Mjumita	Project Officer	
	Hamza Nkumulwa	Mjumita	Field Coordinator	
Tue, 28.03.23, online	Reginald Alexander	East West Seed	Field Officer	
Tue, 28.03.23, online	Emanuel Ng'andu	Zola Electrics	Sales Dar-es-Salaam	
Wed, 29.03.23, Kilosa DC	Alto K. Mbikiye	Kilosa DC	DCDO	
	Elistone D. Elibahati	Kilosa DC	YDO	
Wed, 29.03.23, Mwakatani, Kilosa Curr. activities: horticulture, tea spices, tailoring, pig rearing, masonry assistant, petty trade, selling clothes, cake baking, agriculture & pig rearing, pikipiki driver	Kelvin Samwel Stephan	OYE graduate	Current activity: Pig and rice	M
	Jestina Patrick Kimweri	OYE graduate	Decoration	F
	Hadija Yusuph Mchembo	OYE graduate	Decoration (material arrived after training)	F
	Halima Bakari Seiph	OYE graduate	Poultry	F
	Daudi Joseph Msanga	OYE graduate	Driver (waiting for training)	F
	Hamisi Mohamedi Abdalla	OYE graduate	ICS	M
	Amos Pascal Msingi	OYE graduate	Decoration, current activity: Pig fattening	M
	Neema George Shamba	OYE graduate	Tailoring, tea spices (activity)	F
	Ziada Saidi Abdallah	OYE graduate	Tailoring	F
	Imani Nalon Said	OYE graduate	Horticulture, Pikipiki driver	F
Wed, 29.03.23, Zombo, Ulaya	John Abel Mughama	OYE graduate	Horticulture & chicken	M
	Bahimu D. Mgamga	OYE graduate	Horticulture & chicken	M
	Sarah Andason	OYE graduate	Horticulture & chicken	F
	Hamisi Ally Mtokoma	OYE graduate	Horticulture & chicken	M
	Hussein S Kisile	OYE graduate	Solar agent, Horticulture & chicken	M
	Asha Athuma Issumaili	OYE graduate	Horticulture	F
	Hamida Hashimu Ndalilo	OYE graduate	Horticulture (chair of the group)	F
	Ally Kitemele Salumu	OYE graduate	Horticulture, has solar pump from SimuSolar (very new)	M
	Aziza Daudi Ahmadi	OYE graduate	ICS, not doing ICS, horticulture	f
Wed, 29.03.23, Ulaya, Ulaya	Tausi Saidi Libiga	OYE graduate	ICS, not doing any activity related to ICS	f
	Neema Damian Mshomi	OYE graduate		f
	Venance Edward France	OYE graduate		m
Thu, 30.03.23, Dumila, Kilosa Current act: doing tailoring, although training in kuku or ICS (2x), cake baking (2x), trading maize, haircutting saloon and	Rehema John Sagui	OYE graduate	ICS, tailoring business	f
	Herieth D. Petro	OYE graduate	tailoring	f
	Elizabeth Ngitabi Ndaturu	OYE graduate	Trainer	F
	Thomas Julius Sehoya	OYE graduate	Acquaculture (waiting for internship)	M
	Joel John Jaled	OYE graduate	Horticulture,	M
	Grace Rashidi Mbaga	OYE graduate	Dumila Chicken,	F
	Jane Harod Semwenda	OYE graduate	Dada's Fashion	F

agent of stoves (Kenya),	Getrude Martin Muya	OYE graduate	Waiting for decoration training	F
Thu, 30.03.23, Kauzeni, Morogoro	Simba Saidi Simba	OYE graduate	Trained in: poultry, horticulture (sunflower in Dakawa), solar agent (Sunking) All groups not working anymore, all individual activities: 1 doing smallscale trading charcoal, horticulture (trained in kuku), 1trained in alizeti (still doing it) and selling lotion and per-fumes), Simba:boda boda driver	M
	Joyce Exaveri Morisi	OYE graduate		F
	Mwajuma Jumanne Ramadhani	OYE graduate		F
	Latifa M. Masalanga	OYE graduate		F
	Fahamia Adam Maulidi	OYE graduate		F
Thu, 30.03.23, online	Constantine Deus Shirati	GIZ (former SNV)	Skills Development Advisor OYE 1	
Thu, 30.03.23, Morogoro	Charles Makongo	Youth Power Organisation, Morogoro	Director	
Fri, 31.03.23, Morogoro	Naomi Winstone	Silverlands	Responsible Marketing Morogoro	
Mon, 03.04.23, online	Moumin Mwatawala	TCCIA	Executive Officer	

Annex 3 – Plan Field Visit

Week 1 - Singida

	Monday, 20.3.	Tuesday, 21.3.	Wednesday, 22.3.	Thursday, 23.3.	Friday, 24.3.
Morning	Dodoma <i>9.00-11.00</i> SNV-office Independently with PM and advisors <i>11.00</i> Travel to Singida	Singida Municipal <i>9.00-10.30</i> LGA – FGD (district, Youth, CDO and loan officer) <i>11.00 -14.00</i> LSPs FGD SEMA, TACADECO, HAPA	Iramba <i>7.30-9.00</i> Drive to Iramba <i>9.00-10.00</i> Visit District Council - incl. CDO & Ext. Off. <i>10.30-11.00</i> NMB Iramba	Singida DC <i>9.00-10.30</i> Visit District Council (Ilongero) - incl. CDO & Ext. Off. <i>11.30-13.00</i> FGD Youth Mtinko Visit enterprises of 1-2 youth	Itigi (car problems, delay)
Afternoon	Manyoni (SEMA resp.) <i>13.00</i> District Council Manyoni <i>14.00</i> FGD YLE-group (Mkwese)	<i>14.40</i> Visits: Beautification & Hairdressing Tailoring Internship Singida Town <i>17.00</i> Exchange with Greyson (OYE Intern)	<i>14.-00-16.00</i> Kyengege FGD Youth Visit 2 YLEs <i>16.00</i> Drive back to Singida	<i>14.-00-16.00</i> FGD Youth Ughandi Visit enterprises of 1-2 youth <i>16.00</i> Drive back to Singida	<i>15.00-15.30</i> LGA <i>16.00-17.00</i> Youth FGD Itagata Travel to Dodoma

Week 2 - Morogoro

	Monday, 27.3.	Tuesday, 28.3.	Wednesday, 29.3.	Thursday, 30.3.	Friday, 31.3.
Morning	<p><i>8.00 – 11.00</i> Travel from Dodoma to Morogoro</p> <p><i>11.00-11.30</i> LGA – District Council Mvomero</p> <p><i>11.30 – 13.00</i> DAKAWA 1 FGD – Mixed Group</p>	<p>Morogoro Municipal</p> <p><i>08.00-08.30</i> Exchange Zola Electrics Emanuel Ng'andu</p> <p><i>9.00-09.30</i> Municipal Council DCDO</p> <p><i>10.00-13.00</i> FGD LSPs MWAYODEO, E-MAC, MJUMITA)</p>	<p>Kilosa District</p> <p><i>07:00 – 9:30</i> travel to Kilosa</p> <p><i>9:30 – 10:30</i> LGA District Council (&CDOs, Youth officer)</p> <p><i>11:00 – 13:00</i> FGD Youth Mwakatani, Kilosa town</p>	<p>Kilosa District- Dumila</p> <p><i>9.00-11.30</i> - FGD Youth (tailoring) - PS actors</p> <p><i>11:30-13:30</i> Travel from Dumila to Morogoro</p>	<p>Morogoro Municipal</p> <p><i>10.00-10.45</i> Exchange with Silverlands Naomi Winstone</p>
Afternoon	<p><i>14.00 – 16:30</i> Turiani Villages (Mvomero) - 1 FGD – Mixed group</p> <p><i>16:30</i> Travel to Morogoro</p>	<p><i>15.00-16.00</i> Exchange East West Seeds Reginald Alexander</p>	<p><i>14:00 – 17:00</i> Visit YLEs Youth - Visit YLEs (MJUMITA)</p>	<p>Morogoro Municipal</p> <p><i>15:00-16.00</i> Youth FGD Kauzeni</p> <p><i>16.30-17.00</i> Exchange with NGO Youth Power Charles Makongo</p>	<p>Travel back</p>

- Tue, 03.04.23: Online meeting with **TCCIA Morogoro**

Annex 4 – Youth not yet placed in internship (beginning of April 2023)

	Morogoro						Singida						
	E-MAC		MWAYODEO		MJUMITA		SEMA		HAPA		TACADECO		
	M	F	M	F	M	F	M/F	-	M	F	M/F	-	Total
Tailoring	2	57		18		20							97
Fundi magari	2		2		4		3		2				13
Driving	2				33	4							39
Electrical technician	2				5		3		5				15
Carpentry	2				4		2						8
Mansonry	2				3		2						7
Poultry			20	15					39	52	19		145
Decoration			3	18									21
Charcoal			6	2									8
Horticulture			6	5					69	20			100
ICS			1										1
Cooking/Bakery				22			11						33
Fish farming			3	2									5
Saloon				2									2
Phographic					1								1
Soap making						1					10		11
Welding					2		1						3
Plumbing							3						3
Hotel management						5							5
Beekeeping									6				6
Sunflower oil production									2	2			4
Solar Agents					2								2
	12	57	41	84	54	30	25	0	123	74	29	0	529
Total per LSP		69		125		84		25		197		29	529
					Morogoro:	278					Singida:	251	

Annex 5 – Results achieved in 2021 and 2022

The data in this table is extracted from the annual narrative reports 2021 and 2022.

Output/outcome	Results
Outcome 1: Improved youth employability and youth accessed (self-) employment.	2021: 92% at initial stages of being self-employed, 4.5% employed, 3.5% neither employed nor self-employed ¹⁶ 2022: 87.1% self-employed, 2.9% employed, 0.9% underemployed, 6% unemployed, 3.1% unpaid labour ¹⁷
Output 1.1: Youth receive basic life skills, technical skills, and business skills training, focusing on concrete (self-employment opportunities).	2021: basic life skills: 2'132, business skills: 1'074 2022: basic life skills: 2'261, business skills: 1'874 (both objectives achieved, in both years)
Output 1.2: Youth integrated in youth savings and lending associations.	2021: 690 (138% achieved) 2022: 544 (108%)
Output 1.3: Youth integrated in formal financial solutions.	2021: 9 YLEs opened accounts (2.6% achieved) 2022: 248 youth (25% achieved)
Output 1.4: Youth and new youth-led enterprises mentored towards profitable economic activity, enterprise registration and maturing, as well as leadership.	2021: 286 youth in YLEs (in operation) 2022: 4,613 youth in YLEs (in operation)
Output 1.5: Young women will be encouraged and capacitated to take up leadership roles and positions.	2021: 149 young women in leadership positions 2022: 221 young women in leadership positions (goal: 500 by 2023)
Outcome 2: Youth inclusive market systems in two geographical clusters are improved and effective in promoting and improving youth employability and self-employment in a systemic manner.	2021: too early to indicate any changes 2022: YECs and YLEs established, business connection between YLEs and PS actors
Output 2.1: Establish and strengthen youth enterprise clusters (includes formalising role of champions) for improved access to products and services.	2021: none 2022: 31 YECs (1,935 members)
Output 2.2: Private sector firms collaborate with OYE to provide opportunities for youth and increase their youth inclusiveness in their business operations.	2021: 1 2022: 3 - Numbers based on MoUs, however, more informal arrangements in place (goal: 25 by 2023)
Output 2.3: Local skills training providers and business development service providers connected to private sector and local markets developing their youth-market matching capacity.	2021: 302 youth access internship opportunities 2022: 339 youth access internship opportunities
Output 2.4: Financing institutions and local government funds collaborate with OYE.	2021: none 2022: 4 innovative private sector financial products and services suited to youth needs accessed (?), 2

¹⁶ Interviews with 1,031 sampled OYE 2 youth.

¹⁷ Interviews with 1'452 sampled OYE 2 youth.

	groups accessed LGA loans, 15 plots of land allocated to youth by LGAs
Outcome 3: Local government authorities are enabled to implement their mandate effectively driven by learning and regional knowledge development with evidence-based documentation.	2021: no data 2022: LGAs have youth-inclusive strategies (link to project unclear), OYE champions are engaged in local governance platforms
Output 3.1: OYE generates learning with relevant stakeholders and engages actively to share and learn from other actors in the youth employment environment.	2021: no data 2022: 1 knowledge product, 32 LGA representatives participate in knowledge sharing events
Output 3.2: Contribute to Tanzania local and Southern Africa regional youth employment knowledge sharing networks.	2021: 1 internat. Exchange visit 2022: 1 internat. Exchange visit , 2 local annual network events (LGAs and PS actors)
Output 3.3: Youth 'voice' in advocacy platforms strengthened through leadership training.	2021: no data 2022: 749 youth participating in advocacy events