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## Strengthening Youth Development at the Local Level in Tanzania

### Workshop: Dar es Salaam

17 – 21 September 2012

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### *Group Work Report*

**Day One – 17<sup>th</sup> September** – *Status quo* – *Where are we in terms of policy? Where do we want to be; Context*

- **Group work 1.1: Status quo**
  - What are the key things that we would like to see happening with regards to youth development at: National, Regional/District and Local level
  - Who should do what?
  - What are the **opportunities** that exist?
  - How do we capitalise on those opportunities?
  - What are the **barriers**?
  - How do we go about dealing with those barriers?

- Report back:
  - **GROUP 1:**
  - **Key happenings:**
  - National Government should:
    - allocate proper areas for youth to conduct small businesses;
    - allocate enough funds to accelerate the youth development fund;
    - prepare/review curricula to centre on creativity and innovation;
    - create exchange programmes for youth;
    - prepare regulation to support youth policy.
  - Regional:
    - emphasise that the district level should allocate 10% of revenue collection to youth;
    - emphasise availability of potential resources for youth development programmes;
    - integrate various development programmes targeting youth eg HIV/AIDS
  - District/local:
    - Provide equal social service provision to all areas - rural and urban;
    - prepare bylaws that are youth friendly eg in procurement;
    - mobilise youth to join and participate in financial institutions eg SACCOS, VICOBA etc
  - **Opportunities:** land, minerals, manpower, tourist attractions, good infrastructure – technical and physical, political stability, forest, water, good development policies;
  - **Capitalise:** employment creation especially through mines and tourism; national income – taxes paid; attraction and retention of investors
  - **Barriers:** Type of education does not target skills and knowledge in key economic growth sectors eg mining, fishing, agriculture and tourism; inadequate vocational training centres (urban and rural); political interference; lack of coordination of youth activities at local level; institutional arrangement and decision-making takes place at top level management at local level
  - **Overcoming:** lobbying and advocacy politicians for youth related matters; use of scarce resources through prioritising youth matters.
  
- **GROUP 2:**
- **Key happenings:**
  - participation in cross cutting issues such as decision making and policy issues;
  - budgeting for soft loans for youth;
  - consideration for youth rights;
  - training for entrepreneurship skills;
  - closer link between local government and the Ministry of Youth;
  - implementation strategy of youth policy;
  - availability of resources - funds, human resources, tools;
  - political will;
  - accountability;
  - new framework for Local Economic Development at local level,

- active participation of youth at all levels for their development
- Roles: National – policies and implementation strategies; Regional – coordination; District – implementation, monitoring and evaluation.
- **Opportunities:** availability of land and natural resources, eg lakes, forests, mines, rivers; realising that youth are a powerful force; Constituency Development Catalyst Fund; capacity building for youth development officers; well educated youth; availability of donors
  
- **Barriers:** communication and bureaucracy; selfishness, harmonisation of responsibilities, lack of strategic plans, lack of funds and tools
  
- **GROUP 3:**
- **Key happenings:**
  - National level: No clear coordination, youth policy is developed at national level and doesn't fit into local level; policy doesn't reflect local level needs; no youth participation in decision making; Ministry should increase information and disseminate the youth policy.
  - Regional: lack of resources (financial and material); limited capacity of human resources; Ministry of finance should allocate adequate resources for youth; Public service management needed.
  - Local: poor budget; youth department issues are not prioritised; unqualified staff; no variable programmes; poor information flows from top down; poor integration between local government and stakeholders; political influence; this level consists of district councillors, youth officers, finance committee, TAMISEMI
- **Opportunities:** Youth department and youth officers, Tanzanian National Youth policy, NGOs dealing with youth; institutions supervised training;
- **Capitalise:** use policy statement, oversee youth activities, planning and direct youth issues and activities; training and imparting youth knowledge
- **Barriers:** Inadequate resources – financial, human (knowledge), material; bureaucracy; lack of youth councillors at different levels, lack of political will; capacity building
  
- **FEEDBACK DISCUSSION:**
- **Key issues:** Coordination (lack of); Communication (lack of); Integration (lack of); Resources (lack of); skills development/capacity building; politics; selfishness – departments want to control; poor leadership; conflict of interest between local and regional; Educated youth? – are more youth educated but for what and in what; therefore higher awareness etc; Human nature and focus on the negative (blank page and black spot – there is still so much you can do around that spot!)
- **Need to take this forward – what are WE going to do about these?** EG have communication plans as part of action plans; how do we deal with multiple policies (integration) so that we can be holistic; politics – bound to have this at local level, how do we make our political leadership our champions of youth development in our areas; how do we mobilise resources so that what we have,

we use! Through proper communication, integration, coordination we avoid duplication and maximise resources!; a small amount of resources can be used as a catalyst for change; skills development at different levels – as officials do we have the skills? Are the skills we provide relevant? Is our capacity enough to drive youth development in our areas?

- Similar issues to SA – must leave here better equipped – tools, capacity etc

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## Day Two – 18<sup>th</sup> September – *Strategies and Best practices*

- **Group work 2.1 : Youth and participation**
  - Identify different types of youth in your areas – what are their needs?
  - How does youth participation in development happen in your areas? What is the process? What is the role of the youth officer? What is working and what isn't? If not, how do we make it work?
- Report back:
  - **GROUP 1:**
  - **Types of youth:**
    - Vulnerable youth – poverty, HIV/AIDS
    - Youth working in hazardous environments
    - Youth affected by substance abuse
    - Self employed youth
    - Out of school youth
    - Employed youth
  - **Their needs:**
    - Quality education, soft loan provision, collateral, good working environment, need to be respected and recognised, involved in decision making at all levels, social security and psychological support.
  - **Youth participation:**
    - Community meetings; youth representation in district committees eg CMAC, WMAC; youth representation at political levels; presence and recognition of the youth league; participation in different community development initiatives eg HIV/AIDS Day, National Youth Week etc
  - **Role of youth officer:**
    - Information dissemination to youth in matters concerning them; lobbying and advocacy; facilitate mobilisation and coordination of community development activities; coordinate various youth development activities
    - Facilitate:
      - The formation of income generating youth activities;
      - capacity building in order to strengthen youth initiatives;

- the registration and creation of youth groups;
  - the implementation of various policies
- **GROUP 2:**
- ***Types of youth:***
  - Different ages
  - Married vs single
  - Skilled and unskilled
  - Female and male
  - In school and out of school
  - Urban and rural
- ***Their needs:***
  - Different according to different life circumstances but generally need education, access to opportunities – capital, businesses, employment, natural resources; social support; love; accommodation.
- ***Youth participation:***
  - Through the youth income generating groups; partnerships with financial institutions; sports development
- ***Role of youth officer:***
  - Coordination, networking, follow up, advice, guidance and counselling, other support; facilitate youth participation in exhibitions and Youth Week
- **GROUP 3:**
- ***Types of youth and their needs:***
  - Out of school: (in)formal employment, training, capital (land ownership, funds, other natural resources), better working conditions, participation, love, life skills
  - In school: loans for education, recreation centres; leadership skills; participation; security and legal support; life skills
  - Vulnerable youth (in and out of school): participation, special training needs; love; friendly environment eg wheelchair access; recreation needs; rehabilitation services (eg for drug abuse); case management services; security and legal support; health services; life skills
  - Farmers and pastoralists: health services; education; land ownership; legal support; security.
- ***Youth participation:***
  - Political events; social, environmental and economic activities;
  - Through workshops, seminars, meetings, forums, symposiums, traditional events; formation of groups dealing with certain issues – HIV/AIDS, environment etc; involvement in public works (Msaragambo); volunteerism; school governments; youth political party associations; youth faith based organisations.
- ***Role of Youth officers:***
  - Supervision of youth group formulation; training; mobilisation; counselling; monitoring and evaluation; ensuring youth participation; involve youth in decision making, planning and budgeting; linking and

coordination; reporting; advocacy; lobbying; campaigns; volunteerism; sensitisation.

- **FEEDBACK DISCUSSION:**
  - Gender issues – girl vs boy children – different expectations – must see these things differently; consensus around role of youth officer which is comforting – everyone knows what they are doing and are in agreement with one another
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### Day Three – 19<sup>th</sup> September – *Strategies for youth development*

- **Group work 3.1: Needs analysis**
- List and prioritise specific youth needs in your area; Prioritise using the key questions from the PowerPoint. Then determine how you would address these needs by developing an action plan. Note: priorities might not actually be targeted at youth – eg if you need to develop political will for youth development that will target politicians.
- Report back:
- **GROUP 1:**
  - **Youth needs:** Soft loans, appropriate education, land availability, technical support, social security, conducive environment for self employment opportunities, proper youth institutional arrangements;
  - Prioritised youth institutional arrangement and conducive environment for self employment
  - **ACTION PLAN**
  - **What needs to be done?**
    - Mobilisation and formulation of youth groups
    - Create awareness
    - Incorporate authoritative bodies
    - Building capacity for elected youth representatives
  - **Who will do it?**
    - Youth officer
    - Extension workers
    - Youth activists, NGOs, CBOs, FBOs etc
  - **When will it begin?**
    - Last week Oct (3 weeks) - mobilise
    - Third week Nov (6 weeks) – awareness
    - First week Oct (1 month) – incorporate
    - Second week January (2 months) – build capacity
  - **Resources required**
    - Human resources, stationery, transport, venue, refreshments

- **Outcomes**
    - Properly represented and well capacitated youth structures
    - Proper support and ‘buy in’ from the leadership
  - **Measurement**
    - Active and functional youth structure
- **GROUP 2:**
    - **Youth needs:** Two common ones that were prioritised were: access to information and entrepreneurial skills;
    - Other needs: guidance and counselling; political support; land access and agricultural inputs;
    - **ACTION PLAN**

<b>Need</b>	<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Impact</b>
<b>Access to information and awareness creation</b>	<b>Budget;</b>	<b>Feed information to leaders;</b>	<b>Number of events</b>	<b>Youth have better access to information</b>	<b>Youth are empowered by their better knowledge of youth rights and policies</b>
	<b>Materials and toolkits eg leaflets;</b>	<b>Conduct meetings and campaigns;</b>	<b>Number of youth involved in events</b>		
	<b>Equipment</b>	<b>Youth theatre/dance and cultural activities</b>			
		<b>Distribution of materials</b>			
<b>Entrepreneurial skills</b>	<b>Budget</b>	<b>Training</b>	<b>Training reports</b>	<b>Number of self employed youth/activities started</b>	<b>Greater youth involvement in the local economy</b>
	<b>Equipment and stationery</b>	<b>Workshops</b>	<b>Number of youth trained</b>	<b>Youth linked to financial institutions (soft loans)</b>	<b>Better living standard</b>
	<b>Youth</b>	<b>Seminars</b>	<b>Number of training sessions conducted</b>		
	<b>Youth officers</b>	<b>On-the-job training</b>			

- **GROUP 3:**
  - **Youth needs:** To improve education levels across rural and urban areas; land accessibility; poverty alleviation; early pregnancy issues; opportunities for employment and self employment; to address problems created by rural-urban migration (prostitution, substance abuse, begging, unemployment, street children); improve leadership capacity in young people; improve political and administrative support for youth matters
- **FEEDBACK DISCUSSION:** Needed more time; difficult; overwhelming positive response in terms of usefulness; participatory; learning; challenging; delve deeper; similar needs across areas; learnt a lot; prioritising was good but difficult to do; need to conduct situational analysis before determining needs; “have got a bulk of seeds to take back to my work – strategic, learnt a lot from diff places”; to make sure youth get something; discussion simple; introduce district level; appreciate learning from all; better understanding of youth needs; Debate around needs – based on youth dev officers eyes therefore focus = formalise grassroots structures; Want action plans for short, medium, long term
- **Group work 3.2: Stakeholder analysis**
  - Benefits of stakeholder analysis – You know your partners; have stakeholders before you do anything; no duplication; experience and service exchanges; how can we maximise collective efforts; need to work together to address needs; Remember youth are potential beneficiaries as well as partners especially as youth organisations/associations
  - Key questions:
    - Who are your stakeholders?
    - Why are they stakeholders?
    - What are their needs and expectations?
    - How do we engage them?
  - Group exercise answering these questions: Grouped according to zone
- Report back:
  - **DAR ES SALAAM, ARUSHU AND BAGAMOYO**
    - **Stakeholders:** TASAF, TACAIDS, SACCOS, FHI, PSI, SIDO, VETA, Save the children, TIGO, Airtel, Vodacom, DSW, World Vision, Plan international, Foundation for Civil Society, OCHIV, UNICEF, Medicin du monde, BAYODEN, Tulcoleni, UN Habitat, Wrestless, Population council, ACE Africa, Ministry of Youth, Culture and Sport, Ministry of Information, TAYOA, Anti-drug Commission, AMREF, EGPAF, Poverty Fighting,
    - **Why?** Support youth development programmes and activities, provide funds for youth development programmes/issues eg HIV/AIDS; provide training; provide loans and income interventions, education training for youth, support youth councils and child and youth protection, support public events for youth, provide facilities for training and education,



provide training and materials for schools, entrepreneurship skills, establishment of youth groups, life skills; run drug abuse prevention and intervention programmes, HIV intervention programmes; prevention and stigma schools programme; construction of youth stop centres (UN HABITAT); promotion and distribution of condoms; build youth capacity, 'sober houses' – places for recovering addicts; financial support; funds to young mothers; soft loans provision

- **What do they need?**
    - Good cooperation, accountability and transparency, government and community support, good governance, government policies and regulations,
  - **What are their expectations?**
    - Improved standard of living for youth; youth standing on their own feet, participation of youth in planning and implementation of development activities
  - **How do we engage?**
    - Through stakeholder and government meetings, active communication, the coordination of different activities together; though planning, implementing and evaluating together.
- **SOUTHERN ZONE:**
    - **Stakeholders:** TACAIDS; UNICEF; GiZ; CONCERN; ACTION AID, ARMREF; LIMAS; Aghakhan Foundation
    - **Why?** Conduct seminars on issues affecting youth eg HIV/AIDS; capacity building; entrepreneur skills training; peer education; life skills; workshops on HIV; educational access for youth out of schools; youth friendly services; loans
    - **What do they need?**
      - Youth groups, venues and infrastructure, transport, good communication network, integration and good relationship with other practitioners
    - **What are their expectations?**
      - Overall improvement of youth – econ, social, cult
    - **How do we engage?**
      - Coordination of stakeholder programmes dealing with youth issues
  - **LAKE ZONE**
    - **Stakeholders:** Community Dev dept, Tanzanian Interfaith Partnership (TIP), Small Industry Development Organisation (SIDO); Alliance for AIDS Council; King.net; Youth centre
    - **Why?** Mobilising and registering youth groups; loans through YDF; HIV programmes to youth, religious/moral education; supporting vulnerable children and youth; vocational education; entrepreneur skills; life skills
    - **What do they need?**
      - Capacitated youth groups; empower youth economically, decrease HIV infection rate in youth; increase tolerance

(religious); decrease youth in poverty; facilitate youth entrepreneurship and employment

- ***What are their expectations?***
  - Functional youth groups; improved standard of living; free HIV generation; youth with integrity; increase small industries in rural areas; expand employment opportunities;
- ***How do we engage?***
  - Engagement through media, meetings; Memorandum of Understanding (MOU); application forms
- **SOUTHERN HIGHLANDS**
  - ***Stakeholders:*** CHAC under the Community Development Department; Youth Development Fund; Department of Education; VETA
  - ***Why?*** HIV prevention in youth; facilitating youth empowerment on development issues; entrepreneurial skills, loan provision; formulation of income generating groups; education; sports and cultural work through schools; providing vocational training skills to youth
  - ***What do they need?***
    - Youth groups, peer educators, venues, events, stationary; village meetings; campaigns; playgrounds; stationery and equipment
  - ***What are their expectations?***
    - Youth awareness on HIV/AIDS; better living standards; contribution to District development; thriving local economy; educational network with different schools; improved sports and games access to youth
  - ***How do we engage?***
    - Face-to-face communication, presentation of activity budget; official agreements/letters
- **CENTRAL (Singida and Manyara)**
  - ***Stakeholders:*** TACAIDS; World Vision; SACCOS; Village Community Bank (VICOBA); religious institutions; government institutions (Education, Agriculture, Community Development)
  - ***Why?*** Training and formation of youth clubs; support for vulnerable youth; entrepreneurship and life skills training; soft loans; budgets for youth development
  - ***What do they need?***
    - Support and participation; enabling environment for their activities; government regulations; promises that are kept; sensitising youth to join their institutions (eg SACCOS); to implement policy
  - ***What are their expectations?***
    - Cooperation; change of attitudes and improved life styles for youth; technical support and coordination; to contribute to individual development; to implement the district action plan
  - ***How do we engage?***

- Make budget accessible; participate in monitoring and evaluation; District should assist with developing government regulations; policy analysis; ensure full participation of youth; Quarterly report to District
  - **FEEDBACK DISCUSSION:**
    - More time for group work needed; good exercise; deep thinking required; need integrated development – if we know our stakeholders then we can draw them together – this makes our job easier!;
    - The points of engagement are crucial (how do we engage?!) We must also understand each of the stakeholder’s dynamics – some groups are in conflict and won’t work together etc; some stakeholders will be supportive and some not but must recognise and engage with them all; should try to understand other stakeholders and form networks; we must coordinate!; elaborate on stakeholder needs – different needs at different times
    - High number of stakeholders in zones – this demonstrates a lot of support for youth development;
    - Potential for integrated HIV/AIDS interventions – maybe forum to do this? Increase impact of common work; so more young people can participate and avoid duplication
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**Day Four – 20<sup>th</sup> September – *Generating strategic action* and Day Five – 21st September – *Consolidation***

- **Group work 4.1: Resource analysis**
  - Take the youth needs identified and examine what resources are needed to address these.
  - What barriers are there to accessing these resources and how do we overcome them?
- Report back:
- **DAR ES SALAAM, ARUSHU AND BAGAMOYO**
  - Work not reported
- **SOUTHERN**

- **General Resources:** land, natural resources eg rivers and forests; human resources; committed local authorities; high participation of stakeholders in development

Need	Resources	Barriers	Solutions
<b>Poverty – low income generation</b>	Capital	Terms and conditions for credit	Establishment of microfinance institutions
		High interest	Development process owned with youth groups
		Collateral	
		Limited time for repayment	
	Low level skills in financial and business management		
<b>Low level entrepreneur skills</b>	Vocational training centres	Most training centres are in urban areas	Build centres in rural areas
		High fees	Other stakeholders sponsor youth
		Terms and conditions for joining do not adequately take vulnerable youth into account	Terms for joining must take into account marginalised youth

- **CENTRAL**

Need	Resources	Barriers	Solutions
<b>Land access and premises for youth work</b>	Land availability	Lack of land especially in towns	Networking with the land department
			New land use plans
			Advise migration
<b>Lack of agricultural inputs</b>	Agricultural department	Lack of integrated budget	Interacting with district around budget
	NGO dealing with supporting farmers		
<b>Entrepreneurial skills</b>	District budget and microfinance	Poor planning and implementation	Action plan and budget for entrepreneurship skills

	Network with training institutions		Collaboration with institutions
<b>Guidance and counselling</b>	Human resources (including youth)	Budget constraints	Preparing proposals to donors
	Technical skills		
	Training institutions		

• **SOUTHERN HIGHLAND**

<b>Need</b>	<b>Resources</b>	<b>Barriers</b>	<b>Solutions</b>
<b>Good working environment and business centres</b>	Land	Unwillingness of owner to leave land	Bring partners together to discuss
	Markets	Unwillingness for people to work at market	
	District trade officer		
	Youth		
	Negotiation with land owners and bylaws		
<b>Early pregnancies and school drop outs</b>	Young people (including peer educators)	lack of departmental linkages	Involve different stakeholders and bring them together to discuss
	Parents	Budget	Presentation of youth issues in dept meeting
	Sports and games peer programmes		Soft loans for income generating projects
<b>Entrepreneur skills</b>	Finance	Poor commitment	Minimise difficult conditions
			Training for commitment

• **LAKE ZONE**

<b>Need</b>	<b>Resources</b>	<b>Barriers</b>	<b>Solutions</b>
Livelihoods and income - agriculture, small businesses etc	Land/property	Access through applying to village	Change mindsets regarding youth ownership
	Equipment/capital		
Time	Planning processes	Unforeseen circumstances	Planning for uncertainty

Human resources	Experts	Lack of capacity	Better integration
	Administrative support etc		
Capital	Soft loans and fundraising	High demand and high inflation	More institutions and proper support
Natural resources	Access to rivers, minerals, other natural resources	Environmental issues	Environmental assessments

- **FEEDBACK DISCUSSION:**
  - We need better use of development resources, human resources, time, financial, political stability, natural resources in areas,
  - Possible interventions – youth-adult partnership – how do we do this?;
  - Time and participation are key;
  - Youth as an asset – how do you use this so they can benefit;
  - Need to really analyse possible barriers and overcoming them;
  - Ask the key questions around youth development; learnt a lot and will practice in work; how to organise youth
  - It's not about us – we are here representing young people from our communities; about building relationships and experiences; what happens when you get back home
  
- **Group work 5.1: Monitoring and Evaluation**
  - What indicators can we put in place to check whether we are able to respond to needs, stakeholders and resources?
  - What tools of measurement should we use?
  - Report back – *some examples of feedback; detailed example provided by Southern zone*
    - **SOUTHERN**
      - **Economic indicators:** reduce by half the number of people living below 100 000 Tanzanian shillings a day; decrease no. of youth working in informal sector
      - **Social indicators:** % increase in special sector allocation and spending on youth; % decrease in incidence of youth crime, teenage pregnancy, substance abuse, HIV infections, youth suicides; increase in the number of youth organisations, clubs and programmes; number of families benefitting from training, counselling, communication skills, and other programmes; % decrease in rural-urban migration of youth;
      - **Political indicators:** Human rights as part of school curricula and youth development training; number of young people involved

in governance, democracy, and human rights education as educators and/or beneficiaries; youth membership.

- **Stakeholders:** number of write ups to stakeholders responding to youth needs; number of stakeholders involved in youth issues; involvement of youth practitioners in all decisions relating to youth development
- **Resources:** presence of youth loan revolving fund at local level; youth and youth groups joining microfinance institutions eg SACCOS, VICOBA, etc
- **Tools of measurement:** site visits, surveys, face-to-face interviews
- **EG Need - low level of entrepreneurship skills**
  - Indicators to respond to need – failure of youth based income generating projects; number of youth groups indebted to financial institutions; number of youth engaged in not-for-profit informal employment
  - Indicators to respond to stakeholders – absence of youth based loans in financial institutions; malfunctioning of youth loan revolving fund in local and national government
  - Indicators to respond to resources – number of youth joining vocational training centres
  - Tool of measurement – surveys

▪ **CENTRAL**

- Land – youth land use; % involved in land distribution;
- Tools – focus groups; youth group meetings; interviews;
- Entrepreneurship – increase number of self employed youth; number of youth involved in programmes; amount of funds used for training;
- Tools – observation; questionnaires; quarterly reports

▪ **DAR ES SALAAM, ARUSHU AND BAGAMOYO**

- Examined youth support; needed to be more specific!

▪ **SOUTHERN HIGHLANDS**

- Soft loans – number of youth accessing the loans;
- Resources – number of groups involved; changes in income;
- Access to land ownership - number of youth who own land and/ have access to land; equal distribution of land use
- Involve youth in it – not as ‘policemen’ but as partners;

▪ **LAKE ZONE**

- Fishing – number of youth involved;
- Stakeholders – number of stakeholders and extent and type of communication with them;
- Tools – questionnaires, meetings etc; land; mining participation

- **FEEDBACK DISCUSSION:**

- There was value in this exercise; we need to know what we're doing;
- Difference between targets and indicators – targets give a number/percentage to aim for, while indicators just show what you will be measuring (EG Indicator: Number of youth who are self employed; Target: By 2014, 50% more youth will be self employed in the Songea District)
- It is easier to make changes now but it is more difficult to deal with in practice – the theory seems easy but complex in reality; **therefore we must give ourselves time to think deeply! Apply our minds!**
- Relate indicators to your work/interventions

- **Group work 5.2 Action plan**
- Done in plenary – see Excel spreadsheet for template

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**Thank you! Siyabonga kakhulu!**