

# LISTEN UP!



## A YOUTH-LED EXPLORATION OF LIVELIHOODS IN TANZANIA



PART OF THE YOUTH LEAD PROGRAM  
NOVEMBER 2019





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The International Youth Foundation® (IYF®) stands by, for, and with young people. Founded in 1990 through a generous grant from the W.K. Kellogg Foundation, IYF is a global nonprofit with programs directly benefiting 7.7 million young people and operations spanning 100 countries so far. Together with local community-based organizations and a network of corporate, foundation, and multilateral partners, we connect young people with opportunities to transform their lives. We believe that educated, employed, engaged young people possess the power to solve the world's toughest problems, and we focus our youth development efforts on three linked objectives: unlocking agency, driving economic opportunity, and making systems more inclusive. Our vision is to see young people inspired and equipped to realize the future they want. The International Youth Foundation: Transforming Lives, Together.

To learn more about the International Youth Foundation, please join us at [iyfnet.org](http://iyfnet.org).

## ABOUT **YOUTH LEAD**

A primary goal of the Youth Lead program's first phase, implemented by the International Youth Foundation (IYF) with support from Irish Aid, was to develop meaningful youth livelihood program models and engagement practices through a youth-led research and co-design process. This goal was achieved through a research and leadership-focused fellowship program (Kiongozi Fellowship), complemented by field research conducted in three regions of Tanzania.

IYF believes that young people are the world's greatest assets and, moreover, are critical to achieving the ambitious Sustainable Development Goals. Yet, too often, young people are left out of the very processes that shape their futures. IYF recognizes that young people have a body of experiences unique to their situations, and the views and ideas that derive from these experiences position them as social actors with the skills and capacities to bring about constructive resolutions to their own problems, as well as those of the communities to which they belong.



## ABOUT **THE KIONGOZI FELLOWSHIP**

To mobilize the power and potential of Tanzania's young people to drive their own development, in 2019 IYF recruited nine Kiongozi Fellows. The Kiongozi Fellowship was a six-month program that engaged young people as partners in research, program design, and strategy development. The 2019 Fellows (five women and four men) range in age from 23 to 27 years old and represent seven regions of Tanzania.

The Kiongozi Fellows have worked individually and collaboratively to research and develop case studies and prepare and lead learning events. Throughout the program, Fellows receive ongoing training and mentorship and engage in peer-to-peer learning to build their skills as researchers, leaders, and advocates of positive youth development. The perspectives, experience, and learning of the Fellows throughout the program have informed Irish Aid's youth strategy in Tanzania and will shape IYF program design moving forward.

## ABOUT **THE FELLOWS' RESEARCH**

Over the course of the fellowship period, Kiongozi Fellows conducted primary and secondary research to develop case studies on specific livelihoods program strategies and provide recommendations on youth engagement. Their work included a combination of examining existing youth livelihoods programs, collecting data and statistics to better understand the livelihoods context in Tanzania, interviewing key stakeholders, and leading focus group discussions with other young people to gain additional perspectives and insights.

The nine case studies each focus on one of the following program strategies: access to health care, career fairs, career guidance, entrepreneurship training, information & communications technology (ICT), life skills training, peer networks, social entrepreneurship, and vocational training. Each of these types of interventions can play a critical role in supporting young Tanzanians in their journey to sustainable livelihoods.

This publication includes highlights from each Fellow's research and key findings and recommendations from the field research conducted under the Youth Lead program; to learn more about their work or request a copy of their full case study, please contact the Fellows directly.



## **ANETH J. MASSAWE, 23**

*Aneth*

Aneth J. Massawe, 23, is passionate about empowering disadvantaged children and youth and facilitating opportunities for them to reach their full potentials, aspiring to be “a mother to the multitude.” A music lover and reader of a wide genre of writings, Aneth is interested in cross-cutting issues and is eager to learn new things; she is currently a finalist at Ardhi University where she is pursuing her bachelor’s degree in Urban and Regional Planning.

Aneth was born in Dodoma and has spent the majority of her life in Dar es Salaam. She earned her Ordinary and Advanced level studies at Joyland Secondary School and Kilakala High School respectively. She has always pursued leadership opportunities, working to develop her communication, problem-solving, organizational, and teamwork skills. Aneth currently employs those skills in her role as a member of parliament and class representative at Ardhi University.

Aneth has participated in several volunteering programs and worked with organizations whose core goal is to uplift youth. This, together with her curiosity, educational background, and urge to learn, has given her a range of experience directly addressing the challenges young people face in their communities, and she has developed professional skills such as research, project planning and management, and urban planning and design.

As a Kiongozi Fellow, Aneth focused her research on the role of access to health education and health services in youth livelihoods programming.

# LIVELIHOODS PROGRAM STRATEGY: **ACCESS TO HEALTHCARE**

## **Background**

Health is considered a fundamental human right, the full achievement of which is one of the most important social goals worldwide. Good health is a key physical asset in the sustainable livelihoods framework, and according to the World Health Organization, access to healthcare information and services affects education attainment, employment opportunities, health outcomes and the overall wellbeing of female and male youth. Livelihoods programs that use this strategy facilitate young people's access to primary healthcare and health-related resources in order to preserve or improve their health. They focus on engaging young people by delivering flexible and unique services in relaxed, comfortable, youth-friendly environments. The ultimate goal is to drive increased use of services amongst youth, which requires much more than just adequate supply—services also need to be affordable, physically accessible, and socio-culturally appropriate.

## **Why is access to healthcare important for Tanzanian youth?**

Young Tanzanians are a heterogeneous group confronting a variety of health issues such as obesity, mental issues, sexually transmissible infections, and risky behaviors. Society often, and mistakenly, deprioritizes the healthcare of young people because they are assumed to be strong and healthy. In fact, it is an extremely critical time where puberty, the biological onset of adolescence, brings changes to one's body and increases vulnerability to human rights abuses, particularly in the arenas of sexuality, marriage and childbearing. Therefore, before a young person can even consider economic participation, they need to ensure their basic health and wellbeing. Tanzania's Health Policy (2003) recognizes that good health is a major resource essential for poverty eradication and economic development. While the country is making strides in the provision of health services, there is still room to grow in tailoring them specifically to suit the needs of its diverse youth population.

*"Early pregnancy can cut your dreams, so I want everyone to benefit from sexual and reproductive health awareness because this education is free of charge. Becoming a peer educator can also help young people become strong like me – I even speak in public now"*

Peer Educator for Kijana wa Leo Program

**To learn more about Aneth Massawe's research or request a copy of her case study on access to healthcare and health services, please email her at [anethjohn.m@gmail.com](mailto:anethjohn.m@gmail.com).**

## **Recommendations**

- 1. Incorporate adolescent physiology and psychology into service delivery**—a young person's medical needs and comfort addressing them vary by age and maturity. Engaging youth on matters of their health requires skills to communicate in their language and relate in a respectful and context-specific manner. These approaches help encourage young people to discuss body image, sex, relationships and embarrassing or sensitive health complications in a way that honours privacy and confidentiality.<sup>1</sup>
- 2. Increase the youth-friendliness of products and services**—youth want to access health care where they feel comfortable initiating and developing relationships with care providers. Some examples of ways to facilitate this are: establishing clinics in "safe spaces" (schools, specialized teen clinics, etc.); targeting outreach campaigns to the particular needs of disadvantaged groups; having visible confidentiality policies; providing free or bulk-billed services; offering pick-up service; and using ICT solutions to provide quick, convenient, anonymous support.
- 3. Support young people to know and advocate for their rights**—young people are often excluded from decision-making fora and have few opportunities to advocate for their sexual and reproductive health rights. As a result, community priorities, attitudes and beliefs act as a barrier to young people being able to lead healthy lives. This has a huge impact on the lives of young people, especially young girls, who are often marginalized even further if they fall pregnant at a young age or out of wedlock.

1. Mahin Gafir, *Barriers to Utilization of Health Services*. (2014).



## **DORINA ROBERT MATHAYO, 27**

*Dorina*

Dorina Robert Mathayo, 27, is passionate about helping young people reach their full potential and enjoys empowering youth in the Mwanza region with digital and entrepreneurship skills. She works as a freelance Program Facilitator with Plan International in Mwanza and as an Enumerator with Digital Opportunity Trust. To date, Dorina has impacted more than 150 youth and facilitated the operation of more than 18 business startups.

Dorina earned her bachelor's degree in Information Management from Tumaini University Dar es Salaam College. In addition to her youth-focused work, she also has more than two years' experience in the private sector. In her role as an Information and Communication Technology Intern with Software and Hardware Service Providers and Williamson Diamonds Limited, Dorina gained experience on system analysis, computer maintenance, and computer networking. She then joined Digital Opportunity Trust as a Program Facilitator where she worked on the REACH UP! project in partnership with Plan International to empower young people with digital and entrepreneurship skills.

Among other accomplishments, Dorina has been recognized by the World Bank for her contributions during the 2013 Global Sanitation Hackathon, and received a leadership badge from Common Purpose for her participation in their Open Source Leadership course in November 2018.

As a Kiongozi Fellow, Dorina focused her research on the role of technical/vocational skills training in youth livelihoods programming.

# LIVELIHOODS PROGRAM STRATEGY: **VOCATIONAL TRAINING**

## **Background**

Technical and vocational education and training (TVET) seeks to impart practical work-related knowledge and skills. It can take the shape of formal, informal and non-formal learning, and often includes an entrepreneurship component to promote career flexibility (waged employment, self-employment, or both). A Working Future (AWF) and The Lake Zone Youth Empowerment (LZYE) projects are both examples of this strategy being implemented in partnership with public and private sector partners such as the Vocational Education and Training Authority (VETA), Small Industries Development Organization (SIDO), and the Focal Development Centres (FDCs).

## **Why is vocational training important for Tanzanian youth?**

In addition to competing for a limited number of job openings, many young Tanzanians do not possess the hard or soft skills demanded by the labor market. TVET is an important driver of human capital development that can produce the technicians, artisans, and manufacturers required to realize Tanzania's vision of becoming a middle-income industrialized nation. TVET provides practical skills that enhance both employment and self-employment potential. When a young person can generate their own income or participate in a production collective, they are able to drive economic growth and create jobs for their peers. TVET is also a promising strategy for empowering victims of early marriage and pregnancy, who often get left out of development programs, with knowledge and skills that support income generation activities.

*"I would like to start a business after I graduate from the vocational training program. I learned that there are multiple stakeholders like BRELA, TRA, TBS and TFDA involved in business registration. Registration with each of these involves costs. For beginners, this could prevent us from progressing."*

TVET program beneficiary, 24-years old

**To learn more about Dorina Mathayo's research or request a copy of her case study on vocational training, please email her at [dorinamathayo2@gmail.com](mailto:dorinamathayo2@gmail.com).**

## **Recommendations**

- 1. Invest in curriculum development, infrastructure, and teacher training**—delays in the revision of materials and upskilling of teachers causes training to lag behind current trends in the industry. Many facilities are not big enough to accommodate the number of students or those with disabilities.
- 2. Engage youth to change the public perception of TVET**—the benefits of vocational training are not well known in many communities, where it continues to be seen as the option for "failures." Involving youth in more external-facing activities, like awareness campaigns and labor market assessments, will promote the positive transformations that result from TVET and motivate young people to participate.
- 3. Develop entrepreneurship skills and support youth to register their businesses**—the formal labor market cannot accommodate all TVET graduates. Therefore, training institutions must equip their students with the business know-how to generate their own income. It is also important they work with the government to make business registration requirements accessible and affordable to young people.



## GENARIUS ERNEST, 27

*Genarius*

Genarius Ernest, 27, is passionate about taking the lead in community development facilitation and believes in disability inclusion, gender equality, and youth power in driving community and global changes. As a young person with a physical disability, Genarius works to empower other youth with disabilities, volunteering as a disability inclusion facilitator with Light for the World Tanzania. In this role, he conducts employability skills training for youth with disabilities and matches them with employers, while also training organizations with basic knowledge on disability inclusion in their livelihoods programs.

Before joining Light for the World in April 2019, Genarius spent one year as Planning Officer at the Africa Foundation for Inclusive Communities, where his role was to formulate plans and policies and coordinate all awareness-building and income-generating activities for the organization. Prior to becoming an advocate for the rights and abilities of people with disabilities, Genarius spent three years as a part-time economics teacher for advanced secondary school students in various education centers.

Genarius holds a Bachelor of Arts degree in Economics from the University of Dar Es Salaam, and is a certified disability inclusion trainer and consultant.

As a Kiongozi Fellow, Genarius focused his research on the role of career guidance services in youth livelihoods programming.



# LIVELIHOODS PROGRAM STRATEGY: **CAREER GUIDANCE**

## **Background**

Career guidance is the process of supporting someone to discover their talents, interests, and potential and explore the economic opportunities available that may align with them. Activities like seminars, trainings, and mentorship provide young people with the information they need to make informed decisions about their education (formal and non-formal training) and job search. Due to social stigmas and a lack of representation, career guidance is especially critical for youth with disabilities and to promote participation in non-traditional careers (for example, a female driver). Organizations like All Inclusive in Dar es Salaam specialize in supporting youth with disabilities to develop self-awareness and confidence in their abilities. They also engage employers to make sure demand-side barriers to inclusion are being addressed, too.

## **Why is career guidance important for Tanzanian youth?**

Many young people do not know what they should really study in school. This results in acquiring skills, degrees, or certificates that don't align with their interests or the opportunities in the labor market. Each wrong turn wastes valuable time and money, and can erode a young person's confidence and motivation. Currently in Tanzania, there is insufficient assistance in secondary and tertiary schools to enable students to discover their inner abilities and set career aspirations. Additionally, school counselors tend to focus on pathways to higher education and university completion, often ignoring pathways that may be of greater interest, accessibility, or relevance to a young person.

*"When youth with disabilities are provided career guidance, they are more able to compete in the labor market and feel equal to others. Before this program I wasn't able to stand with confidence in front of employers, but now I win every interview that I attend and I am able to lead others."*

Godfray, participant in All Inclusive's program

**To learn more about Genarius Ernest's research or request a copy of his case study on career guidance, please email him at [genariusgabriel@gmail.com](mailto:genariusgabriel@gmail.com).**

## **Recommendations**

- 1. Start early**—children begin contemplating careers from a very young age. They need support from all sides, and over time, to develop learning habits for making informed decisions and pursuing relevant studies as per their abilities, interests, and market opportunities. Teachers and caretakers should be trained on career development and human-centered design to support their students and children to be curious, explore many options, and have a problem-solving approach to professional development.
- 2. Engage youth in every step of the process**—as peer-to-peer trainers or mentors, young people are uniquely equipped to provide counsel in ways that resonate and inspire. Everyone is used to being told what to do by adults or elders; what they need is wisdom and advice from their age-mates. This does not have to always take place in person; leveraging ICT to develop social networks and platforms for online engagement and mentorship is another way to reach youth at scale and in ways that are comfortable for them.
- 3. Don't underestimate or overlook youth with disabilities**—training environments must be friendly for *all* participants, and a disability inclusion expert should be consulted to make sure all relevant barriers to participation and career achievement are understood and addressed.



## GILDA GIVEN, 25

*Gilda*

Gilda Given, 25, is devoted to serving, inspiring, and transforming people's mindsets through speaking, writing, and training. Her goal is to create a community of positive thinkers, where youth are able to take full responsibility for who they are by using the only potential that every human being has—the mind.

Gilda is a young professional with experience as an entrepreneur, social innovator, researcher, and public speaker. She cofounded Maisha Package, a social enterprise that provides sexual and reproductive health information and products to young women in Tanzania.

Gilda has been recognized as one of the 100 Most Positive Inspiring African Youth 2017/2018, nominated by Positive Youths Africa (PYA) in Cameroon, and was the Tanzania Winner 2017—2018 for the Global Student Entrepreneurship Award from Entrepreneurship Organization (EO) in Canada. She was also nominated as one among the top 100 Influencer Youth in Africa by SADC 2018 in South Africa and is a YALI Alumna 2019. Gilda is a graduate from the University of Dar es Salaam, where she earned a Bachelor of Arts in Library and Information Studies.

As a Kiongozi Fellow, Gilda focused her research on the role of social entrepreneurship in youth livelihoods programming.

# LIVELIHOODS PROGRAM STRATEGY: **SOCIAL ENTREPRENEURSHIP**

## **Background**

Social entrepreneurs are businesspeople who seek to alleviate social problems while also generating profits. They make changes and capital<sup>1</sup> and inspire communities to reimagine the provision of goods and services in ways that are healthier for themselves and the environment. Programs like the Tujenge TZ Innovation Challenge seek out and support young innovators who are passionate about designing business models that positively address problems such as inadequate health and education facilities, environmental threats, gender inequality, poverty, and crime.

## **Why is social entrepreneurship important for Tanzanian youth?**

Tanzania has one of the largest populations in the region, of which young people comprise a large portion. Regarded as a developing economy, Tanzania, like many other nations, faces notable societal challenges like unemployment, teenage pregnancy, HIV/AIDS, and lack of access to clean water or medical facilities. Tanzania's youth have the interest and potential to develop solutions to these problems, and already do so in countless ways each day. Social entrepreneurship programs are necessary to develop the social innovation, digital, and leadership skills needed to turn these creative ideas into legitimate and scalable business solutions. Social entrepreneurship harnesses youth power to solve their own problems. This personal responsibility and decision-making makes them important contributors and they can feel more valued by their peers, family, and community.

*"Social entrepreneurship harnesses youth power to solve their own problems. This personal responsibility and decision-making makes them feel valued by their peers, family, and community."*

**To learn more about Gilda Given's research or request a copy of her case study on social entrepreneurship, please email her at [givensilayo77@gmail.com](mailto:givensilayo77@gmail.com).**

## **Recommendations**

- 1. Provide financial and emotional support, too, not just theory and knowledge**—this strategy naturally involves the excitement of big ideas. Involving youth from the early stages of design can help make it clear from the start what support participants will and will not receive. Strategic partnerships with venture capitalists and positive relationships with like-minded individuals are also critical follow-on supports.
- 2. Promote public awareness of the purpose and principles of social entrepreneurship**—this is a concept that is not widely known or understood in Tanzania. The more people understand what it is, the more eager they will be to contribute and support young social entrepreneurs (including government provision of formal and non-formal training). Launching a study into the added value of social enterprises compared with traditional business approaches could be an effective way of communicating this.
- 3. Leverage ICT for peer-to-peer networking and support**—young leaders crave collaborators to exchange ideas and provide feedback. One effective way to do this would be creating an online platform or forum where social entrepreneurs can peer review each other's business ideas and provide feedback and mentorship.

1. Laura Orobio, *Social Entrepreneurship - A solution to societal challenges* (2013).



## NITIKE DICKSON, 24

*Nitike*

Nitike Dickson, 24, is very passionate about social development and youth inclusion and engagement in the community, believing that youth can be drivers of their own development and that where there is a will, there is a way. She is an outreach volunteer at Patriotic and Sustained Community Organization, focusing on women's empowerment and youth economic empowerment.

Nitike lives in Kibaha, Pwani, and graduated from the University of Dar es Salaam with a Bachelor of Arts in Statistics. During her studies, she volunteered with Youth Volunteering Group by helping lay a foundation for Tanzanian youth and students to realize their career goals by providing career guidance, which impacted more than 100 girls. As part of Tanzania Student Consultant Group (TSCG), Nitike worked with several private sector and non-profit clients to help them analyze and solve business problems. Interested in data and statistical analysis, she also earned a certificate in statistical packages/software (SPSS and STATA), and worked as a Design, Monitoring and Evaluation Intern at World Vision Tanzania, where she was responsible for compiling and conducting a meta-analysis of baseline and evaluation data.

As a Kiongozi Fellow, Nitike focused her research on the role of peer network building in youth livelihoods programming.

# LIVELIHOODS PROGRAM STRATEGY: **PEER NETWORKS**

## Background

A peer network is a formal or informal group that exists for members to help one another learn about opportunities, develop skills, or access different types of support, such as mentorship. The Young African Leaders Initiative (YALI) and Laureate Global Fellowship are regional and international examples of this strategy. At the local level, examples of peer networks in Tanzania include youth groups, forums, cooperatives, youth resource centers, and youth business groups. Participation in peer networks provides young people with the opportunity to gain practical leadership experience, grow their networks, and access resources.

## Why are peer networks important for Tanzanian youth?

One of the key elements of a sustainable livelihood is the asset of social capital. Social capital refers to the social resources (networks, membership groups, relationships of trust and reciprocity, access to wider institutions of society) on which people draw in pursuit of their livelihoods<sup>1</sup>. Therefore, even though participation in peer networks doesn't always target direct economic opportunity outcomes, it is an important cross-cutting strategy to support youth in developing the skills and networks needed to achieve them. The Youth Lead survey shows that young people are most inclined to discuss their personal or employment goals with their friends. Considering that limited or no access to information was the most cited reason for not participating in livelihoods programs or accessing opportunities for personal development, peer networks can be a critical support to make sure young people have the information and inspiration they need to inform their decisions.

*"I would never have been a better leader had I not answered the call to go through the program. To date, YALI remains my greatest achievement. Because of YALI, I am able to confidently join the task force of change makers in Africa."*

Anna Cheche, Tanzania

To learn more about Nitike Dickson's research or request a copy of her case study on peer networks, please email her at [nitiked8@gmail.com](mailto:nitiked8@gmail.com).

## Recommendations

- 1. Promote peer-to-peer learning and showcase successful rural youth-led enterprises**—young people need to see themselves and their circumstances in the stories of successful people. Engaging young leaders as community ambassadors helps create awareness for other youth about the importance of training and education opportunities. It also helps the opportunities feel accessible, and not like something they can't qualify for or afford.
- 2. Identify ways to attract and retain high-quality, committed mentors**—many mentorship activities fail because mentors are not sufficiently incentivized to participate fully or sustainably. Programs should explore the ways these arrangements can be mutually beneficial.
- 3. Focus on young peoples' assets, not their deficits**—when it comes to jobs and recruitment, young people are often told they don't have the skills or experience required, but are not given opportunities to express their potential or participate in activities that develop the required skills. Engaging young people as partners and providing service learning opportunities through peer networks that can develop their leadership skills is important.

1. Carole Rakodi & Tony Lloyd-Jones, *Urban Livelihoods: A People-Centered Approach to Reducing Poverty* (2002).



## **POLYCARP ISHENGOMA KAIJAGE, 27**

*Polycarp*

Polycarp Ishengoma Kaijage, 27, is a sustainable development activist who is passionate about environmental sustainability and transforming the lives of youth through empowerment, capacity building, and creating a safe environment where young people can reach their full potential. As a Kagera Region Youth Ambassador, he is leading various programs and projects to create pathways to empowerment and goal achievement for young people in the area. Polycarp's experience includes volunteering with VSO ICS in Bukoba under the Improving Child Learning and Participation project in 2018, helping to create friendly environments for children to learn and supporting child protection policies. He has organized and operated projects such as the Child Rights and Girls' Empowerment Forum in Kagera (2019) and the Dodoma Youth Exhibition Forum (2018), aiming to create new opportunities for different groups of youth such as young people with disabilities and young women. Through these projects Polycarp has reached more than 2000 youth, encouraging them to become drivers of positive change in Tanzania.

Polycarp holds a bachelor's degree in Geography and Environmental Management from the University of Dodoma. During his studies, he served in the University of Dodoma Student Organization (UDOSO) for 3 years consecutively in leadership positions, including Minister of Health and Environment and Minister of Education. In appreciation for his impact on campus, the University of Dodoma recognized Polycarp with a Best Leadership Award.

As a Kiongozi Fellow, Polycarp focused his research on the role of life skills training in youth livelihoods programming.

# LIVELIHOODS PROGRAM STRATEGY: **LIFE SKILLS**

## **Background**

Life skills are defined differently by people and organizations depending on their culture and settings, but according to the World Health Organization they are the abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of everyday life. There are many such skills, but the core life skills necessary for an individual are: self-awareness, critical thinking, empathy, creative thinking, decision making, problem solving, interpersonal relationships, effective communication, coping with stress and coping with emotions<sup>1</sup>. Life skills training interventions seek to develop these skills and support young people to recognize and fulfill their potential.

## **Why are life skills important for Tanzanian youth?**

Navigating a competitive employment landscape and trying to escape or avoid poverty is a journey filled with obstacles. Without psychosocial competencies and a sense of one's "power within," a young person can succumb to idleness and despair. Conquering these forces and overcoming self-doubt require resilience, personal agency, determination, and self-confidence. Life skills training prepares youth in Tanzania to deal effectively with challenges, instills the confidence needed to make informed decisions, and helps develop a sense of personal responsibility for their own development. It also enhances awareness of self and community and develops important communication skills that can benefit companies and communities.

*"The [Youth Hub Centre] Program has saved many youth from joining bad groups and developing bad behaviors by providing a chance and place where they are trained on life skills and supported to reach their potential."*

Makubi Malue, Head Teacher,  
Kakola Secondary School, Tanga

**To learn more about Polycarp Kaijage's research or request a copy of his case study on life skills, please email him at [polycarpkaijage28@gmail.com](mailto:polycarpkaijage28@gmail.com).**

## **Recommendations**

- 1. Enhance coordination between stakeholders and deliver formal and non-formal interventions**—life skills are critical for all young people; therefore, formal education cannot be the only delivery mechanism. Reaching more youth through various channels requires increased coordination between government agencies and the non-governmental organizations (NGOs) implementing life skills programming.
- 2. Make psychosocial support and skills development cross-cutting, not an exclusive standalone subject**—schools and training institutions should create an atmosphere and culture that constantly looks to address the importance of and develop life skills. Head teachers or training managers should be trained in life skills and coach their staff on incorporating principles and methodologies in all their courses.
- 3. Start life skills training earlier, and engage families and communities as partners**—attitudes and behaviors start taking shape from an early age, and parents, care providers, and the broader social network play a critical role in encouraging young people to develop healthy habits. The government should consider mainstreaming high-quality life skills training in all education levels, starting with primary school.

1. UNICEF, *Global Evaluation of Life Skills Education Programmes* (2012).



## RASHID MWINYI, 27

*Rashid*

Rashid Mwinyi, 27, is an enthusiastic and passionate leader and activist working to empower other young people through providing support and counseling on various youth issues. Born and raised in Zanzibar, he is a Chairperson of the Pamoja Youth Initiative, an NGO with the mission of strengthening Zanzibari youth involvement and participation in positive social change and community development, and a member of Feed the Future Tanzania Advancing Youth Advisory Council, advising the implementation of youth empowerment projects funded by USAID and focused on income generation through agribusiness.

Rashid earned a bachelor's degree in Development Economics from Mwalimu Nyerere Memorial Academy. Prior to his work with Pamoja Youth Initiative, he cofounded the Home Talent Learning Foundation, an NGO dedicated to providing educational support to the community. As a key staff member, Rashid has spent more than five years establishing English programs that promote English language literacy among students of different levels. Rashid also works as Programs Lead (Volunteer) at Cube Zanzibar, a start-up and business enabler that offers a range of support services. In this role he organizes and facilitates entrepreneurship training programs for young entrepreneurs and small businesses based in Zanzibar.

As a Kiongozi Fellow, Rashid focused his research on the role of entrepreneurship skills in youth livelihoods programming.



# LIVELIHOODS PROGRAM STRATEGY: **ENTREPRENEURSHIP SKILLS**

## **Background**

The goal of entrepreneurship strategies is empowering young Tanzanians with the entrepreneurial mindset, capacity, tools and resources to start and grow their own businesses. Activities can include training to develop business diagnostic and management skills, support to access start-up capital, mentorship and business coaching, and peer learning opportunities. One example project is Feed the Future Tanzania's Advancing Youth initiative, which is implemented in Iringa, Mbeya and Zanzibar and seeks to improve entrepreneurship and workforce readiness skills by supporting youth to establish Youth Savings and Loan Associations (YSLA); register and formalize their businesses; access business start-up kits; and initiate value chain and market linkages. Entrepreneurship training is a very complementary support to other livelihood strategies such as vocational and Information and Communication Technology (ICT) training.

## **Why is entrepreneurship important for Tanzanian youth?**

Each year, 800,000 young Tanzanians enter the job market, but only 60,000 job opportunities exist in the formal employment sector. Thus, it is critical that youth possess the ability to generate their own income. If mixed livelihoods are to be the reality for young Tanzanians, then they need to be able to identify market opportunities, develop and market high-quality goods and services, and possess sound financial management skills.

*"Entrepreneurship is often touched as the silver bullet for Africa's youth employment challenge. If we can strengthen small businesses, they will create jobs, and more young people will find dignified work."*

African Management Initiative

**To learn more about Rashid Mwinyi's research or request a copy of his case study on entrepreneurship, please email him at [rashid.mwinyi@gmail.com](mailto:rashid.mwinyi@gmail.com).**

## **Recommendations**

- 1. Use comprehensive, consistent training materials and qualified, experienced trainers**—skills development should emphasize both the practice and theory of entrepreneurship. With so many training materials in existence, some of which include outdated or contradictory information, it's important to identify those that are reliable and deliver them through trainers with the right experience and passion.
- 2. Focus equal attention on the after-training activities and support**—youth who are trained also need access to business formalization support, mentoring, and ongoing coaching services. Accessing and managing seed funding are critical to startup and growth after training. Lots of emphasis gets placed on the first step, but developing the financial acumen required to properly invest initial capital is just as important.
- 3. Address the structural barriers to youth-inclusive market systems**—the lack of an entrepreneurship policy means there is no framework guiding curricular efforts, startup support, or the provision of tools and resources. Additionally, business tax and registration requirements can act as disincentives for young people to formalize their business. Lastly, while linking young people to financial service providers (FSPs) is a popular activity, organizations should go a step further and partner with them to develop youth-friendly loan products that have interest rates and collateral requirements that are feasible for young entrepreneurs.



## SHARIF MUSSA, 26

*Sharif*

Sharif Mussa, 26, is a youth leader and activist passionate about sexual and reproductive health and rights (SRHR), youth-led advocacy, and youth engagement, and uses his passion and skills to support a number of youth-led programs in Tanzania. He believes that youth empowered with resources and opportunity can be a positive force of change in the world.

Sharif cofounded Tanzania Youth Opportunities Forum (TYOF), an organization focused on promoting youth opportunities and rights as the foundation for peace, freedom, and justice in Tanzania. In the past he served as a volunteer with READ International at the Nyang'hwale Community Library in Geita, supporting library refurbishment and fostering a reading culture in the area.

Sharif has been working with Restless Development for one year as a community mobiliser under the Journey4Life project, ensuring youth aged 14-19 have access to comprehensive education on sexual and reproductive health and rights (SRHR) and gender-based violence (GBV). Through this work he has catalyzed more than 100 young people to be agents of change in their local communities. Sharif is also actively involved in various international SRHR workshops, conferences, and activities, and is a mentor for Msichana Amani Clubs under the Msichana Initiative, which focuses on empowering girls through education. He holds a bachelor's degree in Education from Jordan University College (a constituent of Saint Augustine University of Tanzania).

As a Kiongozi Fellow, Sharif focused his research on the role of job and career fairs in youth livelihoods programming.

# LIVELIHOODS PROGRAM STRATEGY: **CAREER FAIRS**

## **Background**

Career fairs are events that facilitate linkages between employers and job seekers. In addition to the chance to network directly with recruiters, these fairs provide young people with information about different careers, the skills and attitudes employers expect them to have, and the application process for jobs or internships. These events can also include other activities such as learning sessions on CV writing or practice interviews. Fairs are often facilitated by local or international youth-focused organizations or higher-education institutions.

## **Why are career fairs important for Tanzanian youth?**

Lack of information about job openings and recruitment notices is a major barrier cited by youth in Tanzania when discussing unemployment. Many young people rely on informal networks and word of mouth, and are unaware of opportunities, or lacking the skills, to connect directly with employers. While digital job platforms are growing in size and popularity, not everyone can access them, and many young people may not qualify for the types of jobs cross-referenced on the sites. The experiential activities provided by career fairs help students identify their interests and strengths; expose them to a diverse range of opportunities; build experience and clarity about their goals; evaluate the environmental fit of different work settings; and empower them to pursue internships and job opportunities.

*“Apart from networking, career fairs help us to attain skills that change our mindsets”*

Job Seeker

**To learn more about Sharif Mussa’s research or request a copy of his case study on career fairs, please email him at [sharifmussa0@gmail.com](mailto:sharifmussa0@gmail.com).**

## **Recommendations**

- 1. Make career fairs entertaining and engaging**—overly formal career fairs fail to excite young people and can further amplify their hesitation about the world of work. Inviting popular artists and entertainers can help inspire attendees and lend an air of possibility. Creative activities should also be provided to showcase the talents of participating youth, for example designing and decorations, drawing, singing and acting.
- 2. Work on making career fairs more inclusive**—many fairs take place in urban areas and focus on students enrolled in secondary or higher-education institutions. Career fairs are critical for all youth, so special attention should be paid to including young women, those living in rural areas, and people living with disabilities.
- 3. Strengthen partnerships with the government and media**—bureaucratic processes required to secure facilities licenses and time slots sometimes act as barriers to successfully coordinating career fairs. It would be helpful for local government authorities to lend their support to these efforts, including promoting events through official channels. Other media platforms that are effective for raising awareness are television, radio, and social media.



## VICK JOHN VIGERO, 25

*Vick*

Vick John Vigero, 25, is passionate about leveraging ICT to empower women and girls. She was born in Mbeya region and went on to attend primary and secondary school in Zimbabwe. In her free time Vick enjoys singing, travelling, reading, food, and fashion blogs.

Vick has several years of experience in social change and community development work spanning a variety of issue areas. As a volunteer for Restless Development, she supported the acquisition of employment and entrepreneurship skills by youth in the ICS program. She has also worked with the Mbeya Urban Paralegal Unit, focusing on human rights for women and children; Forest Mazingira, an environmental clean-up project; and the Living Labs Network, a community ICT program under TANZICT.

For her involvement in social change and community development, Vick has been nominated for the Tanzania Women of Achievement and Queens Young Leader awards, and was a Ship for World Youth Delegate.

As a Kiongozi Fellow, Vick focused her research on the role of ICT in youth livelihoods programs.

# LIVELIHOODS PROGRAM STRATEGY: **INFORMATION AND COMMUNICATION TECHNOLOGY**

## **Background**

Information and communications technology (ICT) refer to technologies that provide access to information through telecommunications. This includes the Internet, wireless networks, cell phones, and other communication mediums. ICT development interventions range from activities targeting basic ICT literacy to specialized skills development in areas like photography, video making, coding, and social media use. In addition to skills development, some organizations like Buni Hub and Capital Space Tanzania also provide co-working spaces and mentorship. Government support to ICT typically includes infrastructure investments and curricular development for in-school training offerings.

## **Why is ICT important for Tanzanian youth?**

ICT is critical for facilitating access to and sharing of information. Basic ICT literacy is necessary for young Tanzanians to cope with the digital world and meet employer expectations. In an increasingly digital world, access to and ability to use ICT also improves awareness of learning and employment opportunities. Specialized ICT skills can further set young people up for careers in emerging technology sectors and help them develop innovative new solutions to age-old product and service delivery challenges.

*"I have always wanted a space where I can brainstorm ideas and work on technology projects... I was glad to find it in Dodoma"*

University of Dodoma student who uses Capital Space Tanzania's co-working space

To learn more about Vick Vigero's research or request a copy of her case study on ICT, please email her at [vnoofus@gmail.com](mailto:vnoofus@gmail.com).

## **Recommendations**

- 1. Emphasize hands-on, experiential learning**—young people don't only want to learn about ICT, they want to use these tools in their daily lives. Good public-private partnerships can help make sure ICT skills development interventions are adequately resourced with the space and equipment required for practice. Continued application of these acquired skills requires affordable access to ICT equipment and infrastructure, so make sure to explore low-cost equipment and space-sharing options.
- 2. Establish more hubs to drive ICT adoption in rural and low-income communities**—ICT adoption and usage, because of the resources and expensive equipment and machinery required, can skew toward wealthy, urban, highly-educated populations. Attention and investment are required to make sure those living in resource-constrained environments also have the opportunity to develop and use ICT skills.
- 3. Expand the pool of qualified ICT teachers and offer up-to-date training and curricula**—60% of focus group discussion participants indicated that their ICT skills development is hampered by poor instruction in their school or community. They also expressed interest in moving beyond basic word processing skills to explore the types of technology driving today's digital world, like coding and app development.

# YOUTH LEAD RESEARCH OVERVIEW

As part of this project, IYF partnered with FXBT Health to conduct field research with a diverse sample of young Tanzanians. The research had three objectives:

- 1** To better understand key opportunities and barriers young people face in accessing and maintaining employment or creating decent, sustainable livelihoods - including access to critical support services such as health care, finance, and ICT.
- 2** To gather youth perceptions and preferences on their engagement in policy and program design and implementation.
- 3** To identify potential channels through which youth-serving practitioners might more effectively engage young people.

The research process worked closely with young people, not only as respondents but also as advisors in the development of the research instruments and as data collectors. This publication includes some highlights from the research findings and a few key recommendations; to request a full report on the research, please contact IYF Tanzania.

## SAMPLE & METHODOLOGY

### WHAT DID WE DO?

15

focus group discussions (FGDs)

200

individual surveys

### WHO DID WE ENGAGE?

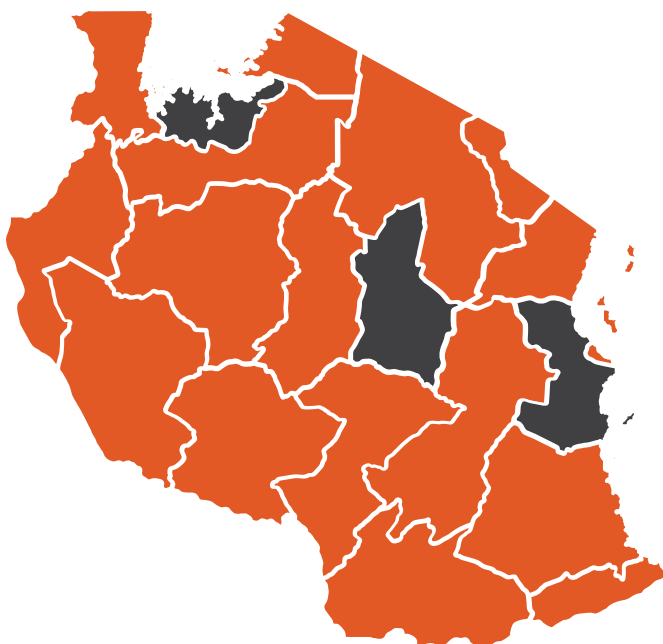
19-28  
YEARS OLD

age range of  
participants



46.5% female / 53.5% male

### WHERE DID WE DO IT?



**3 REGIONS**

Urban and rural parts of  
Pwani, Dodoma, and Mwanza



35%: Enrolled in university

32%: Economically active (waged or self-employment)

33%: Not in employment, education, or training (NEET)

88.6%

of the survey respondents who are  
employed are self-employed

1/3

of survey respondents do side activities to  
generate additional income or pocket money  
(e.g. small scale farming, livestock keeping,  
volunteering to teach at primary schools,  
carrying luggage for travelers and maintaining  
local sewage systems)

# KEY FINDINGS

## Perceptions of future opportunity are positive, but may not align with economic reality

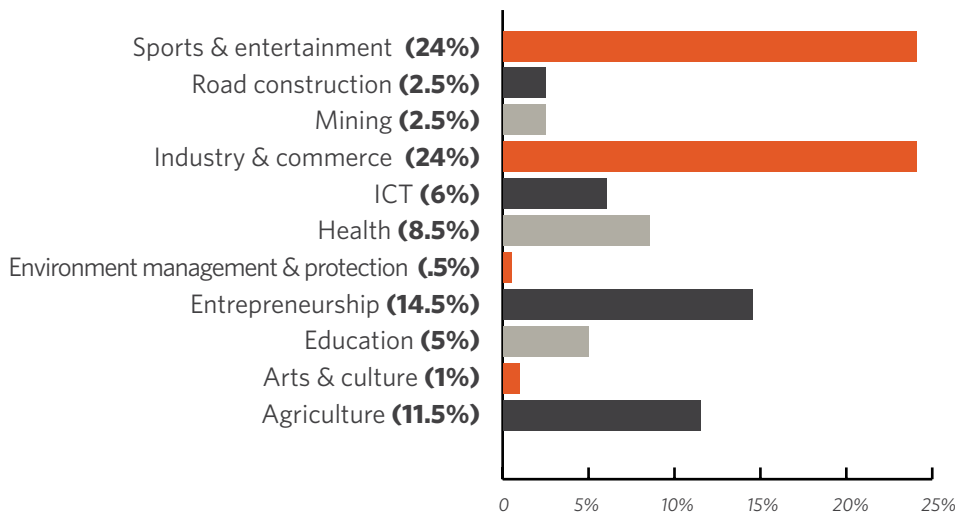
**85%**

of survey respondents feel they have a good future ahead

**78%**

of survey respondents believe that there are many opportunities to achieve their career goals

### IN WHICH SECTORS DO RESPONDENTS PERCEIVE OPPORTUNITIES?



**36.5%** of survey respondents said access to health services are helpful for increasing youth economic opportunities. This was by far the most common response, followed by training in business (11%) & entrepreneurship skills (9.5%), and ICT support (9.5%)

### WHAT STRATEGIES ARE MOST HELPFUL FOR INCREASING YOUTH ECONOMIC OPPORTUNITIES?

These positive perceptions suggest young Tanzanians are determined, perhaps bolstered by declines in the national youth unemployment rate. However, this optimism does not seem to reflect the reality that most youth are engaged in vulnerable employment arrangements. Survey respondents who are not in employment, education, or training (NEETs) tended to view their opportunities for employment more positively than university student respondents. Most university or college student respondents think they will get formal waged-employment after they graduate, but exhibit a preference for self-employment. They feel like they don't possess the business skills to start their own business or the soft skills required to work for someone else.

## Young people face barriers - at home, in the community, and in the workplace - when it comes to securing employment and accessing skill-building opportunities

Particularly relevant to self-employment, many key constraints were identified by respondents when it comes to accessing finance: rules and regulations which make it difficult for youth to apply for loans; the belief that young people cannot afford to repay loans; lack of confidence among youth to apply for loans; and the physical accessibility of financial institutions. Young women can face more challenges in securing employment, including sexual harassment and gender-based discrimination during the recruitment process. They also have to contend with expectations that they will follow more traditional gender roles and leave the workforce to get married and raise children. Young people with disabilities encounter challenges with services, systems, and policies that prevent their full participation, as well as persistent social stigmas and negative attitudes about their capabilities. These challenges can be amplified by a lack of relevant assistive technology and infrastructure that is not accessible to those with physical disabilities.

*"You can have all the [right] qualities, but if you are not ready to give sexual bribes you will be left out by employers who want them."*

28-year old unemployed female youth in Dodoma

**62%**

of survey respondents cite troubled relationships with family as a factor affecting their ability to access education, employment, and entrepreneurship opportunities

**42.6%**

of survey respondents haven't participated in livelihoods programs because they lack awareness of such programs; this was the most commonly cited barrier

**20.5%**

of survey respondents don't have the time to complete livelihoods programs

**20.5%**

of survey respondents don't have the money to cover tuition/program costs for livelihood programs

### Top Barriers to Waged Employment

Lack of employability skills

Nepotism (employers' favoritism for relatives and friends)

Sexual harassment/request for sex

### Top Barriers to Self-Employment

Lack of business skills

Policies and procedures that make it difficult to register or formally start a business

Lack of or shortage of adequate initial capital

## When considering youth livelihoods more holistically, lack of access to health services and ICT are pressing concerns

**57%**

of survey respondents had visited a health care provider within the past 6 months

**95%**

of respondents who had visited a health care provider did so alone

Respondents identified several barriers preventing young people from accessing and using health services, including high cost, distance to facilities, misinformation about the quality of health services, depleted supplies of medicines and medical supplies, and communication barriers. Young people with disabilities also encounter challenges with infrastructure that is not accessible and health service providers with inadequate knowledge or training on providing care to people with disabilities.

Young people recognize the importance of ICT for helping them develop skills, connect with others, and find employment opportunities, among other uses. Most are using their mobile phones to access the internet, but find it difficult to afford data/internet bundles or internet café fees. Besides cost of internet access, other major challenges cited include low digital literacy and poor physical infrastructure to support ICT.

### HOW ARE YOUNG PEOPLE\* USING ICT TO FACILITATE THEIR ECONOMIC PARTICIPATION AND COMMUNITY ENGAGEMENT?

- Skills development (17%)
- Job placement/matching services (9%)
- Online networking (14%)
- Online mentoring (6.5%)

\*University and college students reported these behaviors at a higher frequency than the other sample segments, suggesting the academic environment and proximity to reliable telecommunications infrastructure are a key driver.



**Young people know they are capable of making changes and contributing in their community—however, their potential needs a healthy enabling environment to flourish.**

**60%** of survey respondents do not agree that they have access to the mentorship and support needed to achieve personal goals

**29%** of survey respondents never discuss personal, education, or employment goals with others

**63%** of survey respondents do not believe the 4% of district funds allocated for youth benefits young people

**88%** of survey respondents have never participated in policy or program design and/or implementation

Youth who are discussing their goals are most likely to reach out to a friend (44.4%) to do so and are far less likely to reach out to adults, especially fathers (not one person indicated that they discuss their career or personal goals with their father). While many respondents feel positively about the national youth policy and programs, 41% do not think that such policy and programs are responsive to their needs.

**Young people want more opportunities to be engaged and to play active roles in community development**

Respondents believe that more youth engagement helps young people access important information, skills, and economic opportunities and reduces negative behaviors in the community. They would like to see more opportunities for young people to present their views and make decisions in the community.

Survey respondents felt that the most helpful ways to engage young people in community development are through the formation of entrepreneurship groups (42.9%), creation of volunteering opportunities (33.2%), and opening of leadership roles to young people (18.5%). They are also interested in seeing young people learn how to convert challenges and available resources into opportunities for development.

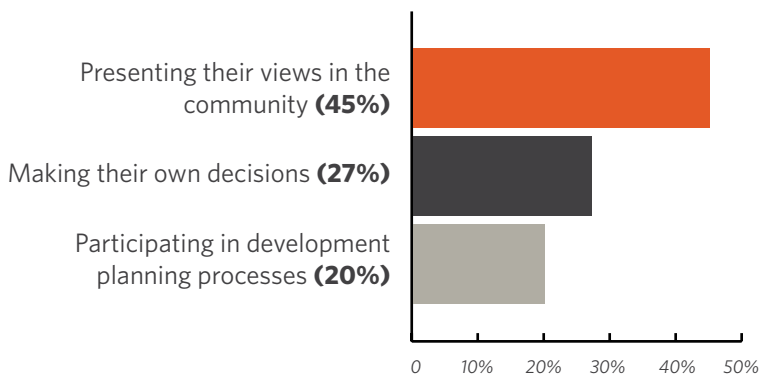
*“Youth-serving stakeholders should meet with us, listen to us, help us to sharpen our talents, and assist us to identify our priorities and provide financial support.”*

Unemployed FGD participant in Mwanza

Youth clubs, social media platforms, community meetings, and dialogue events were identified as the best platforms to engage youth.

**62.5%** of survey respondents consider social media the best communication channel for providing information to youth; preferred social media platforms are Facebook, WhatsApp and Instagram

**WHAT OPPORTUNITIES DO YOUTH THINK WOULD FACILITATE MORE MEANINGFUL ENGAGEMENT IN THEIR OWN DEVELOPMENT?**



# KEY RECOMMENDATIONS

## CENTRAL GOVERNMENT

Invest in strategies and policies that reduce systemic barriers to youth economic opportunity, with particular emphasis on tackling challenges faced by young women and young people with disabilities. Activities could include:

- Enforcing regulations which require workplaces to be disability-friendly;
- Improving accessibility of youth-friendly health services and ensuring that health workers are appropriately trained on gender sensitivity
- Working with internet service providers to find new ways to reduce the cost of internet access
- Simplifying regulations to reduce the time and cost required to register a business
- Creating incentives for social enterprises, such as a legal registration option and designated funding for businesses that benefit communities

Incentivize universities and colleges to integrate both life skills and entrepreneurship skills in all courses of study, so that youth graduating from these institutions are equipped with the skills to navigate life challenges and create their own economic opportunities.

Collaborate with development partners and youth-serving stakeholders to educate and include young people on policy design and implementation, so that young people are familiar with the policies that impact them most and those policies in turn reflect the needs and perspectives of young people themselves.

## DEVELOPMENT PARTNERS

Adopt the principles of positive youth development as standard practices when designing, implementing, and monitoring development programs to ensure that young people are meaningfully involved and not engaged in tokenistic roles.

Prioritize investment in programs that equip young people with the skills required to develop mixed livelihoods, including life skills, entrepreneurship skills, and ICT skills, as well as programs that provide critical support services to help young people thrive, such as health services, mentoring, and career guidance.

Work with partner organizations and other service providers to ensure that youth-serving programs use inclusive recruitment and onboarding practices so that more young people will be aware of available opportunities and set up for success when enrolling in programs. This should include parental engagement—to secure buy-in in and permission—and the use of social media platforms to reach youth—they view this as the most effective channel for engagement.

## LOCAL GOVERNMENT AUTHORITIES

Ensure all households enroll in community health funds to enable families and youth to better access care at health facilities that are well-equipped with essential medicines.

Provide financial support to youth through soft loans; review the terms and conditions for accessing the 4% district funds and raise awareness and provide guidance to enable more young people to benefit from the fund.

Engage young people at the community level to inform decision-making and raise awareness of key initiatives and opportunities. As much as possible, connect with existing youth groups, forums, and youth-led organizations to collaborate, rather than creating new committees or councils.

## UNIVERSITIES & COLLEGES

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Integrate key skill sets into all courses of study that will prepare young people for a rapidly changing economic environment. These skills include soft skills, communication skills, entrepreneurship skills, and ICT skills.

Enhance existing support services to ensure that students can access safe spaces where they can receive mentoring, career counseling, and health services.

Invest in making ICT equipment and skill-building opportunities more accessible to students and community members.

## FINANCIAL INSTITUTIONS

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Develop youth-friendly loan products that recognize most young people are in transition periods and might have minimal or no collateral.

Engage young people, government, NGOs, and the community to address and eliminate stigmas influencing perceptions that youth, particularly those with disabilities, are financially irresponsible and unable to pay back loans.

Partner with youth savings groups (e.g. VICOBA) to provide financial literacy training and encourage young people to be courageous in starting with the capital they have, rather than always waiting for a big loan.

## COMMUNITY

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Engage youth more meaningfully and consistently in development agendas. Give them chances to present their views and opportunities to make decisions and participate in development planning. It's not just about access either—make sure young people can see their ideas are being valued and acted upon.

Develop and offer sessions on positive parenting skills for guardians in order to foster healthy youth-adult relationships. It is important for positive youth development and engagement to start in the home so young people are accustomed to being involved in critical discussions and can speak their mind freely when given platforms outside the home.

Identify community activities that youth are or would like to be involved in, and support them to participate as leaders. Some of the activities research participants expressed particular interest in are: doing small business/ entrepreneurship; teaching/educating pupils; environment management/protection; livestock keeping; farming; sports; and ICT for community development.

## YOUTH

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Seek out opportunities to participate in livelihoods programs, internships, and volunteer opportunities, particularly those that can develop life, entrepreneurship, technical, and ICT skills. This will help ensure you have the skills required to succeed in employment or self-employment, including effective communication, self-awareness, self-confidence and how to get along with others.

Join formal youth groups and peer networks to share information, experience, opportunities, and get help accessing resources (including financial).

**Speak out!** Your voice matters and your engagement is critical to your success, as well as the success of your community and your country.

