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*Erasmus*

## **Seeking to Challenge the Participation Agenda: Youth Participation in Policy Making in Tanzania**

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## **Dedication**

To my mother, the epitome of a rock against adversity and always pushing me towards a better self. To my brothers, you have always gotten me through worse. To my late father; nyayo!

## **Acknowledgments**

This paper is a result of an academic and personal journey that began at a time when everything was filled with uncertainties in a world plagued with a pandemic. The fact that this has been achieved without any bouts of ill health or loss of my loved ones speak to the greatest kindness of nature making me one of the lucky ones.

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## List of Acronyms

CBO	Community based organizations.
CSO	Civil Society Organizations.
NGO	Non-Governmental Organizations.
PMO-LYED	Prime Minister's Office Ministry of Labour, Youth, Employment and Persons with Disability.
TYC	Tanzania Youth Coalition.
TYVA	Tanzania Youth Vision Association.
UKAID	United Kingdom Agency for International Development.
UNA Tanzania	United Nations Association of Tanzania.
UNFPA	United Nations Population Fund.
UNICEF	United Nations International Children's Emergency Fund.



## **Abstract**

This paper explores the different actors, relations, power dynamics and discourses that have informed the participatory process for the youth in Tanzania regarding policy making. I examine the different practices and experiences youth representatives have encountered while taking part in the participation process in relation to what the government announces. I argue that the participatory process is driven by a dominating discourse by the government that seeks to control and manage the youth and not empower them for meaningful participation. The youth also produce and reproduce the different rationalities and strategies that the government use to manage the youth. The youth however have at the same time used their agency to seek transformative change and invoke strategies that will change perception. With the constant informing and reforming between theory and practice, while these strategies are inherently informing each other, the power dynamics are still heavily favouring the government and building an arsenal of information and data could be a better way to endure meaningful participation in the future.

## **Keywords**

Youth, Participation, Policy making, power relations, Governmentality, Tanzania

## **Chapter 1 Introduction: A participatory process for the Youth.**

The late 1970s witnessed a growing demand for citizen involvement in the decision-making process in areas that have an effect on their lives. This included the social policy arena. Participation did not just take the shape of involvement, but it was rather also seen as a redistribution of power; giving people more control on the state of their lives (Cornwall and Gaventa 2000:52). This conversation effectively included the youth and since then youth participation has been part of every policy document and development agenda (World Bank 2006, Bessant 2003).

As participation has grown roots within the development discourse and agencies at all levels, with it believed to make development policy more informed and effective (Farthing 2012: 76), it has also faced its criticism with it being considered a measure of control and a means of lulling the group into a false sense of empowerment (Cooke and Kothari 2001).

Meanwhile, Tanzania introduced its a youth development policy in 2007 which it touted as one that underwent extensive involvement of various stakeholders to be able to promote, facilitate and address youth issues (United Republic of Tanzania 2007: v). This in effect cemented youth participation in Tanzania with the government envisioning creating an “empowered, well-motivated and responsible youth capable of participating effectively in social, political and economic development of the society.” (United Republic of Tanzania 2007: 9). The country has also embarked on a review of the policy to come up with a new youth development policy (United Republic of Tanzania 2019)

However, there has been an increase especially among the youth that the perceived inclusion and participation with the coming of this policy has not materialized and the participation rhetoric has so far floundered (UKAID 2016, TYVA 2017:5)

With the contention that any kind of change requires an intrusion of the existing power relations (Ansell 2017:225), this paper using a governmentality framework embarks on a study of power relations inherent in the participation process of the youth to look at the multiple interpretations, forces, actors, and relationship that inform the current youth participation process and how this has played a leading role in the current state of the youth participation process in Tanzania.

## **Setting the context: Youth of Tanzania**

United Republic of Tanzania has been formed from the Union of the states of Tanganyika and Zanzibar in 1964 after the end of British colonial rule in the area. It follows a unitary presidential democratic republic following the ratified constitution of 1977.

Tanzania has a 2020 GDP of US\$ 62.41 Billion which made it the second largest economy in East Africa and the seventh largest in sub-Saharan Africa. However, the country still has 49.4% of its population still living in poverty as per the 2017 estimates with more than half of these numbers living in abject poverty (World Bank 2021).

The 2012 census placed the nation with a population of almost 45 million people with the young population (15-35) numbering around 15.5 million which is around 34.7% of the population. Of the youth population 8.2 million are female while around 7.3 are male. (United Republic of Tanzania 2013). The population is estimated to be around 59.7 million in 2020 with the youth population being around 20 million akin to 33.8% of the population with the number of female and males almost equal (United Nations 2019).

With the country having one of the youngest populations in the world with the largest percentage of population being those below 15 years at an estimated 43.6%, the youth group carries a significant part as either the labour force or part of the country's development agenda.



The youth development policy identifies issues like economic empowerment, environment, employment promotion, youth participation, HIV/AIDS, gender, arts and culture, reproductive health and family life issues as the main cross cutting issues that are affecting the youth and the National youth development policy will thus be the tool designed to solve these problems (United Republic of Tanzania 2007:8).

## **The National Youth Development Policy**

The National youth development policy is a policy that was established to create an enabling environment for youth empowerment through guidance of youth and other stakeholders in the implementation of youth development policies to facilitate and ensure competent skills, good values and ethics, social services and conducive environment for the youth (United Republic of Tanzania 2007: 9).

The policy was launched in 2007 as a new version replacing the National Youth Development Policy of 1996 which was deemed inadequate after a policy review (Chachage 2008) which highlighted the different national and global challenges it faced (United Republic of Tanzania 2007: 1). The current Minister at the time highlighted the need for a “unique solutions to a new generation” and touted the new policy as a genuine proud product of the government due to its participation of the different stakeholders in the formulation of this policy (United Republic of Tanzania 2007:v).

The policy has sought to adopt a participatory process from its formation with the Minister highlighting that a youth mapping process and review seminars were followed in relation to having the youth participate and getting to know what the youth really want (Chachage 2008:3). The policy also highlighted the need for a mechanism to facilitate effective participation of youth in withing government and all participatory organs (United Republic of Tanzania 2007:14 )

## **Designing a process for the youth.**

The constitution of the United Republic of Tanzania affords the right for every citizen to participate fully in the process that leads to the decision on matters affect either ones well being or the nations (United Republic of Tanzania 1977: 17). This also extends to the Tanzania Youth Development policy and the avenues stipulated for participation (United Republic of Tanzania 2007: 14). Despite all these concessions participation has not really worked especially in affording youth the chance to really be part of the agenda.

Furthermore , as the Youth Development Policy and the current structure of the participation process involves a bridging of two generations, power dynamics are probably going to surface. Such kind of dynamic will likely give more credence to adult's discourses about the youth will be based on dominant perceptions and representations that adults have built about youth realities (Hansen 2008). This has a domino effect of producing unequal power relations with a chasm between structure and agency. As such it becomes important to have a study that looks at the power relations, actors and the processes that underpin the participatory processes.

**As such the main objective of this research paper is to understand and analyse the characterizations and representations that have moulded the design and practice of youth participation in policy making in Tanzania and the power relations they produce and reproduce.**

The working question of this research is: **What are the discussions, practices and power relations that surround the youth participation in policy making in Tanzania?**

The guiding sub questions are:

1. How do policy makers and youth/ youth representatives understand youth participation?
2. What characterizations of youth are used in the formation and implementation of the participation exercise?
3. What forms of power are used in the participation exercise and for whose benefit?

## **Relevance: A way to tell the youth story.**

With the Tanzania government announcing a review and revision of the Youth Development Policy with one dedicated to making sure the youth are properly equipped to tackle the changing world of technology and giving them the capability of self reliance (PMO-LYED 2018) a deeper understanding of the participation process is imperative. This will enable us to understand the nature of participation in Tanzania, the understanding of participation and practice, the actors and forces involved and the power relations involved.

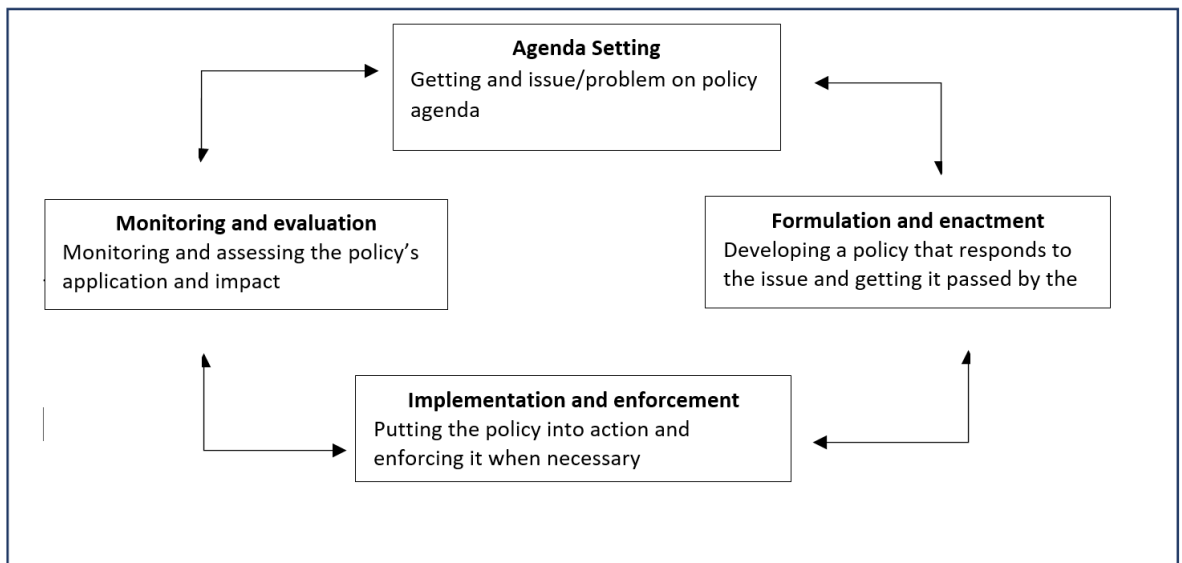
This research is also expected to contribute on the body of knowledge that relate to the youth agenda in Tanzania, participatory processes and the youth position in it in the country. The expectation is this will also offer a nuanced argumentative view of the position of youth voices in policy making in Tanzania but also serve to provide a contextual perspective in the African context. From a theoretical standpoint, this paper will also offer a different understanding of the findings uncovered in the paper and spark debate about the nature of participation in Tanzania and its role in the country's progress.

## **Scope: The Policy making process**

The policy making process involves devising a stable pathway of either action or inaction which can guide set of actors in dealing with issues that concern them. Public policy making has this process being done by the authorities in a political organization. This usually includes the government agencies and officials (Anderson 2014: 6).

Policy making process is looked at as containing four significant phases; agenda setting, formulation and enactment, implementation, and enforcement and, monitoring and evaluation (VeneKlasen et al. 2002: 192). Each of the phases inform the other creating an ongoing circle that if used effectively can lead to effective policy and refinement.

As different actors are expected to take part in this, youth participation can be done through each of the phases of the policy making process. As such when we speak of youth participation in public making process in this paper it will refer to each of the phases.



**: Phases in the policy process**

## **Research Paper organization.**

This paper is organized into six chapters. Chapter one introduces the research, includes the research problem, justification, research objectives and the research questions and guiding sub questions. The second chapter presents a discussion on youth and participation, the different meaning of youth, the different debates surrounding participation, the participation process of Tanzania and a presentation of the analytical framework. Chapter three presents the methodology used, a discussion on reflectivity, positionality, ethics and challenges encountered. Chapter four and five develops the analysis of the study and chapter six presents the main conclusion from the research.



## **Chapter 2 : Literature Review: #VijanaKwanza**

Having the opportunity to be heard and included in community and the services that affect young people is paramount to young people themselves but also to the community as it ensures durable participation in the future (World Bank 2006: 15). The World bank has thus been calling for an opportunity for young people to be engaged in open consultation on design and implementation of policies that will have an impact on their lives as the youth are the clients of the policies directed to them (World Bank 2006: 119). The Tanzanian government has similarly over the years reiterated the need for the youth to be involved in policy making process and has made commitments of such grounds (Saramba 2021). In all these cases, the participation of youth in the policy formation process is looked at as the ideal and effective way of designing policies.

This chapter will use the statement and declarations as a point of departure in discussing youth and participation. This will be done with first situating the common denominators when we talk about participation and how it has been related to young people; posing the recognition of the different definitions of youth and how this can affect participation and the policy formulation; I will further build on this by looking at the different debates that surround participation in relation to its purpose and will look at the participation process in Tanzania and how a power relations perspective will benefit the narrative and its interpretation will be beneficial in answering of the question. The section will conclude with a description of the governmentality framework as one which is best suited to provide an analysis on power relations inherent in the participation process.

### **Participation and youth**

Participation is defined as “a process through which stakeholders influence and share control over development initiatives and the decisions and resources which affect them” (World Bank 1996: 3) and is an essential and fundamental right of citizenship (Hart as quoted in Farthing 2012: 73).

Participation is characterized by decision making, implementing, benefit sharing, and evaluation but also more important it is about grasping and comprehending how people engage in self organization to meet their needs (Samah and Aref 2009: 45)

While all these point to empowerment, decision making and evaluation as the key tenets in how to look at participation and underscoring the importance of the direct involvement

of people as a key cog in development, participation should go hand in hand with the change of power relations, habits and sharing. It should gather a multiple of perceptions from both professionals and those who are targeted by initiatives while ensuring their experiences, realities and analysis of their situation is at the forefront (Chambers 2013:158).

With the increasing prominence of the youth in the global development agenda, it has become imperative to have avenues for them to participate with calls to policy makers to find ways to make use of the participatory opportunities for the youth. As a result, development policy has put much weight on the essence that young people should exercise their agency and participate in the political process (Herrera 2006: 1433).

As such youth participation has come to mean “a process where young people as active citizens take part in, express views on, and have the decision-making power on the issues that affect them” (Farthing 2012: 73).

As such the area of policy making becomes one of the perfect arenas for young people arena with the expectation that young people participation will help improve the living conditions and help promote inclusive development.

## **The Youth Concept**

The term youth have no harmonized definition and has mostly been defined through the boundaries of age that also differs with regards to what legislature, policy, or organization you are looking at. The United Nations looks at youth as young men and women between the age of 15 and 24 while in Tanzania the definition focuses on persons between the ages of 15 and 35 (United Republic of Tanzania 2007: 10) which is believed to best identify with the country and make it easier to have a coherent system in meeting needs of youth.

Popular discourse particularly the western one tends to look at youth as a concept that transcends culture and history and carry the same existence in the same way across all places and times (Comaroff and Comaroff 2005:19). Such outlook ignores that youth is a social construct that can be different across societies and manifest different social and cultural conditions that are partial to the expectations and realization of rites of passage and associated socialization of this stage (UN Habitat 2012: 7).

The fact that youth are usually not considered full adults and ride the narrow ledge between fully responsible adults and older version of children has put the meaning of youth at extreme levels of the definition spectrum, with one side seeing the population group as the precipice onto which the hopes of the society can be pinned on and on the other side a

problematic who still lack the sense of responsibility being an adult brings and always resorts to a disruption of the social order. Most often than not both extremes can be seen in the description within the same society with one group described as the ideal and where to rest our hopes with the next being delinquents all depending on where they exist in the social hierarchy with the marginalized being linked with the negative while the privileged ones with the positive (Comaroff and Comaroff 2005: 20).

Tanzania has toyed with different definitions of youth depending on the context. Definitions of youth being the next torch bearers for the country are usually lauded with extreme vigour with promises of better future for the country's core. However, this has also fluctuated the other way when described as vagabonds and lazy especially when youth start to speak up in response to their needs not being met. This is best exemplified when in April 2021, the speaker of the National Assembly of Tanzania mentioned that youth are the obstacle to investments, and they should blame themselves for not getting opportunities (Malisa 2021) while the President in June 2021 reiterated the need for young people to be included as they are the most important group in the country (Saramba 2021). Such conflicting statements especially on heads of important pillars of the government speaks to the wider conceptions of youth in the country which can inadvertently affect the practice of participation and policy formulation which in the end brings forth the concern of how youth are included as either a resource or as a problem. Such perceptions are important to explore to understand how youth are involved in the participation process.

## **Unpacking participation: Why Participation?**

Arguments for participation and youth participation by extension believe that adult oriented approach are not always serving youth by default, and we will be remiss to assume that as in many ways the wishes and desires of the youth are different just like how different groups also have different needs (Frank 2006: 351). Participation became popular with rise of a more unstable labour market, a general feeling of income insecurity and a widening gap between the rich and the poor. (Bessant 2003: 92). The attempts in what to do to be able to produce more sustainable livelihoods and an escape from poverty, participation became one of the viable ways of providing an alternative to the professional and popular narratives but also a most important acceptance that the realities of the poor count (Chambers 1995: 173). This marked an attempt of shift in paradigm to one that can incorporate the interpretations

and the actions of the local people but also a call for more inclusion and diversity but a change in the professional rhetoric about how to induce progress and how that progress can be translated differently with each community and society.

Justification for participation has been looked at as a very beneficial aspect towards progress as it is first considered a fundamental right that every citizen has including youth to fully participate in the any decision making that affects them. This aligns with the vision of a just and inclusive society as how it is imagined and allocated in the Universal declaration of human rights (Farthing 2012: 75).

The favourability of participation other than it being looked at as an empowerment tool is believed to be critical to 'enlightenment' where participation will be able to produce better informed policy. Youth participation is looked like a source of valuable knowledge for policy formulation and policy makers but also a realization of the ideal society where public society is governed and moulded to the views and desires of the citizen (Farthing 2012: 76).

Sentiments echoed by Checkoway et al. (2005:1157 and 1995: 136) and Frank (2006: 352) views participation in policy as creating a better environment for identification of specific issues particular to the youth, a chance to offer advice and propose new ways and ideas. Importantly, participation should not be symbolic but rather direct and true involvement where the youth can have an impact. This can be the solution in helping mobilize more resources for youth programs especially in an environment dominated by adult interest groups which cajole more sway for their interest than the youth.

As such youth participation is about having a true effect of the youth in institutions and the decisions associated with it and not in any way about being docile recipients of services with their presence symbolic. I believe to be able to achieve such a view, it is imperative to view the youth as resources who have a valuable insights and parts to play and not as problems that we are seeking to provide solutions for.

Participation is also touted as beneficial to the youth to with it plainly serving as a tool for youth development through serving in learning skills necessary for thriving as adults (Farthing 2012: 76), increasing local knowledge and environmental responsibility (Frank 2006:359) and an importance facet for creating competent citizens with civic responsibility requisite for creating a full civic society (Checkoway et al. 2005: 1151).

The benefits and arguments for participation all point at participation being a required requisite for progress. As one of the key informers puts it:

*“Meaningful youth participation is the way to go, and the Government has recognized that, without us there is literally no development.”* (Interview with Commonwealth Youth Representative 16 October 2021)

However, concerns about whether participation is really a process of empowerment and engagement is and if it works have arisen and different critiques have arisen about the process. This is the discussion that will ensue in the next section.

### **Participation as control**

*“Vijana wanatengwa, serikali inawakumbuka muda wa uchaguzi ila baada ya hapo inatusabau...youth are manipulated by those in power”* [Youth are isolated, the government remembers them during the election process but forgets them right after that] (Interview with TYC representative 12 October 2021)

The inclusion touted through participation has been accused of bringing and including social groups considered marginalized into the development agendas and processes but in such a way that they are tethered to the systems of power that they dare not go against (Williams 2004: 563). Participation is thus another means of social control where control is affirmed by the dominant groups which in turn produces a type of knowledge that is bereft of classification and division, pure in its own way (Kothari 2001: 142). This has led to the argument that participation is tyranny in the sense that is an “unjust exercise of power” (Cooke and Kothari 2001: 4).

The argument for tyranny is encompassed within how development practitioners and policy makers have been able to hold the torch for participation which is seen as a great indicator of the power they possess (Cooke and Kothari 2001: 15). This has been backed with how development agencies have become facilitators with the responsibility and consequences in case of failure now been carried by the participating group (Williams 2004: 563). As such the words echoed by Berner (2010: 2) ring true that there is almost non-existent inclination by the development practitioners to share truly decision-making power thus making meetings more or less ritualistic to rubberstamp plans made before and in essence marking a move from facilitation to manipulation.

The biggest argument for participation is its empowering abilities. This argument rings hollow especially when considered the important question of who exactly is empowered usually goes unanswered (Cleaver 2001: 38). Participation discourse tends to look at society and communities as homogeneous which ignores the differences within these communities which places in jeopardy the different views that exist in the community from being known but also hide the different structures repressive or otherwise that create different narratives. With emphasis on community as the natural site for development, the attention on the wider relationships that may be implicit in the development problems is drawn away (Williams 2004: 562).

As Ferguson argued, this creates the perfect fodder for the development projects to be part of the expansion of state power which spreads under the guise of a neutral goal which no one will have any objection against. The state in this aspect represents the way that power relations burgeon but also synchronized into a singular rod of power (Williams 2004: 564).

The case for empowerment is weakened further with there being little to no evidence of its effectiveness with it being given support because it seems the right thing rather than it is having a backing of evidence. Cleaver cleverly calls this a “leap of faith”. The faith is based on precepts that participation is a good thing with the main focus being on getting the techniques right as the true way of getting people included and most importantly talks of power and politics should not be given second thoughts as they are isolating and unconstructive (Cleaver 2001: 36).

This has changed even how we look at participation as it has eventually become an end in itself. Success of a program is now based on the degree of participation (Williams 2004:563) instead of it being used for problematization and critical engagement (Cleaver 2001:53). As such organized social groupings and communities which are given the participation platform do not automatically conquer exclusion. As already our focus is on the pride of the number, we have managed to include in the participation process. The structures that form the circumstances of subjugation and domination are left intact (Cleaver 2001: 44).

Kothari perfectly summed it that with more participation, the more its results will hide the power structure that exist in the community becoming a tool for the powerful and the podium for social control (2001: 146) thus making a study of power relations and how they are inherent in the society even more imperative.

## **Youth Participation Process in Tanzania**

To easily understand and go through the youth participation in policy making in Tanzania, I have divided it into dimensions which are inspired by how Kirby et al (2003) envisioned building a culture of participation and how to understand youth participation. While Kirby et al. identified seven aspects, this paper will use four; the purpose of participation; the young people involved; the nature of participation activity and frequency of participation.

### **The purpose of participation.**

The government of Tanzania identified the increasing central role young people have in the social, economic, and political reforms and how the future revolves around how much they are involved in shaping such a future (United Republic of Tanzania 2007:1). The participation was for the formation of a policy that can be a tool that will help tackle concerns with the effects unemployment, poverty, environment degradation and diseases have on society (2007: v). This shows the goal of participation was to improve the policies and services through the objective of having the young people an active role in the development of the policies which meet their needs (Kirby et al. 2003: 29) and give them a chance of situating themselves as part of the development agenda and overcome their “disconcerting waithood”; where one cannot really take on the duties of adulthood while already being considered ready for the mantle and in some cases assumed they should be doing so (Corrigan 2017).

The role of the African Youth Charter in this also cannot be denied with Articles 11 and 12 of the charter calling for a creation for platforms for youth participation in different levels of government and policies and by extension the formation of comprehensive youth policy (African Union 2006: 6-7). Tanzania has subsequently signed the charter in 2008 and ratified it in 2012 (African Union 2019: 2). though the Minister at the time announced that the policy was made with guidance of the African Youth Charter and processes were already underway for its dissemination (Chachage 2008: 3, United Republic of Tanzania 2007:8).

### **Young people involved**

We have explored how the young people are a diverse group that differed in their composition from gender, class, education, rural -urban divide, ethnicity, and social economic status, it is imperative to look at the different young people involved in the participation process and how they present the different interests and perspectives of the young people.

This becomes more important as while all the young people cannot be involved, an expectation of the inclusive participation process is that the representatives and their respective groups are the most ideal sample of the wider young people population.

Article 12 of the African Youth Charter calls for an extensive discussion and dialogue along with a baseline evaluation with young people in the formation of a national youth policy which will highlight youth priority issues and a direction for their active participation in decision making at different levels (African Union 2006: 7). This was also recognized as one of the weaknesses of the previous youth development policy of 1996 and thus a major reason for the review and introduction of the new policy which will contain views from various stakeholders (United Republic of Tanzania 2007:7).

The government identified that they conducted seminars leading as part of the review and with the aim of collecting view on the National youth development policy and the youth need and wants. The seminars took in stock the existing regions at the time and divided them into 6 zones.

Zone	Regions
Zone 1	Pwani, Morogoro, Dar es Salaam, Lindi, Mtwara
Zone 2	Tanga, Kilimanjaro, Arusha
Zone 3	Manyara, Singida, Dodoma
Zone 4	Iringa, Ruvuma, Rukwa, Mbeya
Zone 5	Mwanza, Kagera, Mara
Zone 6	Shinyanga, Tabora, Kigoma

**Figure 2: Regional distribution on the zones involved in the seminars (Source: Author)**

With the collaboration with UNICEF, the government was able to bring together youth from various institutions, NGOs, CBOs, schools, university and colleges, places of work and other institutions. The government also providing assurances that the zonal seminars considered representativeness in accordance with gender, disabled youth and the rural-urban divide (Chachage 2008: 5).

However, the participation process underwent a wave of criticism where it was viewed it lacked a broad participation structure. The criteria for participation were murky while there was no justification for the geographical representation as a zone with the highest number of regions had roughly just 50 more participants than the zone with the lowest number. The



government also did not provide a specific number of the participants of the different groups among the youth as they identified (Chachage 2008). It is also telling that the some of the stakeholders the government stated had been included did not know on what process the New Policy was due to numerous promises that it is under review (Parliament of Tanzania 2008:58).

Also contrary to the African Youth Charter the government did not base the policy on a baseline survey as in its entirety, but it rather did a youth mapping to be able to get the most recent information about the youth development activities and the priorities that can be set in the policy process. This mapping process was to involve 46 districts with different groups and participants to be used to provide opinions and statistics

NO	DISTRICT	NO OF WARDS	YOUTH GROUPS	ACTIVITIES ENGAGED
1	MTWARA RURAL	12	92	Carpentry, tailoring, smithing, animal husbandry, fishing, mangrove planting, small businesses.
2	MVOMERO	10	10	Tree cultivation, smithing, brick making, environment conservation, art exhibitions
3	KASULU	26	125	Tailoring, small businesses, farming, second-hand items, vegetable gardens, carpentry, fishing
4	MBULU	11	26	Carpentry, grain selling, tailoring, small businesses, art exhibitions, timber
5	KIGOMA/UJJI	11	25	Tailoring, environment conservation, consultation, carpentry, vegetable garden

6	MPWAPWA	12	20	Farming, carpentry, smithing, tailoring
7	MOSHI MUNICIPAL	17	119	Carpentry, tailoring, smithing, farming, animal husbandry, masonry
8	NACHINGWEA	18	28	Food vending, tailoring, smithing, food storage, small businesses, farming, pottery, grain processing
9	PANGANI	5	70	Environment conservation, consultancy, farming, carpentry, vegetable gardening
10	HANANG	11	24	Animal husbandry, smithing, consultancy, farming, small businesses
11	MOSHI RURAL	29	64	Carpentry, tailoring, Orphanages, small businesses, animal husbandry, farming
12	LIWALE	14	51	Sculpting, farming, carpentry, timber, small businesses, animal husbandry
13	NEWALA	21	58	Farming, art exhibitions, carpentry, tailoring, small businesses, animal husbandry
14	KIBONDO	18	42	Batiki making, carpentry, farming, tailoring, small businesses

15	MAFIA	14	14	Farming, gardening, fishing, bee keeping, environment conservation
16	MISUNGWI	13	13	Farming, small businesses, carpentry, consultancy
17	SHINYANGA	13	58	Farming, business, tailoring, carpentry, gardening, and environment conservation
18	NAMTUMBO	10	10	Consultancy, gardening, art
19	KYELA	11	41	Carpentry, food vending, farming, consultancy, smithing
20	MPANDA	10	59	Carpentry, small businesses, farming
21	NKASI	15	37	Grain processing and selling, carpentry, masonry, fishing, art
22	MUHEZA	12	28	Maize selling, consultancy, art exhibitions, farming, carpentry, bike transportation
23	NYAMAGANA	9	13	Fish processing, food vending, tailoring, carpentry, masonry
24	KOROGWE	8		Farming, brick making, consultancy, bee keeping carpentry, small businesses

25	MTWARA MUNICIPAL	18	137	Small businesses, farming, arts, carpentry, animal husbandry, sculpting, consultancy, tailoring
26	MUFINDI	28	113	Carpentry, small businesses, farming, fishing, animal husbandry
27	TANGA MUNICIPAL	23	63	Art, environment conservation, fishing, consultancy, animal husbandry, bicycle renting, carpentry, farming, tailoring
	TOTAL	399	1360	

**Figure 3: Districts involved in youth mapping of the groups and youth activities 2006/07 [Translated from Swahili] (Source: Minister of labour, employment, and youth development speech to Parliament 2007:47)**

The mapping was extensive in including youth involved in various activities, however the mapping was never completed. Out of the 46 proposed districts only 27 districts were mapped by the time the National Youth Policy was passed by the cabinet (Chachage 2009:3). This raises questions of if the data garnered from the mapping were used at all but also the groups not shown in the table, the students, working professionals perhaps they were in the remaining 19 district groups that were not mapped, it is a matter that is not known.

The most recent participation process was the one that involved a review of the Youth development policy in 2019 that was also organized by the Prime Minister's Office Ministry of labour, youth, employment, and persons with disability.

The participation process was in terms of structured interviews and focus group discussions and focused on seven different areas that need discussion and review in regards and preparation for a new youth policy. The participation is mentioned to have involved 12 regions out of the 31 regions in the country: Dar es Salaam, Mwanza, Tabora, Kigoma, Simiyu, Mara, Dodoma, Arusha, Kilimanjaro, Morogoro, Pwani, Mtwara and Lindi. The participants are identified as youth ranging from 18-35 from the local government secretariats both regional and street level, representatives of institutions dealing with youth issues both national

and international and representatives from youth led organizations (PMO-LYED 2019:1). However, no further explanation is brought forth about the composition of the participants, representation of the groups and numbers other than the policy involved different groups with special recognition of youth with disabilities, educated youth, youth at risks and even those in still very indigenous communities like the Hadzabe and Tindiga tribes (PMO-LYED 2019:2).

The lack of clear and open information of composition of these groups in the three different instances we have looked at here raises questions of how the government views youth participation for the youth, its role but also its usefulness.

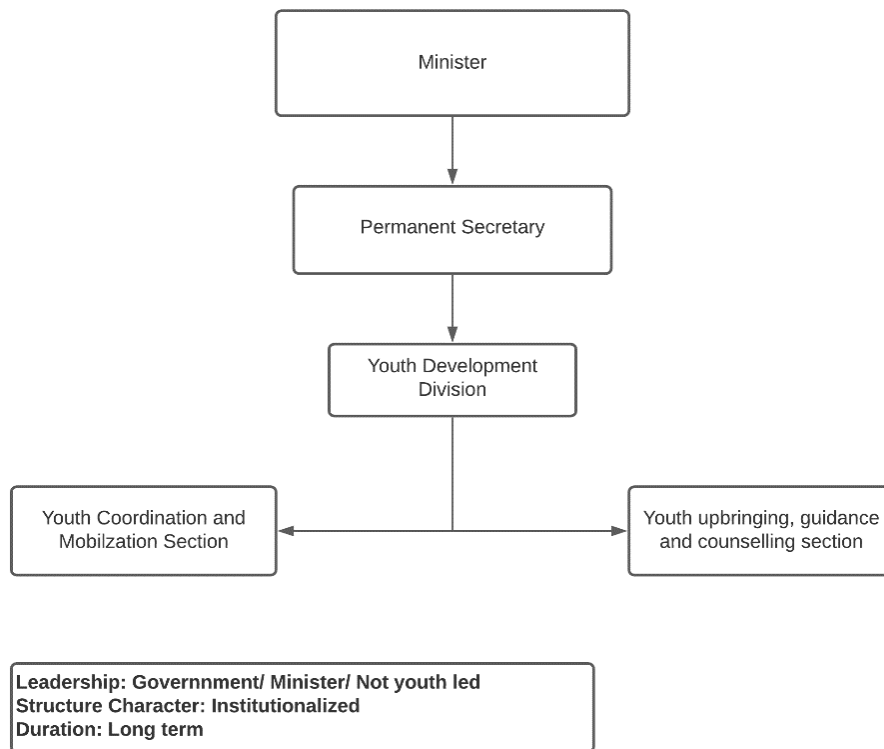
### **Nature of participation activity**

The nature of the participation activities is linked to how participation is interpreted in practice and how they involve young people. This will look at the structure, who leads the structure, level of autonomy of the structure and the duration of the structure if its long standing or not.

The participation process in Tanzania is directed by the government through what is current the Prime Minister's Office, Ministry of Labour, Youth, Employment and Persons with Disability. Within the ministry, there is an individual youth development division that has its own director. The official objective of the division is termed as "create a conducive environment for promotion of youth involvement in social, economic and cultural development initiatives" (PMO-LYED 2021). The youth development division is divided into two subsections: the youth coordination and mobilization section and the youth upbringing, guidance, and counselling section. The youth coordination and mobilization section are the one responsible for youth empowerment and the organization, coordination, and facilitation of the youth participation mechanisms to be able to gain youth opinions for different development programs and initiatives and provide advice to the government accordingly (PMO - LYED 2021).

This structure is considered long term and the permanent national participation mechanism though the shift of the division within different ministries has not lent it any stability and continuity. For the past two presidencies, the youth development division has been handled by four different ministries; in 2006 it was under the Ministry of labour, employment, and youth development, this changed in 2012 where it was under the ministry of information, youth, culture, and sports. In 2015 it was under the President's office, labour, youth,

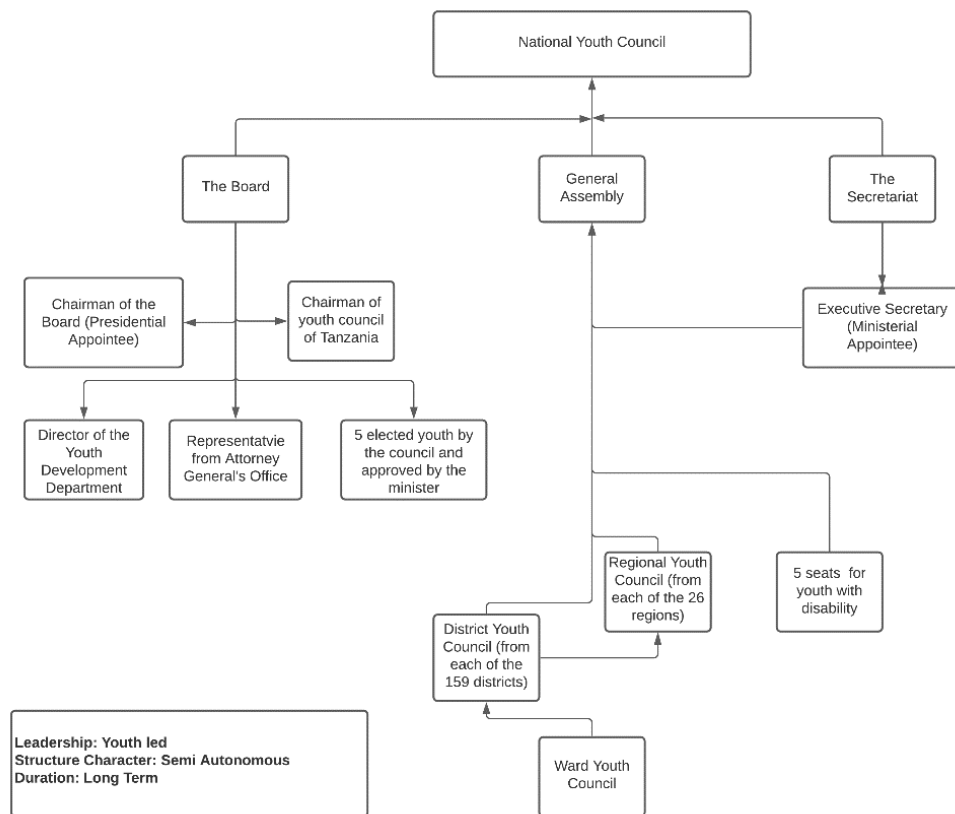
employment, and people with disabilities and from 2017 it has been in its current structure under the Prime Minister's Office.



**Figure 4: Youth participation structure (Author inspired by organizational structure of Prime Minister's Office, Ministry of labour, youth, and people with disability)**

With regional and local government authorities, the situation is more decentralized with no specific structure in place (Policy Forum 2019: 5) and largely youth participation process is left to the devices and benevolence of the local government authorities' leaders.

The youth development policy envisioned the formation of a youth council that will be a platform for the youth from the ward, district, and regional levels to the national and international levels. The youth council will be a youth led organization, with is semi autonomy, charged to be nonpartisan and fully committed to ensure a conducive environment for youth participation in all decision-making processes and in the formulation of policy (United Republic of Tanzania 2015: 5). The structure of the youth council is as in the figure below:



**Figure 5: Structure of proposed Youth council of Tanzania (Source: Author inspired by National Youth Council Act No.12 of 2015)**

However further examination and analysis of the youth council of Tanzania is hampered by the simple fact that it was never executed. The first attempt in 2007 was mired in controversy on deliberate exclusion of some faction of the youth and with no representation in some of the regions let alone the wards (Chachage 2008). There seemed to be hope of it being established when the Government passed the National Youth Council Act in 2015 but that was followed by a period of inaction and late as 2019 with the review of the policy the government still said it will establish the youth council of Tanzania (PMO-LYED 2019: 5).

### **The frequency of participation**

The frequency of the participation activity will look at how much young people are involved in the participation. Frequency of involvement usually varies in dependence with the different activities that are involved in the participation process (Kirby et al 2003: 63).

Youth Participation activities in Tanzania has generally been in the form of the youth organizations and forums especially in the realm of policy making. Such activity is preferred

because of its formality, its potential wide-ranging reach to the public and its group involvement. Such activity is expected to be done on a regular basis (Kirby et al 2003:67) especially in a policy cycle in ensuring that the agenda set is still the same, its being implemented but also a matter of monitoring and evaluation.

The government has been conducting a youth week ‘wiki ya Vijana’ every year since 2003. Such an event is usually marked also with the culmination of the uhuru torch race, an event that sees the freedom torch that was lighted on Independence Day passing through every region of the country and carries a specific theme each year. The youth week usually involves a trade fair where youth showcase their different activities mainly economically and socially. One of the key informers during the interviews stated that

*“The youth week is one of the best places to show what we are capable of as youth and what our contribution can look like in the country especially in the areas of entrepreneurship and social services.”* (Interview with representative of TYVA 1<sup>st</sup> October 2021).

However, the government has been more sporadic in putting forth regular participation activity especially when it comes to aspects of policy and decision making. In the last 10 years, the announcement of review of the youth development policy in 2019 (PMO-LYED 2019) marked the only major involvement of the youth. With the 2007 policy lacking an implementation strategy, a monitoring and evaluation plan was also not set (TYVA 2017). The June 2021 public rally the President held in Mwanza while cannot be termed as a participation platform, various CSOs both youths led and dealing with youth, the ruling party youth wing, young members of parliament, and regional youth groups had an opportunity to talk and present an agenda of the youth which included their participation in policy (Saramba 2021).

There has been more regularity within the international agencies and youth led CSOs in participatory activities. Restless development has published the 2011 the state of youth in Tanzania report which paints a picture of how the young people see themselves, and how they also perceive others view them with opinions on how they want to be involved and inform policy. The report was led by young Tanzanian researchers and held across four regions in the country (Restless Development 2011: 3).

In 2016, the UKAID under the British Council launched a next generation report that had the theme “Listening to the voices of young people.” The project sought to show why young people are important to the country, examines the scale and level of young people’s



participation in the society but also their own opinions and policy changes they want to see enacted. The research involved 2583 respondents across 10 regions (UKAID 2016).

In 2019, National Sustainable Development Goals Youth Consultation was held to help inform the first Tanzania Voluntary National Report (VNR) that the country was to be a part of. The consultation was themed “Leave no youth behind.” The consultation was organized by the UNFPA with collaboration from Restless development, Mulika Tanzania, United Nations Association and had 50 representatives of youth led and youth serving organization (UNFPA 2019. Restless Development 2020: 20).

In 2020, a youth manifesto was launched that aimed to be at the forefront of the young people’s agenda and an advocacy and policy tool from what they expect to see in the 2020 general election and the prospects and expectations to the year 2025. The manifesto involved 2209 young people across 30 regions in the country and it was led by 13 youth led organizations.

### **The missing link: A focus on power relations**

The look at the youth participation process in Tanzania has pointed us to the place the youth have in the country and in the participation ladder. Participation has ranged from non-participation to varying degrees of tokenism while ultimately the power still is not granted to the youth.

The circumstances surrounding the formation of the 2007 youth development policy provide a place of contention. The murkiness of the selection criteria, no open access to the real number of participants and representativeness and the complaints of other stakeholders particularly the youth wings of the opposition parties not being included serve to ask the questions that have been looked at in this section; from how the youth are defined, who among the youth is involved and what was the real goal of the policy. The youth map that was ongoing and supposed to inform the policy, but the policy was approved before it was done speak more to these aspects. The fact that it remained unfinished speaks to the hegemonic nature of the government regarding the youth matters.

In recent years, the participation process has had instances of tokenism with the consultation and informing processes used in what is termed as an opportunity to hear the youth, but they still lack the power to be heeded by the state. The youth led organizations have produced youth manifestos in both 2015 and 2020 election circles (TYVA 2017, Agenda ya Vijana 2020) which have been taken into account with the ruling political party, but no follow-up can be made. The lack of a youth council 14 years after the policy called for it is

glaring evidence of this issue. Passing of the Tanzania National Youth Council Act in 2015 was an act of placation that the gears were moving but they are since grinded to a halt again. The 2019 review of the policy involved consultations with Youth groups and youth led organizations, where the youth council was still one of the suggestions that was called for again (PMO – LYED 2019) which still serves to keep the same structure in mind while continuing to discuss the same issues.

Chachage (2008:10) argues for an ongoing constant pressing by the youth in the limits of the policy arena so as to broaden the spaces of participation in all four stages of a policy circle. The Tanzania Youth Vision Association (TYVA) (2017: 24) called for more spaces for youth in decision making spaces with having youth advisory panels with each ministry and having an independent structure that is not directly attached or conducted by the government. These solutions all call for a more increase in citizen power be it through partnerships and delegated power which will enable the youth to participate and negotiate of equal footing with the government for youth issues.

The discussion has situated itself in showing how participation as a blanket statement does not automatically produce better policies and empowerment. How youth are perceived and viewed in a society affects the participation process and the subsequent policies. The purpose of the participation process will determine how the participation process will be formulated. Such issues speak to the relational nature of the participation process that is filled with different interactions, actors, motivations and a play of power relations

Understanding who is involved, why, motivations, extent, how power is manifested in different instances become important in being able to understand the participation process in Tanzania and thus unavoidable. I thus believe an analysis that accentuates the relationships, networks friction, actors, dimensions, dynamics, and power in the everyday is needed to interpret the participatory process of youth in policy making in Tanzania. To achieve this, governmentality approach by Michel Foucault is used.

## **Governmentality: “The conduct of conduct”**

Foucault was interested in understanding the relations that exist between the different social institutions and the individual as he believes it's between these relationships that it is possible to see power manifesting itself more clearly and sought to move the conversation and understanding of power from the singular goal of repression to an exploration of how power exists and operates in daily relations between individuals and the existing social structures (Mills 2003: 33)

Foucault brought forth the governmentality concept through a series of lectures that were first termed as security, territory, and population where he termed it as “an activity that undertakes the conduct of individuals throughout their lives by placing them under the authority of a guide responsible for what they do and for what happens to them.” (Foucault 1997 quoted in Rose et al 2006:83).

He believes an analysis of what he terms a “complex form of power” which is formed through the different institutions, procedures, analyses, reflections, calculations, and tactics a how it influences the population is important (Foucault 1991:102). To understand how this works, requires us to understand the logics, dispositions, and attitudes in their institutions but also other bodies that share the same objectives (Wells 2014:342). Governmentality does not look at the state/government as the single actor in this Endeavor but rather determines that there are different authorities at different areas and as such, it is important to look at government interventions as not driven by a single determinant and authority but rather by an assortment of different parties that can range from government agencies to activists and non-governmental organizations (NGO) (Li 2007: 276).

All these seek to shape human behaviour through a series of calculated means that do not coerce or regulate but rather through enticements that will shape the desires, aspirations, and beliefs by individuals (Li 2007: 275). The government thus encourages citizens to be ideal types of individuals who maintain social order and encourage growth. The working argument is governmentality is of a free individual with different “need, desire, rights, interests and choice” who must be shaped and conditioned to be able to utilize the freedom expertly and responsibly. This will be done through a setting up of “norms, standards, benchmarks, performance indicators, quality control and best practice standards” (Seki 2015: 1254).

As such young people are believed to have been greatly governed by the state with the argument that they may be the most modulated group out of the whole population with their

handling ranging from health, welfare and rearing in different ways all tired as their responsibilities to the state (Rose 1990: 124). The participation process especially in the range of polices is looked at a way of extending governance to young people. The participatory process is just a mere management tactic for young people disguised under the veil of democratic participation (Bessant 2003: 88). The governmentality framework will enable us to better understand how management and control is carried through and how it is linked to the different power relations.

## Chapter 3 Methodology: Being youth while researching youth.

Qualitative research is an approach that places greater importance in social meanings that is ascribed to different phenomena more than numerate statistical data and references (Miller and Brewer 2003: 238). It enables us to transverse a wide variety of the social world and be able to understand the experiences, imaginings, how institutions, discourses work and the significance of their meanings in the wider weave of society (Mason 2002:1).

As this paper seeks to understand and analyse the representations and discourses that shape the design and practice of youth participation in policy making in Tanzania and the power relations it produces and reproduces, a qualitative methodology becomes more suitable to understand the ideas, perceptions and understanding of the youth and policy makers. In dept document analysis and review was done to establish the critical basis of the research concepts and discussions, and where an important pillar of the secondary data. Data collection was also conducted among key informants between August and October 2021.

The qualitative research tools along with the governmentality approach as an analytical framework (detailed in the previous chapter) work to complement each other through the paper to present an informed study.

**Table 1: Methodological Tools (Source: The Author)**

Tool	Description	Purpose
Docu- ment analysis	Reading and analysing documents on the participatory process that is involved in policy making, the formation of the youth development policy, readings on its analysis and criticism of the policy in relation to its participatory process as well as other documents that are involved in the participation process.	The analysis helps paint a picture of how the participatory process is structured, gain insights on how it is viewed by the state, its understanding and vision of the youth. Understand the perceptions of youth about themselves and the participation process, and b
Qualita- tive Interviews	The interview was conducted among 6 key informants. These	These interviews were important in understanding the

	<p>informants are youth representatives from youth led organizations who are at the forefront of participatory processes advocacy and registered organizations which represent a huge number of youths in the country. The representatives are from:</p> <ul style="list-style-type: none"> <li>- Tanzania Youth Vision Association (TVYA)</li> <li>- SDG and Youth Ambassador to the UN</li> <li>- Commonwealth Youth Envoy</li> <li>- United Nations Association of Tanzania (UNA-Tz)</li> <li>- Restless Development Tanzania</li> <li>- Tanzania Youth Coalition</li> </ul> <p>Description of these associations, their numbers and their scope of participation will be presented in the Appendix</p>	<p>perceptions of the youths and how they were practices. It was important in understanding the different perceptions that exist in how participation is interpreted, the meaning of youth, how the participation process works and how youth exercise their agency.</p> <p>The interview was divided in three sections to be able to provide a meaningful analysis.</p> <ul style="list-style-type: none"> <li>- A personal level that focuses on personal reflections and experiences in the participation process</li> <li>- An Institutional level a how youth organizations interact with youth and the state</li> <li>- Visions and ideal state of youth</li> </ul>
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The interviews served as a point to better understand the participatory process but also gain experiences and insights of the participatory process that could not be fully captured in the documents. The interviews were conducted after the documentary analysis which paved way for more broader and deeper conversations. After the interviews, another documentary analysis was done to ensure the shaping narratives is triangulated between the sources and the corresponding framework to increase the research validity.

As a young person, positioning myself as youth made me be treated as one which also enriched the conversations with the participants being more at ease sharing their personal experiences while they also involved me in the conversation as I am having experiences and understanding in what they are describing. However, sometimes my 'insider' status also left things unsaid and I had to constant prompt the participants to be more open and not assume I know what they are talking about. This also helped when doing my reflection regarding my positionality

I had to do constant reflection, as I relate to the issues, my transparency of the objectives and lining of my questions was always upfront before interviews. This also places my position as not one seeking to validate or evaluate the process but rather an interpreter providing a narrative of the patriation process that will build on reflections and detailed descriptions.

Also, the interviews were conducted and answered with a mixture of English and Swahili, this is also the same in the documentary analysis where some documents are also in Swahili which is the national language of Tanzania. The author has used knowledge of the language to translate these documents and interviews to provide understanding of the subject matter.

The COVID – 19 pandemics also influenced the conduct of the study with the choice of the research tools and new ethical considerations. With the inability to travel to Tanzania for field work especially with the special nature and stance the country concerning the pandemic, the interviews were conducted online using the Zoom as the main platform for interviewing. The researcher-maintained confidentiality regarding the information of the participants and the information they shared. This carried particular importance with the conduct of online interviews and appropriate measures were taken with data protection procedures taken regarding making sure the connection was ended to end encryption to avoid piracy and hacking. The recordings and the corresponding transcripts were also stored on an offline folder which was password encrypted.

The study also encountered several challenges; I was not able to interview participants from the government particularly the department responsible for youth development, as this needs a permit issue with the corresponding Permanent Secretary of the Ministry. Such permits are not provided online, and one must be available in person to be able to process the permit. Internet connectivity issues and expensive data bundles was another issue which delayed some of the interviews and was not able to interview one key informer.

## Chapter 4 A new mode of governing: The participation divergence

This chapter will look at the participation discourse and how it is used to create a discourse of control by the state through a rationality of how to understand true participation, the knowledge, systems, structures, and frameworks needed to participate fully and the up-keeping of the decentralized nature of the participation platforms. As Rose (1999: 20) argued that the study of the government should look at the authorities of different categories and their motivations on what they wanted to happen in relation to how the goal was defined and its intentions, this chapter will start with looking at how the government defines participation and how this definition is a legacy of the former Ujamaa policy. It will proceed with looking at the different techniques produced in depoliticizing the participation agenda which in turn produces discourses of creating an ideal youth as ways of control and will complete with a look at the decentralization of the participation platforms which are used to keep the youth in division making it easier to control.

### The legacy of Ujamaa: A new participation discourse

*“Dhana kwamba serikali au ukishakua unafanya kazi serikalini ni unajua kila kitu bado ipo sana”*  
[The notion that the government or you work for the government means that you know everything is still very much in existence] (Interview with

Such a statement from one of the participants speaks to the participation process and how it should be informed but also on who’s voice is being heard and listened to, and how this in turn produces representation of the youth among the policy makers and how they do policy.

The creation of such a discourse is something that can be traced back to the country’s past and the implementation of the Ujamaa policy. The Ujamaa policy and principles of self-reliance was a socialist policy which stressed on taking familyhood values and using them as principles of building a national development agenda, one that we cannot allow internal stooges to sabotage it as they seek to destroy us (Nyerere 1968: 34). Building on principles of participation meant that decision making of the people should be organised in such a manner that the nation is united and working together for the common needs (Nyerere 1968: 119).



This has provided a participation discourse in which the government has monopoly on how it should be handled; “self-sufficiency is not appreciated outside government control” (Marsland 2006: 70). This has also created a predilection of dependence on the official point of view and a narrow approach of opinions and knowledge of ordinary people. As aptly started by one of the participants when describing a presidential rally held for the youth

*“The president knew the youth challenges more than us”* (Interview with TYC Representative 12<sup>th</sup> October 2021).

The role of the government has thus been internalized as the supreme authority, and central to how it decides to work with different sections and partners. The responsibility of the citizens is following the government directives to contribute to the country’s development. One participant mentioned that.

*“If I were in government, I would also have a platform where different partners will commit themselves on how they went to support the government in terms of implementing their national youth development policy”* (Interview with SDG and Youth Representative to the UN 16<sup>th</sup> October 2021).

Aspects of not referring to the agency one can have and ‘committing to support’ speaks to the elevated nature the government and how this has been reproduced to present an accord of where the government oversees the participation agenda. The state and its actors including policy makers thus have a rationality of having a better understanding of the issues has regarding the participation agenda. As Marsland (2006: 78) argues that “the Tanzanian understanding of participation is on that literally orders (command) citizens to contribute to their country’s development.

## **Depoliticization of the participation process: The youth we want**

Depoliticization of a policy space involves translating the policy problem from a political one to be defined as a technical problem (Laruffa 2018: 693) and as such obscuring the power relations, conflicts, and choices as such in the end problems a framed as technical and can only be tackled by experts and professionals even when the problem has emerged out of political circumstances (Ouma and Adesina 2019: 387). The depoliticization process manifests itself in three ways; the need for trainings so that youth can become ‘ideal citizens through the appropriate knowledge to be involved in the participation process; the internalization and identification among the youth representation with the required experts and training and finally the notion of leaving it to the experts with the youth giving it a seal of approval.

The rationality of how policy making should work rests on the idea that young people lack the knowledge that could effectively inform the process and not lower its quality. There is a notion that policy makers and the state that the youth should be educated in the various structures and processes inherent in the participation process and in policy so they can be ultimately improving the process. In other words, the creation of an ideal youth good enough to be included in the participation process. As it was pointed out by one of the participants.

*“We still lack in coordination and... there is still a huge gap especially among young people in even knowing about the youth policy, the government also faces like a limit of where to find knowledgeable young people. We need more youth to know about the policy and how it affects them and how they can change them.”*  
(Interview with Commonwealth Youth Representative 16<sup>th</sup> October 2021)

This perspective in the end informs policy makers and reproduces the idea that we need knowledgeable youth who have been trained to be able to participate in the dialogues inherent in the participation process. Those without the knowledge work to effectively limit the participation process. This also places the lack of knowledge on the youth side and not on the policy makers as since the trainings aimed at correcting this perceived deficit is aimed at increasing youth skills and knowledge but not changing the perceptions that is budding in the policy makers about youth and their representatives.

The rationality also becomes internalized to the youth when they also identify to it. As one of the participants mentioned.

*“We need to be capacitated on how we can influence policies from local, regional and national levels.”*  
(Interview with TYVA Representative 1<sup>st</sup> October 2021)

The need for quality training to be able to be involved in the participation process is justified as essential in showing how the youth are capable and should be involved in the process. That with training it is possible to be in the same table with the policy makers and the state.

*“We have to carry forward and train key decision makers on how to engage with young people, but also in how to recognize and appreciate what young people are doing.”* (Interview with TYVA Representative 1<sup>st</sup> October 2021)

Having the goal of changing the process from within and changing perception shifts the focus from the content and the original goal of the process itself which was essentially to make young people ‘worthy’ to be part of the process. Such a goal makes it easier to internalize the process and identify with it and in turn reproduce it.

The youth representatives thus internalize the process to be able to fill the gap of the ‘correct youth’.

*“Sometimes it comes down to them not knowing who are, the best of the best people to engage”* (Interview with UNA Tanzania Representative 7<sup>th</sup> October 2021)

The youth representatives now become the ideal youth to engage, with the ideal knowledge, and as such, they become the pedestal of what an ideal youth should be, should act and relate to the state and government to the other young people when they seek their rights.

As the tough work of making a policy is left to the professionals and experts who know better, the duty of the young people in the participation process thus changes from being involved and voicing their opinions to providing a seal of approval once the document is already made. Participation thus becomes a ritual of ticking boxes (Berner 2010: 2)

*“Much of these policies, just a group of know technocrats sitting down and, drafting the documents and the processes to even, ...if you look at the structure of how a policy should be developed, you know, there's stakeholders' engagement, there community engagements. So, all these processes have been rubber stamps. In most cases, like the document is already there and they're just being called to the rubber stamp. Okay, there was participation”* (Interview with UNA Tanzania Representative 7<sup>th</sup> October 2021).

## **Decentralization of the participation platforms: A mode of control.**

Without the presence of a youth council, there is no recognized body that is there to ensure the participation of the youth and furthering youth priorities. As such the slack is being picked up by the youth led organizations and youth-based organizations as the way to have a concerted effort to have more youth involvement.

*“There is a need for youth council that can enable youth participation in an effective manner.”* (Interview with TYVA Representative 1<sup>st</sup> October 2021).

While the 2007 Youth development policy calls for a youth council (United Republic of Tanzania 2007: 15) and its even called for in the proposed new policy (United Republic of Tanzania 2019), it is not the first time that a representative body for the youth has been called for.

*“I thought the movement for the youth council started in the 90s. I was in a panel, and I was corrected that the movement actually started in the 80s and it was by a young group of young people, one of them being the current minister of land...So those are the people who started the movement back in the 80s. So, you*

*could tell how serious it predates you and me both.”* (Interview with UNA Tanzania Representative 7<sup>th</sup> October 2021).

With the passing of the National Youth Council Act No.12 of 2015 and its regulations in 2017, there has still been reluctance in establishing the council. As one respondent put it.

*“A fundamental thing is on how the Youth Council is structured. It's going to be a very powerful body. And if you intend to make it independent. I think for any politician. They don't want it to be something they started it unless it's something that they can control.... When you have like 70 percent of your population being represented by this structure, which, if implemented as it should be is out of your control... itakua moto” [it will be hot]* (Interview with TYC 12<sup>th</sup> October 2021).

Shows the potential of the youth council and if implemented as it should be a very powerful tool and the state would not sanction its implementation unless they can control it. The state has used reasons such as the lack of funds to implement the council with the youth development fund being under a different ministry than the one which the youth development division is (Parliament of Tanzania 2021: 129). One participant added:

*“The challenge is internal coordination, and the government representatives agree to this. There have been quite similar reshuffles in the previous governments, and this has contributed to the delay. Sasa shida inakujia kwanini hawajarekebisha mpaka savi?” [the problem comes why have they not solved this to date?]* (Interview with SDG and Youth representative to the UN 16<sup>th</sup> October 2021).

Another reason for the delay was established by a participant as:

*“In a panel with a government official from the youth development division, the person said the reason the youth council is not yet implemented is because, they're preparing all these ministerial V8s, for the secretary general and the chairperson and the team....”*

He continued:

*“So, I asked the question I was in the panel, and I said, do you think if I'm driving, very comfortable in it and there is something that I have to say that will go against the government, will I say it, so I lose my comfort? We are creating someone, that will be out of touch with the rest of the young people.”* (Interview with UNA Tanzania Representative 7<sup>th</sup> October 2021.)

Such notions perpetuate the way the government is seeking to have a controlling aspect in the youth council before if it is even established. Such a discourse will mean that the executives heading the council are being given the same treatment as ministers and indoctrinated into a way of conduct that will be more reticent to the government than empathetic to the youth.

The potential of such a youth council also raises serious questions if it will also be an instrument of more control than a platform for participation. As a designated official advisor to the government on youth issues, will it not work also to silence any other voices that are not ideal to what the government wants.

*“When this council is established. If the Youth Council, the president or whoever stands and say these are their priorities for young people in Tanzania. The government is going to listen to only that. That is one that is some other danger of having the youth council. Yeah, so right now, we could be so many organizations speaking for the youth.”* (Interview with UNA Tanzania representative 7<sup>th</sup> October 2021).

All this works in support to the argument that it is thus the government interests to have a host of organizations which all work to represent different identities and interests comparatively than having a single entity that encompass all the youth and youth organization (Chachage 2006). The dilemma which arises in either advocating for or against the youth council keeps the youth in a perpetual state of impotence and infirmity which is beneficial with the government in ensuring control.

## **Concluding remarks**

The nature of the participation process has acted as a controlling force and has produced a domination discourse that is used to govern the youth. As Bessant (2003: 87) argues, that youth participation is part of a discourse that outwardly spews talks of emancipation and autonomy with the promise of solving youth problems while at its core it is a tool for management and control by the government, the current practice of participation has sought to moderate how the state interacts with the youth. The trainings of having an ideal youth understandable of the correct workings of the government equally understanding of their role as citizens and as participants and the ambiguity of the participatory platforms serves as techniques of the government to instil control and management. While this discussion has shown the domination discourse that has manifested itself and how it percolates through the participation process, the next chapter will deal with a discussion of agency and how it manifests itself and the power relations it ignites and the discourse it reproduces.

## **Chapter 5 Moving towards Agency: The potential to challenge.**

*“Successful youth movements have been from unstructured ways when groups of young people, self-organized and they have a mission, and they push it.”* (Interview with TYVA 1<sup>st</sup> October 2021).

The previous chapter dealt with how the government approach to participation have inherently been used to provide a conduct for the young people and how these conducts have contributed to the understanding of participation process in policy making, the building of an ideal citizen for the youth if needed to be part of the participation process and the structures of control produced in the participation process

This chapter will therefore provide a shift from the domination discourse that has been covered in the previous chapter and provide an analysis of the role of agency as an emergent in the domination discourse and how this attempts to shape the participation process. How young people execute their agency is an essential question when we seek to look at the power relations and actors inherent in the participation process in policy making but also how it informs the policy process. The chapter will start with a section that explore the linkage between agency and structure and showcase the importance of the role of agency a study of power relations and how it acts to inform the participation process. It will be followed by sections that analyse youth agency reproduced as strategies to inform the participation process and will have concluding remarks.

### **From Structure to Agency**

While most studies on the use of governmentality have focused on the structural representation of the reality and how the conduct is directed to the people by the state, the role of individual agents cannot be taken for granted. Agents in this sense are not just individuals but also collectives that represent a different line of power, thought and relation (Ritzer 2010: 225).

The human agency has a bigger role to play in shaping social structure and institution than what is normally scrutinized and as such actors determine their actions based on their existing norms and values, conducts in their existing conditions. This is what Bourdieu terms the habitus and how it shapes and transforms the social field in which it was produced (Eisenberg 2007: 2045). Any discussion on power and how it relates is inherently connected to human agency (Giddens 1979: 92)

It is important to understand the role of the representatives in the participation process as agents who not only control is exercised over but also who exercise control in the process and engage in a continuous relational struggle to build agency and affording a position to be able to relate to the policy makers and the state in articulating for more space for youth. As Foucault argues that though the subject starts the journey on the backdrop of a social background that seeks to influence him, the subject still can rationalize and act to seek ways to redesign their background (Bevir 1999:68). The relation of power involves the possibility of resistance which can only be possible through certain manifestations of liberty where they are the true essence of relations of power (Fornet- Betancourt et al 1987: 123). This provides in turn the opportunity for different government interventions to be resisted (Li 2007:297).

## **Youth's agency withing the participation process**

One of the questions in the interview guidelines was on whether it is believed youth have agency during the process. The acceptance of that agency exists is emblematic of perspectives raised that youth agency has always believed to exist though at times seen as a problematic (Huijsmans 2016) and thus requiring a constant pushing of the boundaries. However, it is important to note that youth agency has reproduced itself in a myriad sort of ways which is expressed through strategies aimed at long term planning for the youth and can range from strategies of resistance to different forms of resourcefulness and reactionary measures (Jeffrey 2012). I have explained youth agency in four ways; navigating the system; independent organizing, opportunities for rebellion, reactionary agency.

### **Navigating the system**

Youth representatives believe they have pushed for more inclusion in the participation process and for more inclusion for the youth and youth groups. With the government not necessarily announcing to the public that a policy review process is underway until later in the process, youth representatives have taken on itself the duty of informing the youth that the review of the process is underway.

*“For us young people who are aware of the process, our role is to inform and mobilize other young people to be part of the process and provide constant feedback. We try to be active through social media and provide regular updates of what is going on and seek young people to engage more.” (Interview with Commonwealth Youth Representative 16<sup>th</sup> October 2021).*

This has gone hand in hand with seeking more inclusion of the consultation process especially for different youth groups with consideration of the heterogeneity of the youth group:

*“We sought more inclusion for the youth groups during the youth development review process. Our consultations showed that youth with disabilities were underrepresented, youth in universities were underrepresented, actually not involved at all, but also social entrepreneurs and innovators.”* (Interview with TYC Representative 12<sup>th</sup> October 2021)

Another representative also added:

*“There is an uninformed notion that only young people with problems are the only ones who should be included. Ukiwa unafanya kazi au unaishi ulaya, we hauna shida [When you are in formal employment or a young person in the diaspora, you do not have problems]. We sought to include young persons in formal employment but also did online consultations to have the view of young Tanzanians in the diaspora”* (Interview with UNA Tanzania Representative 7<sup>th</sup> October 2021)

This shows the progress of the reflections among the youth representatives, a close monitoring of proceedings but also mobilizing to provide information and consultations that ensures the participation can be representative as possible. Youth representatives see themselves as instrumental in actualizing the participation process and their role has in turn helped change the state and policy makers perspectives and views of the representatives; not just quotas to reach but rather as partners in the process

*“The government has slowly but has realized that no one actor can engage all the different groups under the youth group, and they have seen the importance of contribution of the different partners and it’s the way of making participation meaningful”* (Interview with SDG and Youth Representative to the UN 16<sup>th</sup> October).

While the acceptance of being part of the system feeds into the narrative of the being the ‘ideal youth’ to be able to be listened to, it speaks of that realization on part of the youth representatives and exercising of the agency in weighing and being labels as ideal in turn to be able to insert their agenda into the participation process.

## **Independent organizing**

Mobilization has been part of the reflections on the part of the youth representatives as acts of their agency in the race for participation. Mobilization was aimed to increase knowledge of the potential youth participation has but also increase the youth participation.



This offers a different strategy of exercising agency that was done by the youth representatives.

*“With several other organizations organization and we have this something that was called Ajenda ya Vijana Tanzania (Youth Agenda). It's basically a couple of youth led and youth-based organizations....and we are trying to organize and lead upscale involvement at national level and have all these issues and have a common voice when it comes to these issues.”* (Interview with UNA Tanzania representative 7<sup>th</sup> October 2021).

The Ajenda ya Vijana consortium acts as an alternative of youth mobilization and education of youth issues outside of the state influence while using their own resourcefulness without a dependence of the state. On further explanation of the work of the Ajenda ya Vijana consortium:

*“We did what we call a youth manifesto back in 2020 launched Prior to the national elections. And now we are trying to turn the youth manifesto into a program that we will be having a common voice moving forward...The youth manifesto for us also is a tool to monitor the next five years how much of these priorities are being implemented or have been prioritized in national plans”* (Interview with UNA Tanzania representative 7<sup>th</sup> October 2021).

This marks a successful mobilization of youth that came up with a comprehensive document that comprehensively outlines youth issues. The manifesto is aimed to inform policy makers on youth need and wants and provides a chance for policymakers to get better rationality of youth through the manifesto. The agency produced on how it is going to be a monitoring tool for the Tanzania development agendas and the new policy when it is released points on showing the alternative to the current systems especially considering that there is no monitoring strategy and framework in place for the current youth development policy (Chachage 2008) this marks a markedly improvement with a purely agency led improvement that will change discourse and rationalities in part of the state and policy makers but also being held to account.

## **The Opportunity for rebellion**

Agency has also been used as a tool for rebellion. This is a strategy geared towards a rejection of having to conform to the ideal citizen narrative but pushing for changes in the long term. This has also involved a reclaiming of the politicization of the agenda and being used with youth wings of political parties.

*“With youth wings organizing these meetings is a plus. Japo inawasaidia wao pia [though it also helps them] but as we do not have a youth council having UVCCM, BAVICHA and UVCUF as spokesperson*

*for young people is very advantageous to young people as they have a voice for the issues affecting young people” (Interview with Commonwealth Youth Representative 16<sup>th</sup> October 2021).*

Significantly, BAVICHA (The opposition party youth council) has held a series of symposiums that have been geared towards educating and calling for constitutional reform. The movement is deemed a call for a new social contract that will define the relationship between the government and its citizens and help solve the issues plaguing the country now which includes youth. However, the movement has been met with more opposition from the government with arrests and disruptions of the gatherings as they are deemed illegal (The Chanzo 2021).

The agency to be able to organize such movements has helped increase knowledge and the potential of youth involvements but although facing attempts at being quashed they have exposed the different structures that are used to condition the youth and their potential of their roles in dismantling them.

## **Reactionary Agency**

While the portrayal of youth agency so far been in a beneficial manner, agency can sometime manifest itself in strategies that can give succour to the established power structure. Agency thus can be progressive and at the same time reactionary (Jeffrey 2012: 250). While the agency of the youth representatives has put them at the forefront of youth processes and fighting their inclusion. Most of representatives have been part of the conversation for too long and in turn are reproducing the same tendencies as the state actors they are trying to redress.

*“I have heard and read opinions in social media, kila siku serikali ikiita vijana ni wale wale, sijui imetokea kuna mkutano wa vijana South Africa wawakilishi ni wale wale. Sasa kuna umuhimu gani wa kushiriki wakati tunajua wawakilishi wetu hawabadiliki? [every day when we hear the government calling for youth, the youth that appear are the same, when there is a youth gathering in South Africa, the representative is the same, so what is the importance of participating if we know that our representatives do not change?]” (Interview with SDG and Youth Representative to the UN 16<sup>th</sup> October 2021)*

This thus replicates the unequal power relations that are part of the state structures giving way to tokenism of the elite youth where their opinions are heard and will most likely be taken under control but in expense of the other youths with no such visibility within the process. As such this results in a stuttering participation process which is has not prepared new representatives who can continue to build.

## The bricolage of agency

This chapter has discussed the importance of agency in the structures that permeate power relations and formation of discourses and how youth agency has informed the participation process and the role of the different actors in the process. While navigating the system has maintained the narrative of an ideal citizen which is less than ideal, it has proceeded to provide a different representation of youth that can speak to the heterogeneity of the group. The inclusion of groups previously not considered as potential beneficiaries of the youth development policy like youth in formal employment and youth in the diaspora speaks also to the changing of the narrative, youth being more of a resource than a problem to solve. Organization outside of the state structure provided an opportunity of showcasing what the youth are capable of which further dents the representation of youth as problematic and produces means of changing policy makers perception with an extensive manifesto that has been informed by youth opinions. Willingness to monitor also speaks of reproducing actors of responsibility who will look to monitor the policy makers conduct and ensure it the representations of the youth are included. The quashing of rebellion meanwhile speaks to the reinforcement of the ‘ideal youth’ conduct and has done nothing to redress the power relations as to how easy it was for the ruling party youth council to prepare a youth rally and the opposition party symposiums being declared illegal. The reactionary manifestation of agency has also aided in the continuous reproduction and reinforcement of the ‘ideal youth’ narrative with the evidence of youth representatives being a mainstay without no opportunity to the other members of organizations.

As such, as one participant puts it:

*“Advocacy is does not win everything abruptly, but it is rather a series of small wins that can be accumulated.”* (Interview with TYC representative 12 October 2021).

The mosaic presented with the role agency has played shows gains which how power has been afforded to the youth and how representation have changed but also how it has been used to cement the ideal conduct as represented by the state.

## Chapter 6 Conclusion

Participation has grown to be a mainstay of the development discourse and considered part and parcel of the inclusive agenda. Youth participation in particular has been looked like the opportune place to unlock the youth potential and has thus become a desired practice in policy making processes. This study embarked on a journey of looking at youth participation in the realm of policy making which has come into contention with youth not being part of the participation process. While studies of participatory process look at numbers and indicators as proof of better and successful participation process, I propose looking at participation through a different lens that will showcase the different characterization and representations that have shaped the participation of youth in policy making and the power relations that have been produced and reproduced. I argue that a better understanding of the power relations, actors involved, and the discourses produced and reproduced will be important in forming an analysis to the participation conundrum.

The literature review sought to start with providing a debate in the main global discourse of the benefits of participation in regard to policy making. With the notion that youth participation leads to better policies, the debate started first with contesting the different meanings of youth and how these characterizations and representations of youth can in turn produce different meanings of youth that will influence policy actors and the framing of policy in accordance with how youth are presented. This was followed by a section of unpacking participation which sought to establish a debate on how the intent of participation and how it can inform and reproduce different representations and policies. Participation with a goal of empowerment and emancipation will create a processes and policies markedly different in relation to participation with a goal of control. A section of the participatory process looked at the youth participatory process in the lead up to the current youth development process, what participatory process exist after the approval of the policy and the participatory process involved in the review of the current youth development policy. I sought to showcase the missing linkage in the study of the participation process especially in understanding the different motivations, current definitions of youth in the Tanzanian context, and the extent into which power is manifested and what position youth have in the process. As such a study of the power dynamics and relationships founded and fostered was imperative and I argue Michel Foucault governmentality is the best framework to be used for this.

With governmentality as a framework and my point of dialogue of the literature and interviews conducted, I found that the state has its own unique way of defining participation which in turn informs the youth position within the process and reproduces a controlling and management discourse that also inform policy makers. The legacy of Ujamaa and Self-reliance policy has produced a discourse of participation that is defined as listening to commands and directives from the government which has the interest of the country at heart and essentially knows best. The management discourse is also produced through the depoliticization of the participation in the policy making process as something very technical that one must either be a trained youth understanding the government structures and workings on policy making; youth themselves internalizing the need for training and further the notion of ideal youth and finally through leaving the work to the professionals and youth providing a seal of approval. The continuing decentralization of the youth platforms seek also to continue manage and control the youth and scatter the youth voice making it easier to continue to dominate the discourse.

As any discussion of power relations is not complete without a discussion of agency, I also examined the youth agency and what kind of power relations and discourse it has produced. Youth agency was inherent in how the youth representatives sought to work through the system and provide a better representation of the youth which was showcased by inclusion of more groups in the participation process. Youth agency in operating outside of the system and creating an organized and self-actualized body of work that can speak to their role and potential and willingness to perform monitoring has been instrumental in denting the perceptions of helpless youth who needs to wait for government direction, rebellion has played a part in exposing government way of conduct and management through structures and while reactionary agency has aided in the continuous reproduction of the ideal youth.

These discussions show the existing dominant structure of participation and how it stifles the potential of the participation process as it is mean to be. This is also confounded by the fact that it does not exist in abstract, but it has been internalized by the youth themselves and thus present a way of management that is continuously being produced and reproduced. The role of agency however has shown us the potential to challenge the participation process through either using the own means and aspects of liberty within the power relation dynamic and showing the potential for self-organization. Agency however has still worked to reproduce the ideal citizen narrative which also functions as a continuance of the management discourse.

The presentation of the different actors, narratives, discourse, and power relations within the participatory process for the youth in policy making that has been done in this work has shown an alternative way that can be used to look at the participation process, however the challenges encountered in the completion of this work offers a chance for further research. There is a glaring lack of literature and data on the areas of participation in Tanzania, youth participation, but also policy making which all are potentially areas that need more research to inform policies. An unexpected but also welcome challenge and another potential area of research is on the legacy of Ujamaa policy and how it still informs numerous representations and visions in the Tanzania development agenda despite the country's move to neoliberalism. This can provide insight in the formation of policies and programs but also in their review.

# Appendices

## Appendix 1

### Qualitative Interview guidelines

#### On Personal experiences

1. From your opinion what does it mean to participate, specifically in the policy making process?
2. Do you think youth should be involved in the participation process? Why and how?
3. How much do you know about the current youth development policy?
4. How do you see it has characterized the youth?
5. Do you know its formulation process? If yes or no explain
6. Do you think the current policy affords space for participation? In what form?

#### Institutional level/ As an institutional representative

1. What is the role of the different stakeholders in the policy formulation process?
2. What is the role of your institution in the process? How did you execute it? Why? Why did your institution take part in the participatory process? If not, why?
3. In which phase have you gotten involved? how?
4. How do you think institutional participation should be understood in this participatory process?
5. With the government announcing a review of the youth policy, how is the process structured now?
6. Has it changed from before? How?
7. Do you think it has helped increase youth participation?
8. How do you envision the ideal process for the participation of youth in policy formulation?

#### Youth level / as a youth

1. What do you think about engagement and how will you describe it?
2. Why do you think the participatory process was formulated?
3. What do you think about the youth in Tanzania?

4. How does the government envision the youth?
5. How do you think the government should engage the youth?
6. What three words would you use to describe youth and why?
7. Has this process changed your vision of the youth? How and why?
8. Do you believe that youth have agency? How and why?



## Appendix 2

### Description of Interview Participants

Representative	Description
Representative of UNA Tanzania	United Nations Association of Tanzania is one of Tanzania's first Civil Society organizations that has been devoted in supporting the different aspects and principles of the United Nations Charter. This has included championing and creating platforms for young people to participate meaningfully in the national development processes and policy platforms. Website: <a href="http://www.una.or.tz">www.una.or.tz</a>
Representative of TYVA	Tanzania Youth Vision Association is a youth led non-governmental organization that has been working on raising youth awareness and empowerment through becoming an organization standing to address poor youth involvement and participation. Website: <a href="http://www.tyvavijana.or.tz">www.tyvavijana.or.tz</a>
Representative of TYC	Tanzania Youth Coalition is a youth led organization founded in 2002 with the goal of making youth voices in all policy platforms. Website: <a href="http://www.tzyc.org">www.tzyc.org</a>
Commonwealth youth envoy representative	Representative is part of the Commonwealth secretariat work with Tanzania in improving young people's involvement in government policies and planning
SDG and Youth Ambassador to the UN	The representative has been part of the young leader champions of SDG program and has acted as a liaison on youth matters between the office of the UN secretary general for youth with youth activities in Tanzania and was part of the UN Global Compact Network Tanzania
Restless Development representative	Restless development Tanzania is part of the worldwide youth-based organization Restless development and has been at the forefront of enhancing youth capacity, participation and advocating for youth led solutions in Tanzania development agenda. Website: <a href="https://restlessdevelopment.org/country/tanzania/">https://restlessdevelopment.org/country/tanzania/</a>

## Appendix 3

### Questionnaire for key informants prepared by the Prime Minister's Office and UNESCO Tanzania to collect view on the Youth Development Policy

(Source: <https://edodoso.gov.go.tz/index.php/185291> Accessed on 16th October 2021)

**DODOSO KWA AJILI YA WAHOJIWA WA MSINGI**

Jamhuri ya Muungano wa Tanzania  
**OFISI YA WAZIRI MKUU**

Sisi ni watafiti kutoka UNESCO Tanzania ambao tunafanya tathmini ya Sera ya Maendeleo ya Vijana. Utafiti huu unahusisha vijana mbalimbali wa Tanzania Bara, pamoja na wewe. Tunakuomba ushiriki katika zoezi hili kwa kujaza dodoso hili (kwa kujibu maswali yafuatayo). Hii itatusaidia kuangalia changamoto na fursa zilizopo ili kuleta maendeleo ya vijana (kama wazalishaji katika kijamii na katika maeneo ya kazi) na kutoa mapendekezo baada ya kufanya uchambuzi wa namna hali ilivyo ili maboresho yafanyike. Ushiriki wako katika utafiti huu ni wa hiaru na uko huru kujitoa wakati na katika hatua yoyote. Ingawa tungeshukuru sana endapo ungekamilisha kujaza dodoso hili. Majibu unayotoa ni maoni yako binafasi na, kwa mantiki hiyo, hakuna jibu sahihi na lisilo sahihi. Taarifa yote utakayotoa itakuwa siri na itatumika kwa malengo ya utafiti huu tu.

**Zingatia:** Pata saini za watu wote wenye umri chini ya miaka 18.  
Kama unakubali kushiriki, tunakuomba ujaze fomu hii ili kuthibitisha kwamba baada ya kusoma/kusomewa taarifa yote ya hapo juu umekubali kushiriki katika utafiti huu.  
There are 60 questions in this survey.

[Next](#)

**Sehemu A: Taarifa Binafsi**

Tafadhali toa taarifa ifuatayo.

1 Tafadhali toa taarifa ifuatayo.

1. Utambulisho wa mhojiwa:

2. Tarehe ya usaili:

3. Jina la mhojiwa:

4. Mahali anapoishi:

5. Namba ya simu ya mikononi:

6. Wilaya:

7. Kata:

8. Kijiji:

2 Mahali

Choose one of the following answers

Mjini

Kijijini

3 Umri (miaka)

4 Jinsia

● Choose one of the following answers

- Kiume  
 Kike

5 Hali ya ndoa:

● Choose one of the following answers

- Sijaolewa/sijaoa  
 Nimeolewa/nimeoa  
 Nimeachika  
 Mjane

6 Dini ya mhojiwa

● Choose one of the following answers

- Muislamu  
 Mkristo  
 Dini ya asili  
 Other:

7 Taja kiwango chako cha juu cha elimu.

● Choose one of the following answers

- Elimu ya msingi  
 Elimu ya kidato cha nne  
 Elimu ya kidato cha sita  
 Shahada ya chuo kikuu  
 Diploma ya juu  
 Elimu ya ufundi  
 Other:

8 Una ulemavu wowote?

● Choose one of the following answers

- Ndiyo  
 Hapana

10 Unafanya shughuli gani ya kiuchumi?

● Choose one of the following answers

- Kilimo  
 Ufugaji  
 Usalishaji  
 Huduma  
 Other:

Sehemu B: Hali ya Kijamii, Kiuchumi na Kitamaduni ya Vijana

Katika maswali yafuatayo zungushia/weka alama ya vema katika jibu sahihi zaidi linaloonesha maoni/ueleva wako kuhusu matatizo ya kijamii, kiuchumi na kitamaduni unayokumbana nayo katika jamii yenu.

11 Unakumbana na matatizo yoyote katika jamii yenu?

● Choose one of the following answers

- Ndiyo  
 Hapana (kama hapana, jibu swali la 15)

12 Ni matatizo gani ya kijamii na kiuchumi yanawakumba watu wengi katika eneo lenu? Weka alama ya vema katika kisanduku husika ili kuonesha maoni yako.

	Kamwe	Mara chache	Mara nyingi	Mara nyingi sana
Ukosefu wa ajira	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kukosekana kwa mafunzo ya ujasiriamali	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Umaskini/kipato	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana kutoajirika	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Matatizo ya kimapenzi na masuala ya uzazi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ukosefu wa huduma za afya	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ufikaji na ushiriki sawa katika elimu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kushiriki katika kufanya maamuzi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uwepo wa ugonjwa wa ukimwi miongoni mwa vijana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mengine (taja)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13 Unadhani watu wanatumia njia gani zaidi kutatua matatizo ya kijamii na kiuchumi katika eneo lenu? Weka alama ya vema katika nafasi husika ili kuonesha maoni yako.

● Check all that apply

- Kutoa mitaji kwa vijana  
 Kutafuta masoko kwa ajili ya vijana  
 Kutoa elimu ya maisha  
 Kutoa mafunzo ya ujasiriamali  
 Kutenga maeneo ya biashara kwa ajili ya vijana  
 Kutoa elimu ya ufundi  
 Other:

15 Ni vitu gani ambavyo ni matatizo makubwa ya kijamii na kitamaduni katika jamii yenu? Weka alama ya vema katika kisanduku husika kuonesha mtazamo wako, kitu unachokiamaini na maoni yako.

	Kamwe	Mara chache	Mara nyingi	Mara nyingi sana
Unyanyasaji wa kingono	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unyanyasaji wa kijinsia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kunyimwa haki	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Matatizo ya kimapenzi na masuala ya uzazi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ukosefu wa huduma za afya	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kufikia na kushiriki sawa katika elimu miongoni mwa wasichana na wavulana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ushiriki katika kufanya maamuzi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ukeketaji wa wasichana/wanawake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ndoa za utotoni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mimba za utotoni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Matumizi ya madawa ya kulevya	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mengine (taja)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16 TAFADHALI WEKA ALAMA YA VEMA KATIKA JIBU SAHIHI

Mada 1: Vijana na Hali za Kiuchumi

	Nakubaliana kabisa	Nakubaliana	Sijui	Sikubaliani	Sikubaliani kabisa
Vijana wana ujuzi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana wanakosa ajira kwa sababu hakuna viwanda vinavyohitaji wafanyakazi wengi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana walio wengi hawapatii mafunzo ya ujasiriamali	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana wengi wa Tanzania hawana mitaji	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana wengi wamejajiri katika sekta isiyo rasmi, hususan katika kilimo na biashara ndogondogo kwa sababu kuna mazingira mazuri na wezeshi kwa vijana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wasichana wanaweza kushindana na wavulana kiuchumi na kufanikiwa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wasichana wanatamani kushiriki katika shughuli za kujipatia kipato lakini wazazi wanawakataza	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17 Mada 2: Elimu na Afya ya Vijana

	Nakubaliana kabisa	Nakubaliana	Sijui	Sikubaliani	Sikubaliani kabisa
Wasichana wengi wanaacha shule katika jamii yetu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wasichana wanaacha shule kwa sababu kwenye baadhi ya maeneo wazazi hawapendi elimu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kwenye maeneo mengi mimba za utotoni ni nyingi sana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana wa kike wanahimizwa sana katika jamii yetu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana wengi nchini Tanzania hawana elimu ya mahusiano na afya ya uzazi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maambukizi mengi ya ugonjwa wa ukimwi miongoni mwa vijana, hususan wasichana na wanawake wenye umri mdogo, yanatokana na umasikini	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mtaala wa elimu hautoi maarifa ya kutosha kuhusu elimu ya maisha	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana wanapata huduma Rafiki ya afya ya uzazi na makuzi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18 Mada 3: Vijana na Utamaduni

	Nakubaliana kabisa	Nakubaliana	Sijui	Sikubaliani	Sikubaliani kabisa
Mazingira yaliopo katika jamii ni mazuri kwa wasichana kufanya shughuli zao	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Katika jamii hii wazazi wanawenyanyasa wasichana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jamii inapigania haki za vijana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wasichana wanaofanya biashara hawaungwi mkono	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kuna vitu/masuala ya kijamii yanayowavunja moyo wasichana na wanawake wenye umri mdogo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Si muhimu kuwawezesha wasichana/wanawake wenye umri mdogo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jamii inashughulikia zaidi masuala ya wavulana kuliko masuala ya wasichana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wasichana na wanawake wenye umri mdogo wanaweza kushika nafasi za uongozi katika jamii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jamii inazidi kutambua umuhimu wa kuwawezesha vijana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mila za kitamaduni na kijamii za jamii yetu hazisaidii uwezesaji wa wasichana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wasichana wanaweza kufanya vizuri katika nyanja zote za maisha na kuwa watu muhimu katika jamii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19 Mada 4: Vijana na Uongozi

	Nakubaliana kabisa	Nakubaliana	Sijui	Sikubaliani	Sikubaliani kabisa
Vijana wanashirikishwa kikamilifu kufanya maamuzi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana wa kike na kiume wanapata fursa sawa katika nafasi za uongozi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viongozi vijana wanatekeleza majukumu ya nafasi zao kwa mujibu wa sheria na taratibu za nchi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana viongozi wanatumia nafasi walizonazo kujinufaisha wenyewe tu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana viongozi wamekuwa mstari wa kwanza katika kutafuta tatuzi ya changamoto zinazowakabili vijana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Sehemu C: Njia za Kuwashirikisha Vijana Zilizopo na Zinazoweza Kuwepo

Zingatia: Katika maswali yafuatayo, weka alama ya vema kwenye jibu linaloonesha uelewa, mtazamo, imani na maoni yako kuhusu ushiriki wa vijana katika shughuli za kijamii na kiuchumi katika sekta mbalimbali.

20 Ushiriki wa vijana katika masuala ya kijamii, kiuchumi na kisiasa ni muhimu, hususan katika masuala yanayowahusu wao? Ni njia zipi kati ya hizi zifuatazo unazitumia zaidi? **Weka alama ya vema katika kisanduku husika kuonesha mtazamo wako, kitu unachokiamaini na maoni yako.**

	Kamwe	Mara chache	Mara nyingi	Mara nyingi sana
Mchakato wa kutengeneza sera ya maendeleo ya vijana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mradi wa maendeleo ya vijana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programu ya mafunzo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sera za sekta mbalimbali zinazingatia mahitaji ya vijana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mashirika yanayohusika na maendeleo ya vijana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mashirika ya vijana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manunuzi ya umma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ushiriki katika kufanya maamuzi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programu/mifuko ya kuwezesha vijana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michakato ya kisiasa kama kugombea nafasi za uongozi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Warsha, makongamano na semina za vijana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21 Njia zinezotumika kushirikisha vijana katika kutatua changamoto zinazowakabili zina manufaa? **Changua jibu linaloonesha mtazamo, kitu unachokiamini na maoni yako.**

Choose one of the following answers

- Zina manufaa sana
- Zina manufaa
- Zina manufaa kiasi
- Hazina manufaa sana

22 Kwa kuwa vijana si kundi la watu wa aina moja, njia zinezotumika kuwashirikisha vijana katika kutatua changamoto za makundi ya watu wachache kama vile watu waliotengwa kiuchumi, kijamii, kidini, kikabila na kijinsia zina manufaa? **Chagua jibu linaloonesha maoni yako.**

Choose one of the following answers

- Zina manufaa sana
- Zina manufaa
- Zina manufaa kiasi
- Hazina manufaa sana

23 Nini maoni yako kuhusu uboreshaji wa ushirikishwaji wa vijana mbalimbali? Njia sahihi ni zipi?

1

2

3

## Sehemu D: Nafasi ya Elimu katika Ujenzi wa Uraia wa Kidemokrasia

Katika maswali yafuatayo, weka alama ya vema katika jibu linaloonesha uelewa, mtazamo, kitu unachokiamini na maoni yako kuhusu nafasi ya elimu katika kujenga uraia wa kidemokrasia.

24 Nafasi ya elimu katika ujenzi wa uraia wa kidemokrasia

	Kamwe	Mara chache	Mara nyingi	Mara nyingi sana
Vijana wanashiriki katika siasa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana wana nafasi ya kushiriki katika michakato ya kisiasa kupitia mabaraza ya vyama ya vijana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana wanaoshiriki katika siasa wanafahamiana na viongozi wakubwa wa kisiasa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana wanashirikishwa ipasavyo katika kufanya maamuzi ya kisiasa katika vyama vya siasa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana wanashirikishwa katika kufanya maamuzi ya msingi ya kisiasa kama wapiga mihuri tu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mara nyingi vijana wanatumia na wanasiasa wakubwa ili wanasiasa hao waungwe mkono katika kampeni za uchaguzi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana wana nafasi sawa ya kuchagua na kuchaguliwa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hakuna vikwazo vikubwa vinavyowazuia vijana kushiriki katika michakato ya kidemokrasia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kuna tatizo la maana ya kijana ni nani katika michakato ya vyama vya siasa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana kutoka katika familia zilizotengwa au maskini wana nafasi ya kushiriki katika michakato ya kisiasa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25 Kuna mfumo maalumu unaowaandaa vijana wa kike na wa kiume kushika nafasi za uongozi katika vyama/serikali? Chagua jibu linaloonesha maoni yako.

Choose one of the following answers

- Mabaraza ya vyama vya siasa ya vijana
- Utaratibu maalumu kama viti maalumu vya vijana
- Elimu ya uraia kupitia elimu rasmi
- Other:

26 Mfumo unaowaandaa vijana kushika nafasi za uongozi katika vyama/serikali una manufaa? Chagua jibu linaloonesha maoni yako.

Choose one of the following answers

- Una manufaa sana
- Una manufaa
- Una manufaa kiasi
- Hauna manufaa

## Sehemu E: Fursa za Kutembea za Vijana na Ujasiriamali

Toa uzoefu wako kuhusu fursa ulizonazo za kutembea ndani na nje ya nchi, pamoja na fursa za kufanya shughuli za ujasiriamali ndani ya Umoja wa Nchi za Kusini mwa Afrika na Jumua ya Afrika Mashariki.

28 Masuala ya kutembea ya vijana

	Kamwe	Mara chache	Mara nyingi	Mara nyingi sana
Vijana wako huru kutembea na kufanya shughuli mbambali za kiuchumi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kuna vitu vinavyowazuia vijana kutoka sehemu moja kwenda nyingine katika Jumua ya Afrika Mashariki na Umoja wa Nchi za Kusini mwa Afrika	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kuna mpango wa kuwawezesha vijana kutembea unaowezesha na serikali ili vijana wafanye kazi na kupata uzoefu katika kanda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kuna nafasi nchini kwa vijana kutoka sehemu moja kwenda nyingine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fursa za kutoka sehemu moja kwenda nyingine za vijana zinagharamiwa kwa fedha binafsi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fursa za kutoka sehemu moja kwenda nyingine za vijana zinagharamiwa na mashirika yanayotoa misaada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fursa za kutoka sehemu moja kwenda nyingine za vijana zinagharamiwa na fedha za umma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana wana fursa sawa za kutoka sehemu moja kwenda nyingine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29 Una chanzo chochote cha kipato?

**i** Choose one of the following answers

- Ndiyo
- Hapana



31 Unapata wapi fedha kwa ajili ya mahitaji yako (nguo, chakula na mahitaji mengine)?

📌 Choose one of the following answers

- Wazazi tu
- Ndugu
- Mimi mwenyewe - biashara
- Marafiki
- Kilimo

32 Una shughuli nyingine ya kujiingiza kipato?

📌 Choose one of the following answers

- Ndiyo
- Hapana

34 Umewahi kupata mafunzo yoyote yanayohusiana na shughuli yako ya kiuchumi uliyoitaja hapo juu?

📌 Choose one of the following answers

- Ndiyo
- Hapana

36 Kama ndiyo, ni shirika/taasisi/watu gani walikupa mafunzo hayo?

📌 Choose one of the following answers

- Serikali
- Taasisi za kifedha
- Shirika lisilo la kiserikali
- Other:

37 Kwa nini mafunzo hayakusaidia?

38 Kama una shughuli ya kujingizia kipato, kwa wastani unapata shilingi ngapi kwa siku?

39 Kipato chako cha sasa ni tofauti na cha miaka mitatu iliyopita (kuanzia 2017/2018)?

● Choose one of the following answers

- Kimeongezeka
- Kiko vilevile
- Kimeshuka

40 Ni ujuzi upi ulipatiwa na shirika ulilolitaja?

● Choose one of the following answers

- Mafunzo ya ujasiriamali
- Kukuza biashara
- Kutafuta wateja
- Namna ya kutunza fedha
- Kutengeneza vikundi
- Haihusiki

Other:

41 Unadhani umepata ujuzi wa kutosha na unaweza kuutumia kukuza biashara/shughuli yako ya kiuchumi yako?

● Choose one of the following answers

- Ndiyo
- Hapana

44 Unaweza kutunza kiasi fulani cha fedha zako kwa ajili ya matumizi ya baadaye?

● Choose one of the following answers

- Ndiyo
- Hapana
- Haihusiki

46 Kwa wastani unatunza fedha kiasi gani kwa mwezi?

47 Uliweza kuanzisha biashara kwa fedha ulizotunza?

● Choose one of the following answers

- Ndiyo
- Hapana

48 Kama ndiyo, umewahi kupata huduma au programu zozote za kukuza biashara?

● Choose one of the following answers

- Ndiyo
- Hapana

49 Ni huduma au mafunzo gani uliyoyapata ili kukuza biashara yako?

● Choose one of the following answers

- Ushindani wa vikundi
- Mafunzo ya kiufundi
- Kuunganishwa na mifuko midogo ya kifedha
- Kutafuta wateja
- Kutembelea kampuni/biashara
- Mkopo
- Other:

## Sehemu F: Kuunga Mkono Elimu/Mafunzo ya Vijana Yasiyo Rasmi

Katika maswali yafuatayo, zungushia jibu sahihi zaidi linaloonesha maoni/uelewa wako kuhusu mafunzo/elimu isiyo rasmi inayotolewa kwa vijana na utambuzi wa uzoefu na ujuzi uliopatikana kupitia vyama na njia zingine za ushiriki wa hiari katika ngazi ya taifa, mkoa na mtaa/kijiji.

50 Unafahamu elimu/mafunzo yasiyo rasmi yanayotolewa kwa vijana?

Choose one of the following answers

- Ndiyo  
 Hapana

51 Umewahi kushiriki katika programu zilizotajwa hapo chini kuhusu elimu/mafunzo yasiyo rasmi yanayotolewa kwa vijana au una uzoefu na ujuzi uliopatikana kupitia vyama na njia zingine za ushiriki wa hiari zilizopo katika eneo lenu? Zungushia programu ulizowahi kushiriki. Jibu zaidi ya moja linaruhusiwa.

Check all that apply

- Programu ya mafunzo  
 Mtaji kupitia mfuko wa uwekezaji wa vijana  
 Kujifunza chini ya mtaalamu/mtu mwenye ujuzi  
 Kuthaminiwa kwa mafunzo uliyopata siku za nyuma  
 Programu za mafunzo kwa vitendo  
 Programu za kilimo cha kibiashara za vijana  
 Mafunzo ya ujasiriamali  
 Programu za kurasimisha na kuendesha biashara  
 Programu za mambo yanayohusu eneo husika

## Sehemu G: Kupata Taarifa

Katika maswali yafuatayo, weka alama ya vema katika jibu sahihi zaidi linaloonesha maoni/uelewa wako kuhusu upatikanaji wa taarifa kuhusu masuala yanayowahusu vijana, hususan makundi ya watu wachache na vijana wa kike.

53 Kupata taarifa

	Kamwe	Mara chache	Mara nyingi	Mara nyingi sana
Vijana wanapata taarifa inayowahusu wao	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mara nyingi taarifa kutoka mamlaka za serikali kuhusu fursa zilizopo kwa ajili ya vijana inapatika kwa njia ya redio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wakati mwingine taarifa inapatikana kama unajulikana kwa mamlaka za serikali za mitaa au unamjua mtu fulani aliyeko katika mfumo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vijana wanapata taarifa kutoka katika mashirika yanayohusika na masuala ya vijana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54 Kuna kituo chochote cha taarifa cha vijana katika eneo lenu?

Choose one of the following answers

- Ndiyo  
 Hapana

## Sehemu H: Uratibu na Uwajibikaji

Masuala ya vijana yapo katika sekta mbalimbali, katika maswali yafuatayo weka alama ya vema katika jibu linaloonesha maoni/uelewa wako kuhusu namna ambayo utekelezaji wa sera na njia za kuyashughulikia zinaratibiwa na kuingizwa katika sera na watendaji tofauti. Toa maoni yako kuhusu uratibu na chagua jibu sahihi.

59 Kutathmini uratibu wa sera ya vijana

	Kamwe	Mara chache	Mara nyingi	Mara nyingi sana
Kuna uhusiano wa kisera miongoni mwa taasisi za serikali	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wahusika wakuu kutoka idara mbalimbali za serikali hawabadilishi sera mara kwa mara	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Masuala ya vijana yanaingizwa katika sera za sekta mbalimbali	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utekelezaji mzuri wa sera ya vijana unaweza kuonekana kwa urahisi miongoni na kati ya MDA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mashirika yasiyo ya kiserikali ya ndani na nje nchi yanayohusika na masuala ya vijana yanaratibiwa vizuri ili kuleta ushirikiano na kuepuka kujrudia na mwingiliano wa jitihada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

60 Katika maswali yafuatayo, oneshwa njia za uwajibikaji na jinsi sera inavyowahakikishia vijana haki, taarifa na fursa. Toa jibu sahihi kwa kawli zifuatazo.

	Kamwe	Mara chache	Mara nyingi	Mara nyingi sana
Kuna ahadi za kisiasa zilizotolewa kwa ajili ya vijana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kuna njia za kutathmini utekelezaji wa malengo/ahadi za kisiasa kwa vijana na viashiria vya kuzifanyia tathmini	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kuna njia za kutathmini utekelezaji wa sera maalumu za vijana na viashiria vya kuzifanyia tathmini	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kuna vikwazo endapo sera haitekelezwi au malengo hayafikiwi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asasi za kirala zina uwezo wa kutathmini na kukosoa sera iliopo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sera za vijana na mikakati yake inapitiwa, kutathminiwa na kufuatiliwa kulingana na malengo yao kuhusu vijana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jitihada za kutathmini na kufuatilia sera zinatokana na matokeo ya tafiti za hivi karibuni kuhusu vijana na matukio yaliyojitokeza katika sekta ya vijana na ushahidi mwingine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Njia za kufuatilia na kufanya tathmini ni nzuri kama zile za sekta zingine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix 4

### Districts involved in youth mapping to determine the youth activities.

(Source: Minister of labour, employment and youth development speech to the Parliament 8<sup>th</sup> session, 38<sup>th</sup> Sitting of 3<sup>rd</sup> August 2007)

#### *Kiambatisho Na. VII*

#### **WILAYA ZILIZOHUSIKA KATIKA UKUSANYAJI WA TAKWIMU ZA VIKUNDI NA SHUGHULI ZA VIJANA 2006/07**

NA.	JINA LA WILAYA	IDADI YA KATA	IDADI YA VIKUNDI	SHUGHULI
1.	MTWARA VIJAJINI	12	92	Useremala, Uhunzi, Ushonaji, Ufugaji, Uvuvi, Biashara ndogondogo na Upandaji mikoko
2.	MVOMERO	10	10	Uhunzi, Upandaji miti, Tofali za udongo, Sanaa za maonesho na Utunzaji wa mazingira.
3.	KASULU	26	125	Ushonaji nguo, Biashara ndogondogo, Kilimo, Uzaji mitumba, Bustani za Mboga, Ufundi seremala na Ufugaji wa samaki.
4.	MBULU	11	26	Useremala, Uzaji nafaka, Ushonaji, Biashara ndogondogo na Sanaa za maonesho ya vinyago, Ushonaji na Uzaji wa mazao ya mbao.
5.	KIGOMA/UJJI	11	25	Ushonaji nguo, Utunzaji wa mazingira, Utoaji wa ushauri nasaha, Useremala, Bustani na Uzaji nafaka.
6.	MPWAPWA	12	20	Kilimo, Useremala, Uhunzi na Ushonaji.
7.	MOSHI MANISPAA	17	119	Useremala, Ushonaji nguo, Ufuaji vyuma, Kilimo, Biashara ndogondogo Ufugaji wa kuku/nguruwe na Ufundi ujenzi.
8.	NACHINGWEA	18	28	Mama lishe, Ushonaji, Usindikaji vyakula, Biashara ndogondogo, Kilimo, Ufinyanzi na Mashine ya Kusaga.
9.	PANGANI	5	70	Utunzaji wa mazingira, Utoaji wa elimu ya UKIMWI, Uvuvi, Migahawa, Biashara ndogondogo, Kilimo, Useremala na Bustani za mboga mboga
10.	HANANG	11	24	Ufugaji, Uhunzi, Hifadhi ya mazingira, Utoaji wa elimu ya UKIMWI, Kilimo na biashara ndogondogo.
11.	MOSHI VIJAJINI	29	64	Useremala, Ushonaji nguo, Utunzaji yatima, Biashara ndogondogo, Kilimo na ufugaji wa kuku wa kisasa.
12.	LIWALE	14	51	Uchongaji vinyago, Kilimo, Useremala, Biashara ndogondogo, Ufugaji wa kuku na upasuaji mbao.
13.	NEWALA	21	58	Kilimo, Michezo ya sanaa, Useremala, Ushonaji, Biashara ndogondogo, Ufugaji na Kilimo.
14.	KIBONDO	18	42	Utengenezaji batiki, Useremala, Kilimo, Ufugaji, Ushonaji na Biashara ndogondogo.
15.	MAFIA	14	14	Kilimo, Bustani, Usafi wa mazingira, Uvuvi, Ufugaji wa nyuki na kuku.
16.	MISUNGWI	13	13	Kilimo, Biashara ndogondogo, Useremala, Uelimishaji rika, Elimu dhidi ya UKIMWI na

				Uuzaji nafaka
17.	SHINYANGA	13	58	Kilimo, Biashara, Ushonaji, Useremala, Bustani na Utunzaji wa mazingira
18.	NAMTUMBO	10	10	Uelimishaji jamii, Kilimo cha bustani, Usanii na Uzalishaji mali.
19.	KYELA	11	41	Useremala, Mama Lishe, Kilimo, Uelimishaji rika na Ufundi chuma.
20.	MPANDA	10	59	Ufundi seremala, Migahawa, Biashara ndogondogo na Kilimo
21.	NKASI	15	37	Kunua na kuuza mazao, Useremala, Ufyatuaji matofali, Biashara ndogondogo, Uvuvi, Uuzaji dagaa na sanaa
22.	MUHEZA	12	28	Kuotesha miche, uuzaji wa mahindi, Uelimishaji rika Sanaa za Maonesho, Kilimo, Ufundi Seremala, Kilimo na Usafirishaji wa kutumia baiskeli
23.	NYAMAGANA	9	13	Ukaushaji na uuzaji samaki, Uuzaji nafaka, Kutarizi, Useremala, Uchomaji matofali na Ushonaji viatu.
24.	KOROGWE	8		Kilimo, Utengenezaji wa matofali, Waelimisha rika, Ufugaji wa nyuki, Ufundi seremala, Biashara ndogondogo.
25.	MTWARA	18	137	Biashara ndogondogo, Kilimo, Sanaa, Useremala, Ufugaji kuku/nyuki, Uchongaji, Uhamasishaji na Ushonaji wa nguo.
26.	MUFINDI	28	113	Useremala, Biashara ndogondogo, Kilimo, Uoteshaji wa miche, Ufugaji wa nyuki/kuku na samaki.
27.	TANGA MJINI	23	63	Sanaa, Utunzaji wa mazingira, Ufugaji samaki, Mapambano dhidi ya UKIMWI, Utunzaji wa mazingira, Ufugaji wa kuku, Biashara ndogondogo, Kukodisha Baiskeli, Useremala, Kilimo na Ufundi cherehani.
	<b>JUMLA</b>	<b>399</b>	<b>1,360</b>	

*Chanzo: Idara ya Vijana*

## Appendix 5

### Review of the youth development policy 2019

(Source: Prime Minister's Office, Ministry of Labour, youth, employment, and persons with Disability. Found at <https://www.kazi.go.tz/uploads/documents/en-1599586243-sw1563553433-Mapitio%20ya%20Sera%20Mpya%20ya%20Maendeleo%20ya%20Vijana%202019.pdf> Accessed on 27 September, 2021)

#### MAPITIO YA SERA MPYA YA MAENDELEO YA VIJANA 2019

##### 1.0 UTANGULIZI

Utafiti wa Hali halisi ya Vijana nchini wakati wa kufanya mapitio ya Sera ya Taifa ya Maendeleo ya Vijana ulifanywa katika Mikoa 12, Dar es Salaam, Mwanza, Tabora, Kigoma, Simiyu, Mara, Dodoma, Arusha, Kilimanjaro, Morogoro, Pwani, Mtwara and Lindi. Utafiti ulilenga kundi la vijana wa umri wa miaka 18-35 na ulihusisha Maofisa kutoka Sekretariate ya Mikoa na Serikali za Mtaa na kutoka taasisi za vijana za kitaifa na kimataifa, taasisi za mafunzo na taasisi nyingine zinazoendesha programu mbali mbali za vijana.

Maeneo takribani 7 yalifanyiwa utafiti kupitia mahojiano (structured interview) na majadiliano katika makundi (focus group discussion). Masuala yaliyohusishwa ni pamoja na:

- Uelewa na Sera ya Taifa ya Maendeleo ya Vijana ya 2007 kwa vijana na jamii kwa ujumla
- Uhusiano wa shughuli za maendeleo ya vijana na sekta nyingine kama vile Elimu, Ajira, Afya, Kilimo, Viwanda, Madini, Utalii, Utamaduni na Michezo, Sayansi na Tekinologia na Uwezeweshwaji wa Vijana
- Changamoto zinazowakabili vijana
- Athari za Sayansi na Tekinologia kwa Maendeleo ya Vijana
- Mapungufu ya Kisera (policy gap)
- Wadau wengine wanaojihusisha na masuala ya vijana kuhusishwa katika Sera Mpya ya Maendeleo ya Vijana
- Mustakabali wa baadaye wa kuboresha Sera ya Taifa ya Maendeleo ya Vijana

##### 2.0 JEDWALI LA UTAFITI WA HALI HALISI NA SERA YA TAIFA YA MAENDELEO YA VIJANA YA MWAKA 2007

NA	HOJA KWENYE HALI HALISI (SITUATIONAL ANALYSIS)	ENEO KATIKA SERA MPYA YA MAENDELEO YA VIJANA	KIFUNGU KATIKA SERA MPYA YA MAENDELEO YA VIJANA	MCHANGO WA WADAU	MAONI YA SERIKALI
1	Kutokuwepo kwa uhusiano wa moja kwa moja na uratibu wa	Sera imezingatia umuhimu wa kuhuishwa kwa masuala ya vijana	1.2.4	Serikali iweke mfumo mzuri wa uratibu wa	serikali itaweka mfumo wa Uratibu



	shughuli za maendeleo ya vijana na sekta nyingine zinazojihusisha na maendeleo ya vijana. Aidha kuhuishwa kwa masuala ya vijana katika sera na mipango ya sekta na mipango ya serikali za mitaa (local government)	(youth mainstreaming) katika sera na mipango ya sekta mbali mbali aidha kuwepo na uratibu mzuri wa masuala ya vijana kupitia Ofisi ya Waziri Mkuu ambayo inadhamana na masuala ya Maendeleo ya Vijana		shughuli za vijana  Kuwepo kwa dawatii la vijana katika wizara, taasisi ili kufanya shughuli za vijana kwa ufanisi zaidi	utakaowezes ha ofisi kusimamia masuala ya Vijana yanayofanywa na sekta nyingine kwa kushirikiana na TAMISEMI
2	Maelekezo ya utekelezaji wa shughuli za vijana yalikuwa yakifanyika kwa mtazamo wa vijana kuwa kundi moja (heterogeneous group), hivyo ushirikishwaji wa makundi yote ya vijana ikiwa ni pamoja na vijana wanaojihusisha na ukahaba, vijana wanaotumia dawa za kulevya (key population)	Sera imezingatia makundi mbali mbali ya vijana ikiwa ni pamoja na vijana wenye ulemavu, vijana wasomi, na vijana walio katika mazingira hatarishi. Kutambulika kwa vijana kulingana na makundi na mahitaji yao na kuongeza wigo wa kuwafikia vijana wote hata wale walio pembezoni (watindiga, wahadzabe)	1.1.1	Makundi mbali mbali ya vijana yabainishwe kulingana na hali yake na yahudumiwe kulingana na mahitaji yao	Serikali kwa kushirikiana na Wadau itahakikisha makundi mbalimbali ya vijana yanahudumiwa kulingana na hali yao na mahitaji yao
3	Huduma rafiki za kiafya zinazomjali kijana na haki ya afya ya uzazi kwa vijana	Sera imezingatia uimarishaji katika utoaji wa huduma rafiki kwa vijana katika mahospitali na kuwashirikisha vijana kwa kuwapatia elimu ya afya ya uzazi. Kuongezeka kwa elimu ya afya ya uzazi kupitia majukwaa na mikusanyiko ya vijana aidha matumizi ya taarifa za kiafya kupitia mitandao na vyombo vya habari	1.2.8	Kuwepo na mkakati na ufuatiliaji ili kuhakikisha huduma rafiki zinazomjali kijana zinapatikana katika hospitali na vituo vya afya mijini na vijijini  Uwepo udhibiti ya magonjwa yanayoambukiza na yasiyoambukiza kwa vijana	Serikali itaendelea kushirikiana na wadau na sekta husika kuharakisha upatikanaji wa Huduma rafiki zinazomjali kijana katika hospitali zote mijini na vijijini aidha kuendesha elimu ya afya ya uzazi kwa vijana ikiwa ni pamoja na

		na mitandao ya kijamii, elimu na ushauri nasaha kwa vijana kuhusu magonjwa na UKIMWI, matumizi ya dawa za kulevya na kuwepo kwa vituo vya kuwarekebisha vijana (rehabilitation and sober house)		Suala la matumizi ya dawa za kulevya ziwekewe programu na udhibiti wa kutosha  Mafunzo ya afya y a uzazi kwa vijana yatolewe kuanzia ngazi ya familia na mashuleni	huduma za ushauri nasaha kwa vijana
4	Elimu, Mafunzo na Maendeleo ya Ujuzi	Sera imezingatia eneo hili kwa kuboresha eneo la upungufu(gap) ambapo vijana wanaomaliza shule wanahitaji kupatiwa ujuzi ili waweze kujijiri vijana wanaomaliza elimu ya juu hawana ujuzi wa kuweza kujijiri wamekuwa wakisoma zaidi elimu ya nadharia siyo ya vitendo. Aidha kutokuwepo kwa programu za ujasiriamali na elimu ya stadi za maisha katika mitaala ya elimu.mkazo katika sekta isiyo rasmi, kuimarishwa kwa vyuo vya Ufundi Stadi na urasimishaji wa ujuzi na mafunzo. Kazini (internship and apprehentenship).	1.2.5	Elimu rasmi na isiyo rasmi izingatiwe katika malezi na makuzi ya vijana aidha mitaala ya Elimu ipitiwe kuhakikisha vijana wanapatiwa elimu bora inayowawezesh a kupata maarifa na kupata ujuzi wa kujijiri mamalizapo masomo	serikali kwa kushirikiana na sekta ya Elimu, vyuo vya Ufundi(VETA) na kuimarisha mafunzo ya ujuzi kwa vijana
5	Tafsiri ya kijana (15-35)	Sera imezingatia tafsiri ya kijana kutokana na kuwepo kwa tafsiri	1.1	Programu zinazowaendele za vijana kulingana na	Tafsiri ya kijana (15-35) itaendelea

		mbali mbali kulingana na mandate ya taasisi husika, kundi la vijana wanalohudumia. Aidha tafsiri zinazotolewa na Umoja wa Mataifa na hali halisi ya vijana katika nchi yetu kulingana na utekelezaji wa shughuli za maendeleo ya vijana (15-35).		tafsiri ya kijana zizingatiwe ili kuhusisha makundi yote ya vijana aidha sheria ziangalie tafsiri ya kijana ili kuondoa mkanganyiko na athari za kijamii mfano sheria ya Ndoa 1977	kutumika kutokana na umuhimu wa kundi hili aidha tafsiri mbali mbali zitaendelea kutumika kulingana na wigo wa utekelezaji wa sekta husika
6	Utoaji wa mikopo yenyec masharti nafuu kwa vijana	Sera imezingatia suala hili ili kuwawezesha vijana kwa kuwapa mitaji kwa ajili ya shughuli zao za kiuchumi na kijamii. Sera imeweka mazingira mazuri ya ushiriki wa vijana katika shughuli za kilimo kama eneo muhimu la kukabiiiana na umaskini wa kipato na kutekeleza mkakati wa kiimo kwa vijana aidha kupitia Mfuko wa Maendeleo ya Vijana na mifuko mingine kama Mfuko wa Rais Mfuko wa Taifa wa Uchumi(NEEC) na fedha za mapato ya ndani asilimia 10 zinazotengwa kwa vijana, wanawake na wenye ulemavu.	1.2.11	Kuwepo kwa uratibu mzuri wa mfuko inayotoa mikopo kwa vijana  Masharti ya mikopo kwa vijana kupitia mifuko na mabenki yaangaliwe ili kuhakikisha vijana wote wa mjiini na vijijini wananufaika na mikopo hiyo  Vijana wasiozingatia masharti ya mikopo kwa mitazamo ya kiitikadi wachukuliwe hatua kwani wanawakosesh a vijana wengine fursa ya mikopo kuendesha shughuli zao	serikali itaendelea kuratibu mifuko mbali mbali inayosaidia vijana kupata mitaji na mifuko hiyo itakuwa na masharti nafuu

7	Sayansi na Tekinologia kwa Maendeleo ya Vijana	Sera imetambua umuhimu wa vijana wa kitanzania kushiriki katika Tekinologia ya Habari na Mawasiliano. Matumizi mazuri ya Utandawazi katika kuwaweza vijana kufanya kazi kwa ufanisi na kujiletea maendeleo yao. Aidha kutumia tekinologia kama sehemu ya ajira mf. Matumizi ya Simu kama wakala na njia ya mawasiliano na kutafuta masoko. suala la ubunifu kwa vijana limezingatia kama suala mtambuka katika maeneo yote ya maendeleo ya vijana	1.2.11	Kuwepo udhibiti mzuri wa matumizi ya TEHEMA na matumizi ya mitandao  Vijana wabunifu wabainishwe na kuendelezwa  Sheria ya matumizi ya mtandao izingatiwe na vijana wapatiwe elimu kuhusu sheria hii	serikali itaendelea kuratibu matumizi ya TEHEMA na kuhakikisha kuwa Tekinologia ya Habari na Mawasiliano inatumika vizuri kwa ajili ya kuleta ufanisi wa shughuli za vijana na kukabiliana na athari mbaya ya mitandao
8	Ushiriki na ushirikishwaji wa vijana katika masuala ya kitaifa na kimataifa	Sera imebainisha umuhimu wa vijana kushiriki kama wadau wa maendeleo yao katika masuala yanayowahusu. Kushiriki kuwepo kwa chombo cha kuwaunganisha Vijana, kushiriki makongamano ya kitaifa, kikanda na kimataifa (EAC, SADC, AU, PYU) na utekelezaji wa masuala mtambuka kama vile mazingira, jinsia na Malengo Endelevu ya Dunia (SDG.s). Ushiriki wa makundi maalum	1.2.10 1.13.1	Kuwepo kwa mfumo au chombo cha kuwashirikisha vijana katika masuala yanayowahusu na kutoa mchango wao kwa serikali  Kuwepo mfumo mzuri wa kuhakikisha vijana wanashiriki katika mikutano na mkusanyiko wa kitaifa, kikanda na kimataifa	serikali itaweka mifumo ya ushiriki na ushirikishwaji wa vijana ikiwa ni pamoja na kukamilishwa kwa uundwaji wa Baraza la Vijana Tanzania

		(walemavu, vijana walio pembezoni) yamefafanuliwa kwa undani na kuwekewa mikakati madhubuti			
9	Majukumu ya wadau mbali mbali wa shughuli za vijana kubainishwa katika sera ya Maendeleo ya Vijana 2019	Sera imetambua kuwa suala la vijana ni mtambuka hivyo linahusisha wadau wote kuanzia ngazi ya familia alidha ili kutekeleza shughuli za vijana kila mdau anatakiwa kutimiza majukumu yake wakiwepo vijana wenyewe. Vijana kubadili fikra zao (change of mindset) kuona jinsi wanavyoweza kushirikiana na serikali kama wadau wa kwanza wa maendeleo yao na Taifa kwa Ujumla	Sura ya Tano (Muundo wa kitaasisi)	Wadau wa shughuli za maendeleo ya vijana wawashirikishe vijana katika programu za vijana wanazozindaa	Sera Mpya ya Maendeleo ya Vijana 2019 imebainisha majukumu ya wadau mbali mbali wa maendeleo ya vijana na kupitia tathimini na ufuatiliaji wa programu mbali mbali za vijana masuala ya vijana yataweza kutekelezwa kwa ufanisi

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