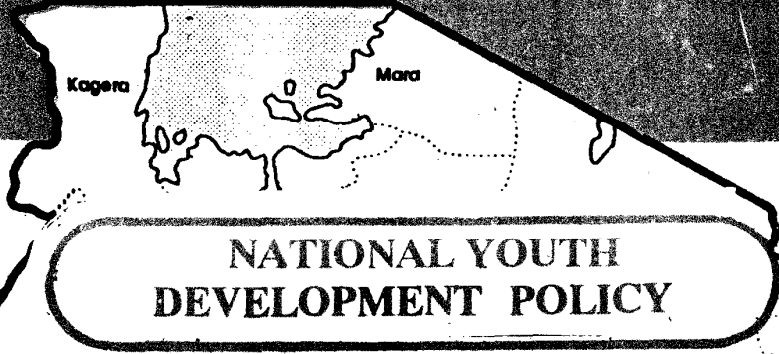


THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF LABOUR AND YOUTH DEVELOPMENT



Kagera

Mara

**NATIONAL YOUTH
DEVELOPMENT POLICY**

Mwanjaro



ZANZIBAR

Qar ee Sali

Mafia

Ruvuma

Mtwara

THE UNITED REPUBLIC OF TANZANIA

**NATIONAL YOUTH
DEVELOPMENT POLICY**

MINISTRY OF LABOUR AND YOUTH DEVELOPMENT

1996

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P.o.Box 1422 Dar es Salaam**

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PREFACE

This is the first print of the National Youth Development Policy. The need for the Youth Policy can not be over emphasized, particularly at this point in time when youth, together with parents, teachers and the society in general are living and operating in a world of fast changing lifestyles, cultures, values, orientations etc.

Tanzania is not exception to these development changes, whose manifestations include dwindling economies, loss of the once established community systems of youth upbringing, loss of human dignity to mention a few.

The policy therefore gives direction not only to youth, youth workers, parents and educators but to the whole community and more so to development planners in various sectors of our development endeavour.

The Ministry hopes that the policy document will be a useful instrument which will enable other sectors to develop relevant strategies and programmes for youth so that they can participate effectively in socioeconomic development activities and raise the country's income.

Hon. S.R. Kinyondo. (MP)
MINISTER FOR LABOUR AND
YOUTH DEVELOPMENT



A joint picture of peer educator and youths from Sharifu Shamba Economic Group in Ilala District, Dar es Salaam region. The picture was taken after an exercise on educating peers.(September 1995).

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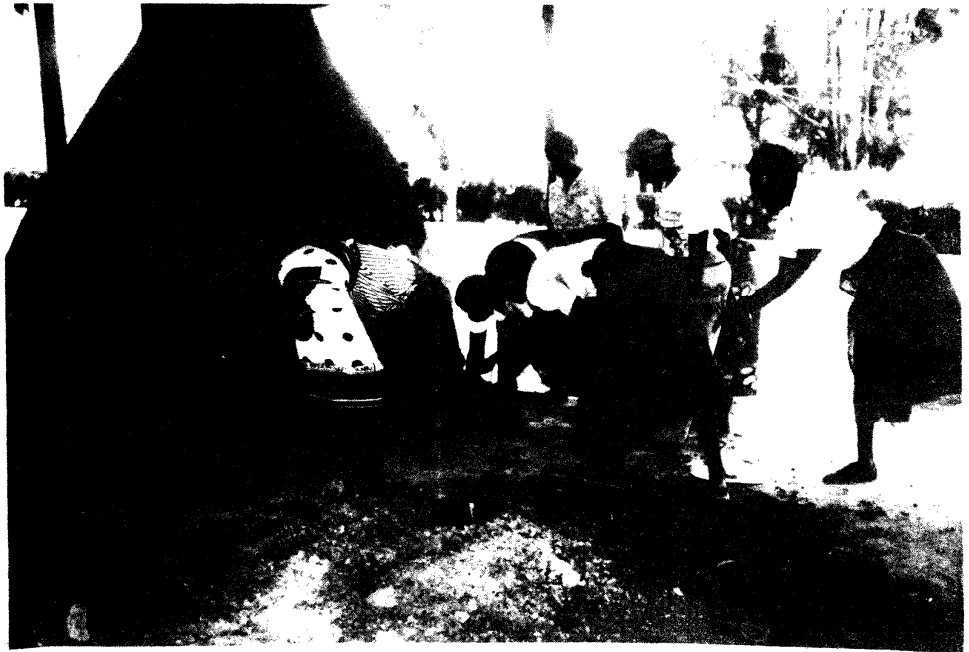
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A "Young Mothers" economic group in Singida town baking bread using a locally made oven.

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However, we would like to single out the following for their invaluable contributions. These include Mrs. Deborah Nyakirangani of the Ministry of Community Development, Women and Children Affairs, Dr. Yohana Mashalla of the Muhimbili Medical Centre, Dr.S.Tungaraza of the University of Dar es Salaam, Mr. Ulinyalusya Tenende of the Planning Commission - Population Unit, Mr. Emmanuel Mollel of the Department of Arts and Languages, Ms. Vivian Nankurlu, Mrs. Esther Mwakalasi and Mrs. Venerose Mtenga all of the Department of Youth Development for their efforts in co-ordinating the activities which led to the completion of the final document.

Lastly, although not the least in importance, we find it necessary and befitting to express our sincere gratitudes to UNFPA's Country Representative Mr. J. Bill Musoke and his Organisation for facilitating the printing of this document.

Walter M.S. Mazzuki.
DIRECTOR FOR YOUTH DEVELOPMENT

INTRODUCTION:

Background:

Since Tanzania gained her Independence in 1961, there had not been any specific policy on youth development. Issues on youth development were implemented through other development policies, campaigns, deliberations and various guidelines which were issued by the ruling party and Government.

Rationale for youth development policy:

This policy is based on the recognition and adherence of human rights as stipulated in the constitution of the United Republic of Tanzania of 1977 and amended in 1984 and 1995. These rights include the right to live, to be protected, to be developed and to develop oneself, to participate in individual and community development. Other rights according to the constitution include the right for indiscriminate, the right to be honoured, the right to own property and resources, the right to employment and to earn the fruits of one's labour and the right of equality before the law of the land.

In general Tanzania insists on having communities in which every citizen is assured of equal rights before the law, freedom and opportunity to participate and utilize capabilities and talents in community development activities, leadership, culture, production and to benefit from social services available.

CHAPTER ONE

1.0 THE SITUATIONAL ANALYSIS OF YOUTH IN TANZANIA

1.1 The Concept of Youth:

The concept of youth varies from one community to another depending on customs and traditions, social behaviour and their location. A youth is a boy or a girl who is in a transition period from childhood to adulthood. Due to these variations, this policy adapts the definition of youth as declared by the United Nations which defines a youth as a person aged between 15 and 24. During this period, the community expects the youth to start participating in various development activities and become self-reliant to a certain extent. This is the time the youth begins to show maturity in thought and reasoning. He begins to demonstrate bravery and courage in decision making and in taking actions, although, during the same age some youths begin to manifest shyness and cowardice in attempting to make decisions.

1.2 Youth population:

According to 1995 population estimates, the population of youth aged between 15 and 24 was 5,617,100 which is 21% of total population in Tanzania (27,323,600). Among

them, 2,700,600 (49%) were boys and 2,846,500 (51%) were girls. The majority of youths live in rural areas although there is a trend of migrating from rural areas to urban centres.

1.3 Economic Situation

Youth economic activities depend on the geographical place, age, sex and natural resources available. In general, Youth in Tanzania engage in the following economic activities:

1.3.1 Production activities in the sectors of agriculture, fishing, mining, animal husbandry and small scale industries especially in carpentry, tailoring and black smithery.

1.3.2 Petty business like selling second-hand clothes, fruits and various foodstuffs. Despite the fact that these youths are self-employed in above mentioned sectors; they face a lot of problems in implementing their activities. Major problems are lack of capital, equipment and technical knowhow or skills.

1.3.3 A small number of youths (3.4%) are employed in the civil service, in parastatal organisations and in the private sector. This group is but only a fraction of the total number of educated and trained youth in various disciplines. However, under the economic reform policy many educated youths have been retrenched from work, many of these youths do not

expect to be employed in the formal sector. The problem of unemployment affects both boys and girls. However, the latter have been mostly affected and as a result many of them are engaged in non-professional and low income earning activities.

1.3.4 Among the unemployed people in the country, 60% are youths. The consequences of this problem are that youth engage in promiscuous behaviour like thievery, armed robbery, substance and drug abuse, unsafe sex etc. Moreover, many youths especially in urban centres have continued to be dependent on their parents.

1.4 The Political Situation

For a longtime Tanzania has been under a mono party political system. Youths, especially greenguards used to participate in community mobilization and generally youths used to participate in various political decisions. They were prepared to take up leadership positions in the party and government. Even under the multiparty system, youths have continued with the same activities. However, only a few girls emerge as leaders or representatives in decision making organs. According to the constitution every youth who has reached the age of 18, male or female, has the right to vote and to contest for leadership at certain levels.

1.5 The Social Situation

1.5.1 Due to weaknesses in the African culture, and the subsequent changes in lifestyles in our communities, accompanied by economic hardships, the once established system of responsible parenthood in the communities has disintegrated. As a result, child and youth upbringing has been left in the hands of teachers and institutions dealing with youth. At household level, this task has been left in the hands of women who most often lack the time for responsible parenting. Conflicts among spouses and broken marriages have adversely affected youth upbringing. The consequences of this situation are the same as those resulting from unemployment. Youths engage themselves in promiscuity, some run away from homes, some young girls get early pregnancies and face the risks of abortion and delivery complications due to tender age.

Through modern technology and mass media, some foreign cultures have adversely affected the once established cultural practices. These new cultures, through the media have negatively affected the youths who lose identity and stability.

From this experience there is need to address this problem by making proper use of our media which, instead would portray positive elements of culture and proper upbringing in order to foster youth talents.

1.5.2 Generally youths appear to be in good health in comparison to other groups of people. This assumption has misguided

the planners who have not been making specific plans for youth health services. In reality, youths have many health problems although the effects of some of those problems do not surface immediately. Such problems include:-

1.5.2.1 Increase in Sexually Transmitted Diseases (STDs) HIV/AIDS.

1.5.2.2 Poor nutrition which results in stuntedness, anaemia and low birth weights.

1.5.2.3 Drug abuse leading youths to promiscuous behaviour and eventually ending up with mental sickness.

1.5.2.4 Harmful traditional practices e.g. Female Genital Mutilation.

1.5.2.5 Child bearing at an early age.

There is big shortage of health services meant to cater for youth health needs.

1.6 Education and Training

Statistics from the Ministry of Education show that 400,000 youth complete primary education each year. Out of those only 10% get the opportunity to continue with secondary education in both government and private schools. 42,157 complete secondary education each year. Only 10,000 youths secure places in higher institutions of

learning including universities each year. Enrolment figures for boys and girls do not differ very much in primary schools. For example between 1982 and 1990, 49% were girls and 51% were boys. But in secondary schools enrolment figures differ very much. For example between 1982 and 1990, 33% were girls and 67% were boys. However many girls in primary school drop out of school because of pregnancy. For example between 1982 and 1989, a total of 22,133 girls terminated their studies through pregnancy. It is also evident that many girls prefer to pursue arts subjects compared to boys, the majority of whom prefer science subjects. This trend, in the long run affects vocational choice.

The majority of youths in Tanzania have only completed primary education. Problems arising from poor education affect the youths in the following ways:

- 1.6.1 Those who complete primary education are too young to be self-dependent and also lack skills for self-employment.
- 1.6.2 Girls enrolment percentages drop as the grades rise. This trend affects their career development and promotions for leadership.
- 1.6.3 Poor education environment leads to truancy. For example lack of school uniforms, inadequate food in schools, lack of equipment and facilities e.g. desks, overcrowded classrooms.

1.7 Rights of the Youth

The rights of the youth are the rights of citizens, as stipulated in the constitution of the United Republic of Tanzania. Some of these rights include:-

1.7.1 The right to education for everybody and to pursue education in the field of preference to any level depending on merit and ability. However, due to limited education opportunities, many youths have not been able to educate themselves in the fields of preference, hence they could not attain the desired kind of education.

1.7.2 The rights to equality. Everybody, including the youth are equal before the law and have the rights, without discrimination, to be protected and to be treated equally. But due to weaknesses in serious omissions have urban centres have been facing brutal mob justice e.g. some have been burnt to death, or were beaten to unconsciousness before they were taken to courts of law to prove their guilt or innocence. In addition, girls in certain regions have been inflicted with severe pain through harmful traditional practices e.g. female genital mutilation.

1.7.3 The right to live anywhere

Although the constitution spells out explicitly the right for an individual to live and to move anywhere they like in the

United Republic of Tanzania; yet due to the manifestations of youth unemployment e.g. thievery, hooliganism, burglary etc; law enforcers have been repatriating some of these youths to their villages.

Because of economic hardships households have not always been able to meet youth needs, for that reason some youths have been moving from one place to another in search of means to earn their living.

1.7.4 The right to employment and wages

Although there is the right to employment, many youths who complete their studies at various levels, are not given access to it in the formal sector because of the poor economy. It is also difficult to work in the informal sector due to problems in securing capital, work implements and work premises. In addition, some of the youths who work in domestic places, and those who are employed by private enterprises e.g. in bars and in restaurants are lowly paid despite the long working hours (more than 8 hours a day) thus denying them the right to earn appropriate wages.

1.7.5 The right to privacy and security

The right to privacy and security to youth also has been greatly undermined. Youths, especially those who work in domestic places face molestation and sexual harassment. Such treatment denies them the right to privacy, respect and security.

CHAPTER TWO

2.0 THE NEED FOR A YOUTH DEVELOPMENT POLICY

Due to the fact that youth are a big workforce in Tanzania (60% of total workforce) it can not be overemphasized that they are a group of people which have a unique opportunity and role to participate in the development of the nation. In the community, it is the youth who are expected to take the responsibility of production, defence and security, rendering various social services and preserving the culture. In addition, youth have the opportunity and ability to be developed in knowledge and skills which prepares them to participate in decision making.

- 2.1 The strategy to bring about social and economic development is through participatory approach i.e. by involving the people in the planning, decision making and implementation process. Opportunities for youth to take up responsibilities in the community depend a great deal on how they have been nurtured and socialized in that community since childhood. The youth, just like other able-bodied citizens, have the right to participate in various development activities.
- 2.2 The issue of youth contribution towards national development needs to be given due weight by the nation in order to enable youths to:-

- 2.2.1 Understand their problems and the problems of the nation.**
- 2.2.2 Understand and appreciate their ability and responsibility to contribute towards national development.**
- 2.2.3 Identify and utilize the available resources in their environment.**
- 2.2.4 Decide, plan and implement development plans and participate in community development from household to national levels.**

It is on these bases that the government saw the need to have a policy which will be a compass and guide to all youth related activities.

CHAPTER THREE

3.0 OBJECTIVES OF THE POLICY

- 3.1 To promote the lives of youth, female and male, by developing them in the areas of economy, culture, politics, responsible parenthood, education and health.**
- 3.2 To mobilize youth and the community to appreciate, promote and defend rights of the youth according to the constitution of the land**
- 3.3 To involve various sectors, institutions and various organizations in the implementation of youth development plans in order to control the negative effects or influences accruing from economic, social, political and cultural processes.**
- 3.4 To prepare the youths physically, mentally, economically, politically and culturally so that they may be able to assume various responsibilities as citizens, parents and leaders in the community.**
- 3.5 To enable youths to participate in the struggle to bring about national development.**

CHAPTER FOUR

4.0 GOALS AND PLANS

In order to facilitate the implementation of the youth development policy, development plans will have the following goals:-

4.1 Goals

- 4.1.1 To disseminate the policy and sensitize the masses, institutions and various sectors in order to enable them to understand and implement the policy.**
- 4.1.2 To protect the rights of the youths e.g. the right to education, to employment, to health and other services, the right to proper up-bringing through responsible parenthood, the right to nutrition, recreation etc.**
- 4.1.3 To identify places where youths are, their population, their activities and their needs so that the information could be used in planning for their development.**
- 4.1.4 To establish workable plans of employment which will help to solve the problem of unemployment for youth.**

- 4.1.5 To establish practical plans of providing youth with education and skills training in order to enable them to establish and manage profit generating projects.
- 4.1.6 To sensitize the youth, both boys and girls, to start and operate economic projects.
- 4.1.7 To establish a system which will enable youths to secure working tools, capital, work premises and markets for their products.
- 4.1.8 To establish networks for providing and exchanging information on youth development activities.
- 4.1.9 To establish good plans for preparing and involving youth in national development activities.
- 4.1.10 To establish practical ways or plans for responsible parenthood so that youths become good parents and good citizens.
- 4.1.11 To establish appropriate plans for providing youth health services.
- 4.1.12 To improve the education environment and to increase education opportunities in various levels of education and training.
- 4.1.13 To establish education plans for girls who drop-out of school because of pregnancy.

4.2 Plans

According to the goals listed above, the following plans have been laid down in order to achieve youth development.

- 4.2.1 Plans for research and data collection on youth and youth activities, and plans to establish networks for the exchange of information.
- 4.2.2 To expand and promote the labour market especially in the informal sector.
- 4.2.3 Skills training plans.
- 4.2.4 Plans for protecting the rights of youth.
- 4.2.5 Plans for proper up-bringing through responsible parenthood.
- 4.2.6 Plans for youth health.
- 4.2.7 Plans to involve youth, both boys and girls in economic, social and cultural activities as a way of preparing them to assume leadership roles.
- 4.2.8 Recreation plans.
- 4.2.9 Outward Bound plans.

CHAPTER FIVE

5.0 SECTORAL ROLES TOWARDS THE IMPLEMENTATION OF YOUTH DEVELOPMENT ACTIVITIES

Youth development activities touch almost all sectors of development. Hence in order to successfully implement youth activities, relevant sectors should incorporate youth issues in their sectoral policies, programmes and projects and together with that they should participate in the implementation of youth development programmes.

Sectors most relevant to youth development include lands health, education, natural resources and tourism, finance, communication and social services, minerals, non-governmental organisations, private companies, communities and families. All these have the responsibility of implementing youth development activities.

The ministry responsible for youth development is the overall co-ordinator and monitor of all youth development activities in the country. On top of that this ministry has the responsibility of formulating the youth development policy and giving guidelines on the implementation of the policy.

The roles for the other sectors mentioned above are as follows:-

5.1 Family

The family should:

- 5.1.1 Make sure that youth, both boys and girls get enough and nutritious food.
- 5.1.2 Ensure that they provide to youth love, security, enabling environment for youth development and proper up-bringing through responsible parenthood.
- 5.1.3 Make sure that youths grow in good health and are provided for their education without gender discrimination.
- 5.1.4 Attain family unit and provide opportunities for youths to participate in decision making.

5.2 Village Governments

Village governments should ensure that:-

- 5.2.1 Youths receive the essential social services.
- 5.2.2 Youths receive assistance in establishing their self-employment projects.
- 5.2.3 There is joint responsibility in the village to impart to youths good social morals, traditions and customs.

5.2.4 Good plans are made in the locality to provide youths with employment by utilizing the available resources.

5.2.5 Rights of the youth in the villages are protected.

5.3 Ministry of Lands, Housing and Urban Development

The Ministry should:

5.3.1 Prepare plans and establish a system which will enable youths to secure land and housing without discrimination.

5.3.2 Establish a system of constructing houses for letting out to youths at a minimum rent in order to ease the problem of accommodation.

5.3.3 Set aside special areas for youth economic and recreation activities.

5.4 Ministry of Health

The Ministry should:

5.4.1 Involve youths in preparing, planning and implementing health programmes geared to promote youth health.

- 5.4.2 Ensure the availability of health services which will be accessible to youth without fear, intimidation or discrimination of any kind.
- 5.4.3 Animate youths and the community in general to identify health problems which affect them especially STDs, AIDS and drug abuse.
- 5.4.4 Institute special programmes to combat the spread of STDs, HIV/AIDS and drug abuse.
- 5.4.5 Strengthen sexual health education to youth, both boys and girls.
- 5.4.6 Prepare a curriculum on youth health which will be used to train professionals and health workers at various levels.

5.5 Ministry of Commerce and Industries

The Ministry should:

- 5.5.1 Devise a programme which will assist youth to formulate business and production projects and develop them.
- 5.5.2 Prepare business and production services like provision of training, ensuring availability of markets and information on various technology.

5.6 Ministry of Education and Culture

The Ministry should:

- 5.6.1 Strengthen and provide family life education to youths at all levels of education.
- 5.6.2 Continuously review the school curricular to accommodate youth needs which change with time.
- 5.6.3 Strengthen universal primary education and expand it to secondary school level.
- 5.6.4 Promote technology and science subjects and put emphasis on practicals.
- 5.6.5 Continuously review and solve problems which discourage girls from pursuing science subjects and from training in science and technology with the intention of devising strategies to increase the number of girls in those subjects.
- 5.6.6 Prepare programmes through which youths will be taught acceptable morals according to the culture of Tanzanians.

5.7 Ministry of Finance

- 5.7.1. Recognize the importance of youth in social and economic development of the nation and hence allocate adequate funds for youth programmes.

5.7.2 Other financial institutions should devise systems of giving out soft loans which will enable youths to establish and manage economic projects.

5.8.0 Ministry of Agriculture and Livestock:-

The Ministry should:

- 5.8.1 Prepare programmes on agriculture and livestock targeted to youth.**
- 5.8.2 Prepare strategies of training youths in modern agriculture by using appropriate technology so as to increase their productivity.**
- 5.8.3 Devise youth competitions in modern agriculture and animal husbandry in collaboration with communities.**

5.9.0 Ministry of Community Development

The Ministry should:

- 5.9.1 Closely collaborate with the ministry responsible for youth development and together plan strategies to empower the girls.**
- 5.9.2 Animate communities on problems afflicting the girls and encourage communities to find solutions.**

- 5.9.3 Animate communities at village and ward levels on the implementation of the youth development policy.

5.10 Ministry of Natural Resources & Tourism

The Ministry should:

- 5.10.1 Prepare programmes like fishing, beekeeping, forestry, tourism etc. targeted to youth.
- 5.10.2 Devise training strategies to equip youth with skills relevant to projects dealing with natural resources and tourism.
- 5.10.3 Devise ways of involving youth in environmental and natural resources conservation.

5.11 Ministry of Minerals and Energy

The Ministry should:

- 5.11.1 Prepare programmes that will involve youth in various activities like mining.
- 5.11.2 Provide training, equipment and information and should create suitable markets.

5.12 Ministry of Information and Broadcasting

The Ministry should:

- 5.12.1 Prepare programmes which will educate communities and sensitize them on the implementation of youth programmes.
- 5.12.2 Devise ways which will enable the media to participate in strengthening acceptable morals among the youth.

5.13 Ministry of Legal and Constitutional Affairs

The Ministry should:

- 5.13.1 Devise a system which will ensure that youth rights are adhered to according to the constitution of the land.
- 5.13.2 Devise ways of educating youth on their constitutional rights.

5.14 Planning Commission

The Planning Commission should:

- 5.14.1 Incorporate the programme of implementation for the youth development policy into national development plans and to make sure that it is implemented.

5.14.2 Recognize the importance of the youth development policy and see it as part of the implementation of the population policy.

5.14.3 Lead and direct other planning units in various sectors to give priority to youth development issues.

5.15 Local Governments

5.15.1 Should make sure that they incorporate in their plans and implement the youth development programmes.

5.16. Non-Governmental Organisations, Private Companies and Religious Institutions

5.16.1 Should prepare plans and strategies of implementing the youth development policy as related to their missions and objectives.

5.17 The Youth Council and Youth Development Committees

In as much as various sectors have been incorporated, there is need to establish a Youth Council and Youth Development Committees which together will assist in providing guidance in the planning and implementation of youth activities.

5.17.1.8 To act as a link between Tanzanian youth and youth of other nations in issues concerning them as youth and issues concerning development in their nations.

5.17.1.9 The council will be concerned with the registration of all youth groups or organisations. It will be an advisory organ to the government on issues concerning youth rights and benefits.

5.17.2 The Structural Organisation of the Council

5.17.2.1 The Youth Development Council will be formed by registered youth groups and organisations from district to national levels which have specific objectives of solving youth problems.

5.17.3 The Role of the Youth Development Committees

5.17.3.1 To assist in starting and developing soft loan funds in their localities in order to enable youth to benefit from loans.

5.17.3.2 To act as Trustee to the youth economic groups so that groups can get various assistance from donors, organisations, banks, etc.

5.17.3.3 To assist youth programmes on various issues as they arise.

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5.17.3.3 To assist youth programmes on various issues as they arise.

5.17.4 The Structure of the Committees

5.17.4.1 These committees will be formed by members from the youth economic groups, volunteer organisations dealing with youth issues, members from the village community, ward, district and regional committees, councillors, and individuals who have special concern on youth issues.

5.17.4.2 Members from government departments, banks and parastatal organisations will be invited to the meetings as experts and their greatest role will be advisory (see appendix No.1)

CONCLUSION

- 6.1 The ministry responsible for youth development in collaboration with the other sectors will devise a system of conducting research and evaluation whenever it is deemed necessary in order to improve the implementation of this policy.

APPENDIX NO.1

REGIONAL YOUTH DEVELOPMENT COMMITTEE

This Committee will have the following members:-

1. Regional Commissioner. - Chairman
2. All Members of Parliament in the Region
3. One Counsellor from each District
4. Two people from each District representing Youth Economic groups
5. Chairperson of Secondary Schools in the Region
6. One person representing NGOs and Religious Groups in the Region
7. The Regional Development Director.
8. The District Executive Directors.
9. One person with a keen interest in youth work
10. Experts invited from various sectors.
11. Regional Youth Development Officer - Secretary

DISTRICT YOUTH DEVELOPMENT COMMITTEE

This Committee will have the following members:

1. District Commissioner - Charman
2. District Executive Director.
3. The Member(s) of Parliament in the District.
4. One person representing the Secondary Schools.
5. Three counsellors.

6. One person representing the colleges.
7. One person representative of Youth Economic Groups from each Ward.
8. One person representing the NGOs and Religious Groups in the District.
9. Two persons (man and woman) with keen interest in youth work.
10. Experts invited from various sectors.
11. Distric Youth Development Officer - Secretary

WARD YOUTH DEVELOPMENT COMMITTEE

This committee will have the following members

1. Counsellor - Chairman
2. Ward Education Coordinator
3. Ward Executive Officer
4. One member from each Youth Economic Group
5. One person representing NGOs and Religious Groups
6. One person with keen interest in youth work.
7. Experts invited from various sectors
8. Ward Executive Officer - Secretary

VILLAGE YOUTH DEVELOPMENT COMMITTEE

This committee will have the following members.

- 1. Village Chairperson - Chairman**
- 2. Headteacher**
- 3. NGOs representative**
- 4. Two representatives from Youth Economic Groups.**
- 5. Two person (man and woman) with interest in Youth work.**
- 6. Experts invited from various sectors**
- 7. Village Executive Officer - Secretary**

APPENDIX NO. 2

THE NUMBER OF YOUTHS SELECTED TO JOIN FORM 1 AS COMPARED TO THOSE NOT SELECTED FOR THE YEARS 1980 - 1991

YEAR	THOSE COMPLETING STD VII	THOSE SELECTED TO JOIN FORM 1 IN GOVERNMENT & PRIVATE SEC SCHOOLS	%	THOSE NOT SELECTED *	
1980	212,446	16,098	7.5	196,438	92.5
1981	657,816	17,166	4.8	340,050	95.2
1982	410,829	17,710	4.2	402,119	95.8
1983	454,604	19,605	4.3	435,099	95.7
1984	649,560	21,322	3.4	627,738	96.6
1985	420,192	23,506	6.5	405,688	94.5
1986	380,096	27,430	7.2	352,666	92.8
1987	380,758	32,633	8.6	348,125	91.4
1988	347,978	56,464	10.6	311,514	89.5
1989	267,744	42,136	15.7	225,608	84.3
1990	306,656	47,227	15.4	259,429	84.6
1991	383,427	19,282	5.1	364,145	94.9

SOURCE: Basic Education Statistics for Tanzania 1991



Inculcating a positive attitude in Youth towards environmental conservation.



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Participants for a short course in Family Life Education which involved youth from Youth Economic Group (YEGS) from the regions of Iringa, Mbeya and Rukwa. The course was conducted at the Sasanda Youth Development Centre, which is in Mbozi district in October, 1992.

(In the picture, the Youth are seen posing around a fallen piece of a comet)