



policy forum

Leave No One Behind: Youth and Sustainable Development Goals

Introduction

This policy brief analyses the commitment of the Tanzanian Government in the implementation of the Sustainable Development Goals (SDGs) with a focus on youth. The UN Secretary General Ban Ki Moon asserted that **"Youth are the torch bearers of the SDGs"** as they have a great role to play in the implementation, monitoring and review of the goals. In line with this, youth concerns are reflected in all the 17 goals however in this analysis, the relevant goals taken into consideration are goal 4 (Quality Education) and goal 8 (Decent Work and Economic Growth). The analysis focused on the extent to which these goals are reflected in key youth development policies, programs, and budgets especially the ones mounted towards addressing unemployment as the most critical youth challenge, and the extent to which the national budget and its implementation has been able to cascade the realization of the SDGs and related targets at the local level. Precisely, the analysis involved a close examination of the budget speech of the President's Office Regional Administration and Local Government (PORALG), Prime Minister's Office (PMO), and Ministry of Education for the year 2019/2020. It begins with a reflective synthesis of the youth related SDGs and related policies in Tanzania followed by the implementation review for each of the goals. Lastly, the brief provides recommendations towards addressing key youth challenges in relation to the realisation of Sustainable Development Goals by 2030.

Youth and Sustainable Development Goals

The Agenda 2030 for Sustainable Development's fundamental principle of **"leave no one behind"** among other things, calls for inclusiveness in the implementation, follow up and review of Sustainable Development Goals (SDGs). Governments are obliged to respect this principle by ensuring that all marginalized groups in the society including youth are actively engaged towards attaining these global goals. To ensure the rights of every young person are realized and empowered to achieve their full potential, the United Nations Youth 2030 Strategy accords the importance of youth in SDGs implementation as asserted below;

"The strategy aims to facilitate increased impact and expanded global, regional and country-level action to address the needs, build the agency and advance the rights of young people in all their diversity around the world, and to ensure their engagement and participation in the implementation, review and follow-up of the 2030 Agenda for Sustainable Development as well as other relevant global agendas and frameworks."

In relation to SDGs, youth development stands at the center of national development policies and strategies such as Tanzania Development Vision 2025, the Five-Year Development Plan (FYDP) II 2016-2021, the National Employment Policy 2008 and the National Youth Development Policy 2007. Vision 2025 for instance, identifies unemployment as a critical youth development challenge which is attributed to the inability of the education system to innovatively engage in entrepreneurship and self-employment as well as limited youth participation in wealth creation and ownership.

In Tanzania, youth are estimated to constitute 35% of the population and 65% of the active workforce. Despite Tanzania sustaining the national economic growth at 6.9% for the past three years, youth unemployment has significantly remained stagnant. The proportion of the youthful active workforce which is unemployed is as high as 11.7% compared to 4.1% of the general population. In respect of this, the FYDP II has presented a strong intent to accelerate inclusive economic growth, to reduce poverty substantially and create jobs for the youth. The plan provides priority interventions

for enhancing skills for youth development which include developing appropriate curricular, provision of entrepreneurship skills at different levels of formal education, promoting employability skills, ICT incorporation at all training levels, promoting youth development programs as a human right, creation of industrial parks targeting Micro, Small and Medium Enterprises (MSMEs), controlling expansion of vulnerable employment within a range of 3.8% and 5.0%, and mass training for developing rare specialized skills.

Priority programs as encapsulated by the FYDP II are: enhancing youth entrepreneurship skills, LGAs allocating special areas for business to support youths, provision of soft loans to the youth, and products produced by youth to local and international markets. The FYDP II commits 7 billion shillings to support these programs for each of the five fiscal years. Further, the plan has stipulated key interventions including promoting employable skills, particularly for youth, women, and people living with disabilities. It has also indirectly set environment for youth empowerment through Local Economic Development (LED).

One of the key strategies of LED is supporting communities to develop their own economic solutions, including exploring new ideas for improving the creation and distribution of work to disadvantaged groups and minorities. This strategy aligns well with the recent issued *Regulation for Loan Provision and Management among Women groups, Youth and People with Disabilities of 2019* which obligates the Local Government Authorities (LGAs) to set aside 10% of the council's own revenues to disadvantaged groups for loan purposes.

Youth Unemployment and Underemployment: A Contextual Analysis

As stated above, the proportion of the youthful active workforce which is unemployed is as high as 11.7% compared to 4.1% in the general population. Youth unemployment is higher among the female (14.6%) than the male (8.9%) and in rural population than urban population¹. However, underemployment and lowering labour force participation are alarming in urban areas due to the rural-urban migration and new graduates who enter the labour market every year. Majority of the youth who are employed (82.3%) work in vulnerable employment, with the largest proportion (93.6%) in the rural population².

¹ Integrated Labour Force Survey 2014

² ILO defines vulnerable employment as the sum of the employment status groups

Three sectors appear to be a salvation point providing about 64% of formal employment for the youth. These are: agriculture (22.9%) including 27.7% female and 16.1% males, hospitality (22.6%) including 10.6% male and 39.6% female, and trade (18.3%) including 21.1% male and 14.3% females. The rest are employed in other service sectors (13%), construction (6.9%), transportation (5.1%), manufacturing (4.2%), and mining (3.4)³.

Attempts to explain the root cause of the persistent escalation of youth unemployment and underemployment are inconclusive. However, it is becoming consensual that the design and quality of education have a significant influence. Graduates have inadequate competencies required to be employed and fit in the existing labour market. This makes youth unemployment and underemployment a fresh scar that industrialization and development financing plans including national budgets and its implementation by LGAs should seek to address.

of own-account workers and contributing family workers. They are less likely to have formal work arrangements and are therefore more likely to lack decent working conditions, adequate social security and 'voice' through effective representation by trade unions and similar organizations)

³ ILO School-to-Work-Transition Survey (TWTS) 2014



Review of goal 4 in relation to Youth Goal 4.

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Quality education and lifelong learning opportunities are central to ensuring a full and productive life to all individuals and to the realization of sustainable development. Target 4.3 calls for equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. Its indicator demands for the country to report on the participation rate of youth and adults in formal and non-formal education and training.

There have been initiatives by the Government to increase youth access to higher education such as coordinating scholarships to youth for the purpose of providing opportunity for higher education, For FY 2018/19⁴ the Government provided 122,754 students in higher learning with loans to the amount of TZS 424.75bn as well as subsidies to the tune of TZS 512. 99bn to 893 students from the internal and external universities.

The budget speech shows that, there is an increase in the number of students that have benefited from loans.

However, the trend of loan provision to the qualified students for higher learning shows a slow pace towards attaining goal 4. For instance: In 2016/17 a total of 69,539 students were admitted and the number of students who received loans were 25,717.⁵ In 2017/18 a total of 63,737 students were admitted while the number of students who received loans was 30,000 students. In 2018/19, a total number of 41,000 students were enrolled yet the number of students who received loans were 25,532.⁶

From the trend, it is evident that the number of students who have merits to receive loans has been decreasing and therefore it is an undisputed fact that reaching

⁵ <https://www.thecitizen.co.tz/News/How-education-performed-in-2017-/1840340-4247576-j194uoz/index.html>

⁶ <http://www.unistoretz.com/magazine/pdf-file-hes1b-the-list-of-loan-beneficiaries-in-2018-19/>

⁴ The Budget Speech of MoEST 2019/2020

goal 4 and 8 will be a challenge considering the importance of higher learning education in generating skills for the labour market.

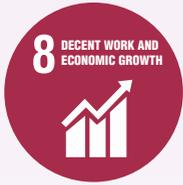
Target 4.4 demands for substantial increase in the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship by 2030. Its indicator (4.4.1) requires reporting on proportion of youth and adults with information and communications technology (ICT) skills, by type of skill.

The higher learning institutions which largely comprises of youth has continued to register students in order to prepare the youth to fit with the market demand. Specifically, the Dar es Salaam Institute of Technology for the year 2018/19 has registered 1,499 new students. The number of students has increased from 4135 in 2017/18 to 4257 in 2018/2019. Out of those 3392

are male while 865 are females, these gender disparities in the TECH industry calls for the government to develop specific interventions that will attract more women for example encouraging programs like Science, Technology, Engineering and Mathematics (STEM) and Female in Mathematics and Science Africa (FEMSA) that is currently implemented at the University of Dar es Salaam.

The Dar es Salaam Institute of Technology, Mwanza Campus has also prepared the syllabus for technical education on leather commodities at the level of Masters' Degree. The syllabus has been approved by the National Council for Technical Education. Commencing these courses at the university will enable the increase number of employment opportunities to youth particularly in the leather sector which has currently been deserted and thus has not been able to effectively contribute to the national economy.





Review of Goal 8 in Relation to Youth.

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

This goal intends to foster high, sustainable and shared economic growth coupled with productive and decent employment for all women and men, including the youth.

Target 8.5 aims at achieving full and productive employment and decent work for all women and men, including young people and persons with disabilities, and equal pay for work of equal value by 2030 whereby its **indicators 8.5.1 & 8.5.2** calls for reporting on the average hourly earnings of female and male employees, by occupation, age and persons with disabilities and unemployment rate, by sex, age and persons with disabilities respectively.

The Government has made efforts towards addressing unemployment among youth, one of which is the requirement by the local authorities to set aside 10% of their own revenue to provide soft loans to marginalized groups i.e. women, youth and people living with disabilities. The budget speech by the Minister of State PORALG for the year 2019/20

shows that up to February 2019, a total of 13.2 billion (approximately 24.4 percent) out of the planned 54.08 billion had been disbursed to women, youth and people living with disabilities. A total of 1,606 youth groups have successfully received 4.7 billion shillings to facilitate their economic initiatives. However, the disbursed funds do not amount to even half of the funds that were initially planned given the fact that the financial year ends in June 2019.

Moreover, the CAG report for the year 2017/18 has noted that 143 LGAs out of 185 LGAs did not contribute 10% of their own source revenues aggregating to TZS 40.4 bn. The trend also shows that for the four consecutive years a number of LGAs have not allocated the 10% as required by the guideline. For example, for the years 2014/15, 2015/16, 2016/17 and 2017/18 a total of 112, 151, 143 and 142 LGAs respectively did not set aside 10% of their own sources for women youth and people living with disabilities revolving fund.

The allocation and disbursement of financial resources are vital to measure government commitments towards addressing social economic problems, the failure to do so, impedes the addressing of such commitments for this case youth economic empowerment. Thus, immediate reinforced measures by the Government is needed to ensure LGAs allocate their 10 percent revenues to women, youth and people living with disabilities groups so as to access financial capital enabling youth to engage in more creative and innovative economic activities that will uplift their living conditions.

Target 8.6 aims at substantially reducing the proportion of youth not in employment, education or training by 2020 whereby its indicator calls for reporting on the proportion of youth (aged 15-24 years) not in education, employment or training.

The Government has made efforts towards achieving this target. For instance: in the year 2018/2019, the government supported 32,563 youths who were trained on different vocational skills; self-employment and employable jobs. 18,880 youths got trained on modern agriculture, 2,720 youths were given vocational training/skills and 10,443 were given trainings on formalization of skills in different professions.

Statistics shows that about 79% (as of 2014) of graduates aspire for wage employment upon completion of their basic training and only 17% consider self-employment, clearly jeopardizing the goal of promoting self-employment, despite the fact that only 44% of graduates get employed in a year.⁷This shows that there is a need to put more efforts in order to make self-employment attractive to youth as well as meeting this target.

Recommendations

- It is recommended that LGA management should ensure that 10% of their Councils' own source revenue is allocated and disbursed on time to PLWD, Women and Youths Revolving Fund and ensure the funds are properly managed to increase access to financial capital to youth, women and PLWD that will guarantee sustainable employment opportunities.
- In order to ensure timely allocation and disbursement of 10% of Councils own revenue, we recommend strict laws should be drafted that will be used to penalize LGAs which will not provide the 10% required by *Regulation for Loan Provision and Management among Women groups, Youth and People with Disabilities of 2019*

⁷ The 2014 Integrated Labour Force Survey for Tanzania

- In addition, LGAs should review their revenue collection strategies and capitalize on formalization of informal businesses with a view to attain optimal own source revenue collections that would facilitate the allocation of 10% for women, youth and PLWD through revolving fund.
- The Government should allocate sufficient loans for higher learning students to cover all students who have qualifications.
- The Government should develop specific interventions that will attract more women to undertake science subjects to ensure gender equality and equip them with adequate skills within the science and technology field that are key skills needed in order for industrialization agenda in Tanzania, as well as increase their females competitiveness for employment opportunities in the labour markets.
- We recommend that Government should establish and operationalize responsive and inclusive mechanism for coordinating, monitoring and reporting the progress of implementation of SDGs in FYDP II targeted to youth priorities particularly at local level where most development interventions take place.

Conclusion

With the growing youth population in Tanzania, it is an undoubted fact that, education and employment sectors are key in addressing youth challenges. Despite several Government interventions aimed at addressing youth issues as highlighted above, there is a need to establish clear, responsive and effective mechanisms to monitor the extent to which these interventions reach the wider youth population as well as assess their impact in reducing youth unemployment.

In addition, global, regional and national agendas have all highlighted the role of youth towards the implementation, follow up and review of agenda 2030 for sustainable development. Thus, the attainment of goal 4 and goal 8 in Tanzania would require full involvement and inclusion of youth.



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