

A DECADE OF ACTION: AN OVERVIEW OF IMPLEMENTATION STATUS OF SDG 4, 5, 8 & 16 IN TANZANIA

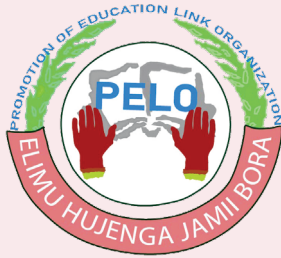
Brief 6:21

Introduction

The 2030 global goals commit to the aspiration of leaving no one behind. The goals were adopted in 2015 where global leaders agreed to collectively fight poverty and attain sustainable development within the next 15 years. It is even more crucial to accelerate their attainment as the year 2020 marked a decade of action. The goals assure not only the urgency of development, but the fact that this development must be sustainable and boost equality. While considering different national realities, development will have to be universally applicable to all countries and cannot leave anyone behind. Tanzania in particular, has set national frameworks to ensure the attainment of SDGs by 2030. The ended National Five-Year Development Plan (FYDP II 2015/16-2020/21) had priorities which were in line with the SDGs and mechanisms for their implementation. The development and crafting of the FYDP III for 2021/22-2025/26 have as well been informed by the goals. Together with this the Tanzania Development Vision of 2025 has objectives that align with the global agenda.

The frameworks in place have offered an opportunity for the country to progressively set mechanisms for the implementation, monitoring and review of the goals. In 2019, the country for the first time reported to the Africa Regional Forum on Sustainable Development and the United Nation High Level Political Forum (HLPF) on the progress made towards attaining the SDGs by 2030. In line with this, CSO actors contributed to the reporting as well as developing the shadow report which was annexed to the countries' report. Despite the progress made and reported, the country still has an assignment if it is to attain the goals by 2030. Taking this into account, this policy

brief intends to offer an overview of the implementation status of SDG 4 – Quality Education, 5 - Gender Equality and Women Empowerment, 8 – Decent Work and Economic Growth and 16 – Peace, Justice and Strong Institution in Tanzania. The choice of these goals is informed by their nature as they aim at attaining equality in accessing social services and inclusive decision making to the marginalized groups such as women, People Living with Disability (PLWD) and youth. The brief will later outline policy and action recommendations to policy and decision makers and other stakeholders involved in SDGs implementation, monitoring, reporting and review.



Goal 4: Quality Education



This goal aims to ensure inclusive and equitable access to quality education and promote lifelong learning opportunities for all. The goal has ten targets and eleven indicators, however for the purpose of this brief the focus will be on target 4.1 and 4.2 which commits to ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes and that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education respectively.

Existing Policy Frameworks to achieve Quality Education

The provision of equal and quality education remains a priority to the government of Tanzania. The Tanzania Development Vision of 2025 also aspires to have a society of high quality livelihood where there is universal access to primary education, the eradication of illiteracy and the attainment of a level of tertiary education and training that is commensurate with a critical mass of high quality human resources required to effectively respond and master the development challenges at all levels. In line with this, the Education and Training Policy (ETP) of 2014 has declared basic-education (pre-school, primary school & ordinary level secondary school) as a compulsory education in Tanzania. Moreover, the government has made significant progress, pursuing its national goals within the context of the continental goals and has so far shown commitment to attain these goals by developing an Education

Sector Development Plan (ESDP 2016/17-2021/22). This plan builds the efforts to implement fee-free basic education in Tanzania- anchored on the National Inclusive Strategy (2009-2017) and coincides with SDG 4.

Policy gaps

The government's commitment to education for all was amply demonstrated by the monthly allocation of the average of 24.8 billion for financing free basic education (Citizen budget 2020/21). Evidence of progress made has been a surge in enrollment- with the removal of user fee as it was directed by education circular No. 3 of 2016. The Gross Enrollment Ratio increased (GER) to 85.6%, while overall enrollment was 8,639,202 [Education Sector Analysis (ESA, 2016)]. According to ESA, the GER will shoot to 100% with increased enrollment to 11, 476, 803 million students in 2024. This is estimated to be an increase of 30.5% in 10 years.

In 2019 the enrollment in pre-primary education was 1,429,155 which is a slight increase of 0.45% of the enrollment of 1,422,720 in 2018. For the case of primary education, total enrollment increased by 5.1% from 8,222,667 pupils in 2014 to 8,639,202 pupils in 2016, having increased to 10 million in 2020. Increasing enrollment in primary education implies an increasing enrollment in secondary education from 2.6 million students in 2020 to the estimate of 4.5 million students in 2024 (BEST, 2020). Despite policy frameworks and efforts to realise quality education and learning outcomes for all in Tanzania, the country has still been recording several challenges relating to learning outcomes. Civil society organizations and other education stakeholders have been raising concerns of the existing system of education to have no solution to the large gap between what students are learning in schools and what the job market is looking for. The existing challenges in education sector include:

There are only 10% of Children with Special Education Needs (CSEN) with access to schooling opportunities in Tanzania. This means that the majority of such children have been left behind. Teaching and learning materials are inadequate for this group of children as well as teachers with specialized skills to teach CSEN. Consequently, CSEN group tend to be among the highest number of children performing poorly in their studies, spending longer time in school than expected or dropping out of school

entirely. Despite Tanzania signing the Marrakesh Treaty¹, Children with special needs such as the Blind and visually impaired still face challenges in accessing published works.

Inadequate school infrastructures due to increased enrollment in primary education from 8,222,667 in 2016 to 10,024,815 in 2020 has brought a shortage of more than 82,200 classrooms (BEST 2020). Currently the pupil classroom ratio stands at 1:75 instead of the recommended 1:45, leading to unfriendly teaching and learning environments. Increasing enrollment in primary education correlates to an increase in students in Secondary education. Currently, there is a shortage of 4,647 classrooms at secondary education level, implying a projection of an increase of a shortage of classrooms to 41,833 in 2024.

Shortage of teachers in schools for example in primary schools there is 50,993 leading to a pupil teacher ratio of 1:169 instead of the required 1:45 (BEST, 2020)

Perpetual barriers to access education. With fee-free Education Policy in primary education since 2001 and Basic Education in 2016, drop-outs caused by fees were reduced. However, there

¹ The Marrakesh Treaty was adopted on June 27, 2013 in Marrakesh and it forms part of the body of international copyright treaties administered by WIPO. It has a clear humanitarian and social development dimension and its main goal is to create a set of mandatory limitations and exceptions for the benefit of the blind, visually impaired, and otherwise print disabled (VIPs).

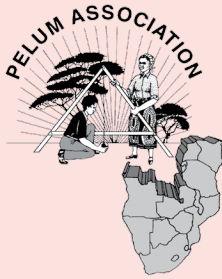
are remaining barriers to access education which haven't been eliminated such as long distance from school, inadequate teachers and textbooks, shortages of dormitories, early pregnancies for example in 2019 the number of school pregnancies in primary and secondary schools were 1,135 and 5,398 respectively (BEST 2020), child labor, truancy, poverty, early marriage and cultures constraining schooling. (URT, 2014, HakiElimu, 2019).

Although Early Childhood Education provision has been taking place, the gains remain minimal for instance the pre-primary sector suffers inadequate skilled teachers to impart the right knowledge to children. Following compulsory pre-primary education as stated in the Education and Training Policy (ETP 1995), it is clear that there would be high demand for pre-primary school. However, while ETP 1995 emphasizes compulsory pre-primary education, the ETP 2014 policy fails to develop objectives and policy strategies for producing pre-primary schoolteachers to work in those pre-primary schools.

Recommendations

To curb the stated education challenges related to SDGs, the following are recommended:

- The government should increase the education budget to at least meet the international benchmark of 20% to equalize educational opportunities for all in Tanzania. (UNESCO)
- Policy makers to ensure that at least 20% of the Constituency Development Fund to be earmarked and directed at financing education in the various localities to help in addressing inequality and inclusion in the education sector.
- Training and producing teachers with specialized skills to teach Children with Special Education Needs (CSEN). Given the aspiration of SDGs of leaving no one behind, the Ministry of Education, Science and Technology should intentionally allocate more resources for training and producing skilled teachers to cater the needs of these children.



Goal 5: Gender Equality



This goal aims to eliminate all forms of discrimination and violence against women in the public and private spheres and to undertake reforms to give women equal rights to economic resources and access to ownership of property. Development of women is crucial for every society. No society can develop without equal contribution from both men and women.

In attaining the sustainable development goals gender equality is very important, this simply implies that there is no sustainable development without gender equality.

Agriculture is very important to SDGs since it has parallels in other sectors in terms of the potential to promote food security, nutrition, human development and sustainable economic growth. Agriculture is a principal source of livelihood for the Tanzanian population, in other words agriculture is termed as the backbone of the national economy. It contributes to 26.9 % of Gross Domestic Product and it is a source of employment to 69.9% of women in Tanzania.

The sector is characterized as female-intensive, meaning that women comprise a majority of the labor force in agriculture. Agriculture provides 58.1 employment, 65% of raw materials to the industrial sector and 24.7% of export earnings and provides employment to 82% of the total Tanzania rural population, ensures food security and national security in general produce 70% of the country food requirements².

Agriculture is an engine of growth and poverty reduction in countries where it is the main occupation

² Agriculture budget 2021/2022

for the poor in Tanzania³. Women make essential contributions to the agricultural and rural economies in all developing countries. Their roles vary considerably between and within regions and are changing rapidly in many parts of the world, where economic and social forces are transforming the agricultural sector.

Poverty eradication can only be achieved with the end of gender-based discrimination. All over the world, gender inequality makes and keeps women poor, depriving them of basic rights and opportunities for well-being.

To this end, the analysis of goal 5 will focus on target 5.a which states *‘Undertaking reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws’* and target 5.5

³ The 2008 World Development Report presented compelling empirical evidence from a wide range of countries that supports this finding (World Bank, 2007).

which aims to *'Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.*

Women Access and Control of Economic Resources and Ownership

SDG 5 emphasizes on women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.

Rural women farmers depend on agriculture as the main economic activity. Therefore, access and control of land is a major and powerful tool to empower women to participate in agriculture production. When women are empowered to access and control land it is possible for them to enter contracts, access credit and make long term investment on that land for a reliable source of income.

Addressing gender inequality is essential to achieving sustainability in agriculture. The high levels of inequality make it harder to increase productivity and reduce poverty and hunger. Countries where incomes are highly unequal have lower levels of land productivity and are prone to food insecurity. These inequities are slowing many countries' progress toward achieving SDG 2 focusing on "end hunger, achieve food security and improved nutrition and promote sustainable agriculture" by 2030⁴.

⁴ International Food Policy Research Institute, (2019)

In Tanzania agriculture is the backbone of the national economy, regardless of the implementation and achievements at hand, Tanzania has domesticated a number of key international conventions and human rights instruments that uphold and seek to protect the ideal of gender equality. The government has made a great effort to incorporate international instruments into domestic laws and national programs for intrinsic implementation of gender equality.

Tanzania development vision 2025 envisages that by 2025, Tanzania should have the following attributes: high quality of livelihood, good governance, well-educated and learning society; and a competitive economy capable of producing sustained growth and shared benefits. Furthermore, the vision recognized gender equality as one of underlying principles and objectives. By 2025, racial, and gender imbalances will have been addressed such that economic activities will not be identifiable by gender, or race. All social relations and processes which manifest and breed inequality in all aspects of society.

In addition, the third FYDP 2020-2025: with the theme aiming at Attaining Export Growth and Competitiveness Underutilization of human skills, experiences and social capital leads to inefficiencies in the economy as it undermines competitiveness within the economy.

All the themes for the Long-term Perspective Plan intended to lead the country into a Middle-Income Economy cannot be realized if women's rights, and their social economic rights are not fully realized. Discrimination against women will not only undermine their human rights but will limit the country in 'unleashing' its growth potential. If the human and social capital of women are not nurtured, it will deny the economy of its potential skills pull of half of its population⁵

Furthermore, the Tanzania National Agricultural Policy (2013) acknowledges the pertinent role that gender plays in the agricultural sector; it clearly stipulates that there are inadequate skills and knowledge among women; inequitable access to productive resources; inappropriate technologies; and inappropriate social-cultural practices and beliefs. This analysis noted that there are existing gaps in the current policy, whereas gender issues are just mentioned as subcomponents instead of integrating gender with other key issues in the sector for example access to resources as well as loan and credit facilities for agricultural development.

Women make 69.9% of the agricultural workforce in Tanzania, and yet they continue to face several obstacles and constraints including lack of access and control of property (land) and access to financial services which makes it critical for farmers to manage the seasonality of agricultural income and expenditures, and to invest in technologies and long-term farm improvements.

⁵ TGNP gender Profile 2017/2018

In highly unequal countries, the majority of the farming population, particularly women, lack the economic resources and capacity to invest in appropriate agricultural technologies, as well as the knowledge to implement improved agricultural practices. Because of the disparity in access, women farmers face an increasing knowledge gap.

Moreover, the distribution of land ownership indicates huge gender inequalities that have a significant impact on access to financial and social resources such as bank credit, market, social empowerment and recognition. Legal and cultural constraints in land inheritance, ownership and use prevent women from accessing loan and credit for agricultural investment. In Africa less than 20% of land-holders are women, In North Africa and West Asia, women represent fewer than 5% of all agricultural landowners; while across Sub-Saharan Africa, they make up 15% and 4% in Tanzania.

Giving women equal access to loan and financial credit could increase food production up to 30%, eliminating hunger for 150 million people and they will spend their extra income on health care, nutrition and education for their families. This could produce long-term positive results for families and their neighbours⁶. In Tanzania the research reveals that women who secure property right earn three times income than those with no property right⁷.

⁶ (FAO report 2018).

⁷ Landesa 2019

Tanzania recognizes that women strong property right is a necessary step toward reducing poverty in the rural communities⁸. The Constitution of the United Republic of Tanzania of 1977 guarantees equality and equal property ownership.

The Tanzania Land Act No.4 of 1999 and the Village Land Act No.5 of 1999 provide equal land ownership to women and men. However, there are still applications of customary laws which are gender biased and violate the rights of women to land right (The Local Customary Act of 1963).

On the other hand, the National Survey and Segmentation of Small-holder Households in Tanzania⁹ shows that half of small-holder households in Tanzania own less than one hectare of land. The small holders are mainly men (74 percent men; 26 percent women).

The Tanzania Agricultural Development Bank (TADB) Act as a catalyst for delivering short-, medium - and long-term credit facilities for development of agriculture in Tanzania. It also promotes women and youth agricultural value chains.

TADB report indicates that in FY 2020/2021 it disbursed 147 billion of agricultural loan to 1,049,370 smallholder farmers, financed 14 value chains and 153 strategic agriculture projects were financed. Considering the role of smallholder women farmers in the sector, data provided by TADB is basically not disaggregated to easily access

how much groups and associations of women, men and other groups benefited¹⁰

One of the primary roles of TADB is to offer loans and credit to finance farmers, many of whom do not have access to financial services. Despite credit support to farmers, growth in access to and utilization of formal financial institutions has been limited for instance—only 5 – 7% of subsistence farmers and agribusinesses access formal financial services¹¹.

The table below shows the number and amount of loan given for the period of 2018-2020. It shows the number of population accessed loans from TADB. Despite its importance, the number of women who access loans and total amount of money accessed is still low in comparison to men.

Participation of Women in Decision Making

Even though women are the most productive segment of the population, their voices are often under-represented in decision-making structures and processes. This is mainly due to traditions and norms, inadequate access to information, low compliance to legal leadership quotas as well as limited access to broader economic opportunities including control and ownership of land. Even when they are represented, they often lack confidence and leadership skills to influence decisions.

⁸ Tanzania development Vision 2025

⁹ 2016

¹⁰ Tanzania Agricultural Development Bank Report March 2021

¹¹ CAG 2020

| | | WOMEN | MEN (mostly 35yr) | TOTAL NUMBER OF BENEFICIARIES | Total loans |
|---|---|--------------|----------------------------------|--|---|
| 1 | Direct beneficiary 2018, Smallholder Credit Guarantee Scheme (SCGS) Performance | 998 | 4,930 | 5,928 | TZS 38.02 Billion Disbursed loans under SCG |
| 2 | Direct beneficiary 2019, Smallholder Credit Guarantee Scheme (SCGS) Performance | 1,011 | 5,136 | 6,259 | TZS 40.82 Billion Disbursed loans under SCG |
| 3 | Direct beneficiary 2020, Smallholder Credit Guarantee Scheme (SCGS) Performance | 1,175 | 5,573 | 6,713 | TZS 50.72 Billion Loans disbursed |

As a result, they are unable to challenge or negotiate what they want.

Although there are traditions and norms that hinder women's participation in leadership positions, the Tanzanian government has put in place various legal frameworks that provide structures for women to participate in decision-making processes.

Research reveals that improved economic status increases recognition, confidence and motivates participation in leadership and decision-making processes. In a rural setting land is valuable and sometimes the only asset that women can hold as the key to economic empowerment and security that gives them more influence over leadership, confidence, financial and household decision-making power, and access to credit. Thus, land control and ownership cannot be separated from women's leadership advancement¹².

Tanzania was among the first seven countries to have ratified the SADC Protocol on Gender and Development. This Protocol had set a very ambitious target of attaining gender parity (50/50) in all decision-making organs by 2015. State parties were obliged to take legal, and policy measures, including affirmative actions to facilitate the implementation of the commitments. For instance, the Women and Gender Development Policy (2000) provides national vision to the realization of gender equality and women's empowerment. It strives to redress gender gaps as well as identifies areas of priority which include coordination, legal and human rights, education and training, economic empowerment, as well as poverty reduction. Education sector policies emphasize universal access to basic education, equality of educational opportunities and training, as well as paying attention to women specific constraints which limit equal participation.

The constitution of the United Republic of Tanzania gives unrestricted powers to the president to appoint most of the

¹² PELUM Tanzania 2019

leadership positions in the country. Unfortunately, the president is not legally obliged to consider gender in exercising her/his appointment powers. Thus issues of gender depend on the will and readiness of the appointing authority of the day. Despite commendable commitment by the government to increase women in elective bodies, women's representation is lagging in other governmental positions. Indeed, there are fewer women in ministerial positions. For instance, for 2021 Cabinet we have a total of 20 Ministers, out of which there are only 6 women Ministers. The female representation within the cabinet has been fluctuating over the years and there is no time where the female representation reached at least 40% of the total Ministers leave aside 50/50 representation.

Recommendations

To realise aspirations of Goal 5 based on the target focused on this analysis, it is paramount for the government to take the following measures;

- The government should allocate national resources/ budget that is directed to address women small scale farmers' needs such as mitigation of climate change, access and control of resources as well as access to extension services.

- The Ministry of Agriculture should enact agricultural law to implement the agricultural policy and fast track the growth of the sector given its contribution to the national GDP which stands at 26.7%.
- The Ministry of Agriculture and The Ministries of Health, Community Development, Gender, Elderly and Children should collaborate to develop the gender strategy that will guide all issues of women participation in the agricultural sector.
- The government should review and amend the customary law that discriminates against women in property ownership.
- The Tanzania agriculture bank (TADB) should be more accessible to women especially in rural areas where small scale farmers are available.
- The Ministry of Land and Human Settlement should map land and issuing certificates of land registration to small scale farmers which in turn will be used as collateral in accessing credit from various financial services.



Goal 8: Decent Work and Economic Growth



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. It has 12 targets and 17 indicators. In this brief, the focus will only be on target 8.3 which is centered in promoting development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services.

Existing Policy Frameworks to achieve Decent Work and Economic Growth

The Tanzania Development Vision 2025 is in line with Goal 8 through its fifth pillar which focuses on a strong and competitive economy by creating a strong, diversified, resilient and competitive economy which can effectively cope with the challenges of development and which can also easily and confidently adapt to the changing market and technological conditions in the regional and global economy.

Further, as the vision is implemented by the Long-Term Perspective Plans (2011/12-2025/26) under the current FYDP III (2021/22-2025/26) which among other priorities include Human Resource Development by setting programs and strategies aimed at developing the knowledge and skills of human resources in the country, from pre-primary to tertiary levels including enabling young people to become self-employed. Again, the vision

aims at improving the provision of vocational education and technical training to increase productivity and the competitiveness of the citizens in using the resources available in the country to bring development.¹³

At policy level, the National Employment Policy of 2008 is in place as a blueprint for employment creation and tackling unemployment in the country. Moreover, the Prime Minister's Office; Labour, Coordination, Youth, Employment and Persons with Disabilities is responsible for coordination of the Policy to its effective implementation across ministries, public institutions and other key stakeholders. Despite these frameworks, the youth group is still hindered with a diverse number of challenges pertaining to accessing **decent jobs, entrepreneurship, creativity and innovation opportunities and access to financial services.**

¹³ <https://www.tanzaniainvest.com/economy/development-plan-2021-22-2025-26-speech> and follow us on www.twitter.com/tanzaniainvest

Access to Financial Services

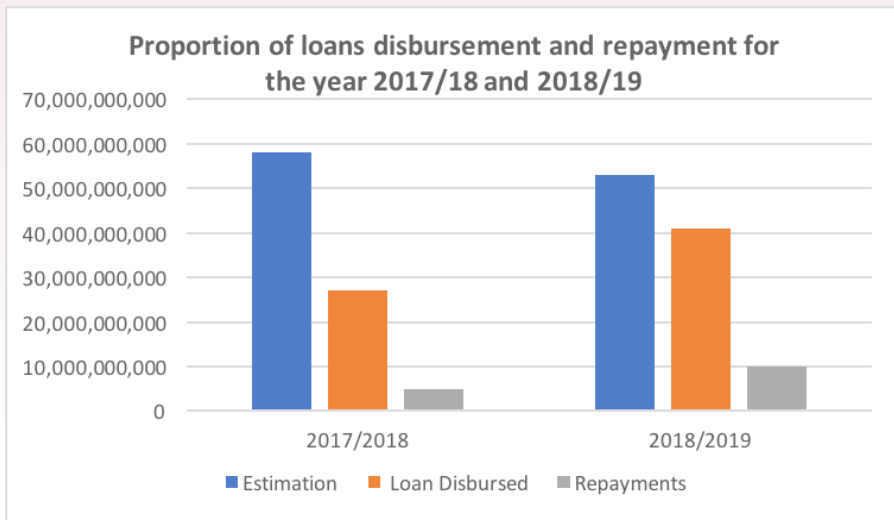
In ensuring successful implementation of economic development plans at the local level the government established various initiatives including Women Development Funds, Youth Development Funds and 10% funds which aimed to economically empower Women, Youth and People with Disabilities (PWDs) distributed into 4:4:2 respectively at council level.

Despite these efforts, the governance of 10% of local council's loans, is yet to deliver economic impact to most beneficiaries, mainly due to lack of proper governance of the loans as shown in the figure below.

This is affected by incipient loan management contributing to the loss and mass default. Many youth, women, and PWD benefiting from the loan do not take enough measures to upscale the repayment and the local government does not have efficient mechanism to pursue the repayment process. These in turn affect youth start-up businesses and those who want to grow their businesses.

Youth Skills needs/gaps

75 percent of Tanzanian population is under the age of 35.¹⁴ This is a resourceful population with much potential to the country's industrial growth. The youth group has a unique opportunity to aspiring Tanzania's industrialized economy which is driven by the development of sectors such as agri-business and agro-processing,



Source: President's Office Regional Administration and Local Government

¹⁴ The Five Year Development Plan III 2021/22-2025/26

transport and logistics, tourism and hospitality, energy, construction and Information Communication Technology (ICT) among others.

Despite the opportunity, a large group of youth do not possess enough and relevant skills for the country's industrialization development. Evidence ascertain that more than 88% youth are unemployed due to among others, the inability of the educational and training system to produce appropriate skills for employability and self-employment and exclusion by the formal financial service sectors.¹⁵

The Government has put efforts to make sure that youth possess these skills by offering several youth trainings across the country through the MoEST and PORALG. However, there are existing needs to match with the required labor market and to tap into emerging opportunities. For example, a study conducted by NACTE showed only 95,771 technicians graduated with skills related to the selected sectors have entered the labour market from different technical institutions since 2014/2015. ¹⁶This number is low compared to expected demand. It is estimated that the total number of jobs required in the Tanzanian economy will increase to 15 million by 2030.¹⁷

By closing the skills gap, the country would directly benefit through improved productivity, employment, and enterprise creation in both formal and informal sectors. At the end, this will align with the ambition of the Tanzania Development Vision 2025 on transforming Tanzania into a high middle-income country by 2025 and FYDP III (2021/22-2025/26) priority on human resource development through enabling young people to become self-employed.

Regulations and policies hurdles for youth to start and grow business

Some of Tanzania's business regulations and procedures pose significant challenges to the growth of youth and prevent new entrants particularly from getting into the sector. Youth business operators still lament the challenges they face in establishing their businesses such as complex regulatory processes for instance excessive permits and registration costs and licenses that increase their cost of doing business.

Supportive environment for youth to lead innovation in the digital ecosystem

With the rising rates of smartphone mobile users and internet access, Tanzania is well-placed to take advantage of digital economy transformation. There are nearly 29.1 million internet users across the country, representing 45% of

¹⁵ The 2014 Integrated Labour Force Survey

¹⁶ Mapping skills Gap and Skills Needs for Technician Graduates in the Selected Economic Sectors for Industrial Growth in Tanzania by National Council for Technical Education 2020

¹⁷ <https://blogs.worldbank.org/africacan/youth-in-tanzania-a-growing-uneducated-labor-force>

the population.¹⁸ The percentage of Tanzanians with a mobile subscription is nearly double that.¹⁹

Mobile phones continue to be the entry point into the digital economy and account for the vast majority of how users access the internet. However, there are several challenges that youth are facing from entering the digital economy such as high bundle prices, online marketing and technical skills.

Recommendations

To achieve Goal 8 based on the gaps shown in this analysis, the following should be acted upon:

- The Ministry of Education, Science and Training (MoEST) should review and amend specific sections of policies and procedures which hinder youth from establishing or growing their business and create an enabling environment for youth to flourish their businesses.
- The President's Office Regional Administration and Local Government should make deliberate efforts such as imposing penalties/fines to loan defaulters, thorough investigation to loan groups for effective governance of the 10% economic empowerment funds to ensure funds are revolving so that youth groups can benefit.
- The Ministry of Education, Science and Training (MoEST) and President's Office Regional Administration and Local Government (PORALG) allocated budgets for youth skills development should focus on the existing gaps particularly for digital economy, entrepreneurship skills, financial management skills, agribusiness and leadership skills to match with the emerging needs and opportunities of the world's technological advancements.
- Private sector should support effective skills development initiatives by investigating skills gaps and manpower requirements in the identified priority sectors (for industrial growth) while focusing on meeting defined skills demands.
- The Ministry of Education, Science and Training (MoEST) should create more digital skills training programs that are youth-led, focused on practical skills development and established based on local context while considering the principle of leaving no one behind by making ways to make online-training accessible to those who lack internet or technology access. This could mean offering more in-person training, translating content into local languages (i.e. Swahili), or creating audio-only sessions for radio broadcasts.

¹⁸ Quarterly Communications Statistics-TCRA March 2021

¹⁹ The Digital Shift: Youth Voices on Digital Inclusion & Skills Report 2020

Goal 16: Peace Justice & Strong Institution



This goal is dedicated to significantly reducing all forms of violence by strengthening the rule of law through strong institutions and promoting human rights. We cannot hope for sustainable development without having peace, stability, human rights as well as effective governance in the form of rule of law. The goal has ten (10) targets and twenty-one (21) indicators and is being implemented by strengthening relevant national institutions, including through international cooperation, for building capacity at all levels in preventing violence and combat crime as well as promoting and enforcing nondiscriminatory laws.

Moreover, youth development and youth engagement are cross-cutting issues in the 2030 Agenda for Sustainable Development, other internationally agreed frameworks as well as a central aspect of Security Council Resolutions 2250 (2015) and 2419 (2018), acknowledging that youth play an important and positive role in the realization of sustainable development, in the prevention of crises and in the advancement of peace.

This section will focus on target 16.7 that aims to ensure responsive, inclusive, participatory and representative decision-making at all levels. Globally, young people are leading in delivery of the SDGs. Their insight into the resulting successes and challenges are therefore crucial to both the national and global-level understanding of the extent to which the goals are being attained, as well as to informing SDGs policymaking.

In 2007 the Government of Tanzania in accordance with

the African Youth Charter and realizing the need to promote the development of the youth, launched the 2nd National Youth Policy. The policy aims at providing the opportunity for Government to engage the youth and other stakeholders in meaningful partnership to develop appropriate interventions and services for youth empowerment. It considers the range of problems faced by the youth, anticipates the challenges that they are likely to confront and outlines appropriate objectives, policies, programmes and implementation plans which will be put in place so as to empower the youth to take charge of their own destiny as well as make them active participants in the shaping of the political and economic destiny of our nation. The policy also recognizes that youth are not a homogeneous category and that differences exist among them. Therefore, the policy contains provisions that address the specific and special needs of each of several identified target groups.

In 2015, the Government through the parliament passed an act for the establishment of the National Youth Council (Youth Council of Tanzania Act, 2015) and Regulations the 2017 regulations that was among others meant to liaise, and advice the Ministry responsible for youth affairs on youth matters, foster among the Tanzanian youth a spirit of national identity, a sense of unity and self-respect, as well as in depth awareness of social, economic, political, educational and cultural prospects and adversities.

Meaningful youth engagement creates opportunities for young people to be involved in influencing, shaping, designing and contributing to policy and the development of services and programmes. These opportunities are created through developing a range of both formal and informal mechanisms for youth meaningful engagement from youth advisory groups to focus groups, from on-going consultation work to supporting youth-led projects and activities. Moreover, youth comprise 65% of the total population and constitute a great share of the country's labour force — about 68 percent. This signifies the importance of their participation in decision-making or democratic processes that translate in power to drive development in their communities including SDGs.

Young people in Tanzania are currently engaging through Civil society organizations, community meetings supported and provided by the Local Government Act 1982, political party's youth wings and Parliamentary Youth committee and

MPs youth caucus. Through CSOs youth are meaningfully engaged in consultations processes that inform Tanzania development and democratic processes. Network or caucus of young MPs have recently been established for promoting youth issues within the political and decision-making platforms.

Challenges hindering youth participation in Decision Making

The 2007 National Youth Policy does not fulfil Tanzania's youth priorities since it's outdated and youth's priorities change from time to time and thus calling for inclusive country wide consultation and review of the existing National Youth Development Policy.

Only 36.8 per cent of the 393 members of parliamentarians are women, and 24.1 percent out of 393 are under 45 years²⁰. Whereas the inter parliamentary union further states that globally, over a longer time frame, women's share of all parliamentary seats has consistently increased by only 0.6 percentage points per year. Similarly, factors such as leadership roles which are still seen as being more masculine tend to relegate Youth, People with disability, and women into the background of political decision making in Tanzania. Without their participation in the public discourse or decision-making process, it would be difficult for the country to achieve meaningful and sustainable development.

²⁰ <https://www.ipu.org/parliament/TZ>

Regardless of the constitution to give youth the right to vote and contest at certain levels of leadership but still most of them are required to be in political parties to exercise the right. Despite the existing provisions, youth are unable to contest due to financial reasons, constraints among others, this makes it very difficult. Moreover, political parties should be encouraged to develop gender policies. These policies should be aimed at addressing gender inequities and inequalities currently existing in party structures as well as ensure that adoption and selection processes in political parties are inclusive to warrant equal participation of women and men, youth and people with disability in elective positions.

Social-cultural barriers limiting women and youth to participate in political parties and that is why, there must be a re-examination of socio-cultural practices that affect women's ability to enter public office. The longstanding misconception of women as child-bearers and home makers should be discarded. The enormous contribution of Youth and women as decision makers and leaders of change globally is enough evidence to disprove the traditional concept of the role of Youth and women in the society. To do this, there must be extensive collaboration with the media and particularly women and in the media in profiling women and youth to enhance the image of women and candidates as capable leaders in society in order to break barriers to women and youth in public life.

Recommendation for effective youth Participation in Decision Making processes

To achieve Goal 16.7, the government, development partners and Youth stakeholders should:

- The government and development partners should Support individuals and organisations that work at national and local levels to act as Goal 16 champions (in both government and civil society). Support multi-sectoral consultation to identify national priorities and build on or reinforce existing initiatives for peace, justice and inclusion. Promote participation of women, children and young people at all levels.
- The government should Support inclusive societies by building the capacities of and enable creation of a friendly environment for the removal of barriers for civil society organisations and other representative organisations to engage in decision-making at all levels, including in development processes.
- The government through the Prime Minister's office should Fast-track the formulation of the National Youth Council and develop a robust implementation plan on Youth Agenda that ensures mainstreaming and supporting young people to engage with implementation, follow up and review of the national development agenda including SDGs.

The National Youth council once in place can support in engaging directly with civil society organisations representing women and other marginalized groups, including people with disabilities.

- The government should support coordination of youth led and serving CSOs working at the grassroots level to national level to increase youth meaningful engagement in addressing their concern in line with national development and governance priorities.



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