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(2005)

Youth Development:
Building Youth Organisational Capacity for Community Development Processes

The Case of HAMASA Sanaa Group
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Dar-es-Salaam

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List of Acronyms

ASDS-Agriculture Sector Development Strategy

BASATA-Baraza la Sanaa la Tanzania (National Arts Council of Tanzania)

CBOs- Community Based Organisation

CED-Community Economic Development

FGM-Female Genital Mutilation

INTRAC -International NGO Training and Research Centre

ILFS- ILO Fact Sheet

NGOs-Non-Governmental Organisations

OD-Organisational Development

OSA- Organisation Self Assessment

OUT-The Open University of Tanzania

UNDP- United Nations Development Programme

SNHU-The Southern New Hampshire University

SWOT- Strength, Weaknesses, Opportunities and Threats

TAMWA-Tanzania Media Women Association

TGNP-Tanzania Gender Networking Programme

TzPPA (2002/03) - Tanzania Participatory Poverty Assessment (2002/03)

SUPERVISOR CERTIFICATION

This is to certify that I have gone through the report titled Youth Development: Building Youth

Organisational Capacity for Community development Processes; the case of HAMASA Sanaa

Group of Southern New Hampshire University and the Open University of Tanzania

Supervisor: Hamidu Shungu   Signature: _____ .

Date: ...29th July 2005...........

DECLARATION

I Godfrey Tweve, declare that this project report is for the purpose of partial fulfilment of the requirements of Masters of Science in Community Economic Development, is the result of my own work, and has not been presented, in any other University or any other institution of higher learning for a similar purpose.

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Abstract

This report presents findings from a project that intended to enhance the capacity of HAMASA Sanaa Group, a youth non-governmental organisation which promote positive youth development and their involvement in community development processes taking place in their community by through investigating the views and behaviour of young people aged between 14 and 24 in relation to youth development, youth groups and community development processes. The subject of youth participation in both local and national development processes has been an ongoing concern in Tanzania and elsewhere since the early 1990s. In this context the author of this report undertook this project under the auspices of the Community Economic Development Programme of the Southern New Hampshire University and the Open University of Tanzania to investigate the reasons why young people are not participating in community development processes and consider what, if anything, could be done to increase their participation through implementing a capacity building project of HAMASA.

For the purpose of this paper, Community development processes were recognised as those grassroots processes by which communities; become more responsible; organize and plan together; develop healthy options; empower themselves; reduce ignorance, poverty and suffering; create employment and economic opportunities; and Achieve social, economic, cultural and environment goals.

The Hananasifu Unplanned settlement is located within Kinondoni Municipal, about 4 kilometres from the Dar-es-Salaam city centre. It is accessible from Kawawa road. The

settlement occupies about 50 hectares of land sharing borders with the planned neighbourhoods of Kinondoni on the northern side, Kawawa road on the western side and Magomeni and Msimbazi valley on the southern side.

The community development processes that were taking place in Hananasifu included construction and maintenance of large drainage channels constructed by a community based organisation, Hananasifu Community Development Association (HCDA) under funding from the ILO, HIV/AIDS prevention campaigns and home based care for people living with HIV/AIDS, support and care of orphans, construction and maintenance of water points and participation in water user committees, environmental sanitation, security and peace of their street and participating in decision making forums such as in the street government and in political parties.

Project participants were HAMASA members, local government agencies in Kinondoni Municipal responsible for youth development and community development department, community members and NGOs serving youth and international NGOs dealing with capacity building of local NGOs in Tanzania.

To achieve this objective, the project first conducted a participatory action research based on interviews, questionnaires, focus group discussions and observation to gather data and identify community, local authorities and youth perceptions on Youth development and how they can engage effectively in community development processes. SWOT analysis of HAMASA was conducted as part of the research on youth organisations or groups. Capacity building tools such as Organisations Self-Assessments were used to understand the capacity needs of HAMASA Sanaa Group so that they can enable the youth of Hananasifu to engage effectively in community development processes and promote positive youth development.

Evidence in this report confirms that the youth are concerned about a range of issues. Many of these relate to the community perception on youth, support, local and national policy agenda although they often are not perceived in this way. Even though the youth seldom mentioned local development processes explicitly as a concern, a number of the issues such as the availability of spaces for petty businesses and local leisure facilities fall under the jurisdiction of the local authority and/or national government.

The research found that both the youth and community members had different views on the exact ages of people who constitute the youth group, the meaning and importance of youth development, importance of youth involvement in development processes and there were differences on the reasons which make young people form organisations such as HAMASA and the benefits they get from such groups. The research concluded that it is on the basis of these differing views and negative perceptions on youths and their organisations that youth are not trusted and involved adequately in community development processes within their community. The SWOT analysis and organizational self-assessment found that HAMASA like many other emerging NGOs had many organisational weaknesses that were hampering its capacity to support youth participate effectively in community development processes.

The issues that were identified from the research were implemented in a model for building the organizational capacity of HAMASA Sanaa Group. The capacity building approach was implemented by facilitating HAMASA to understand how they real work through an Organisation Self-Assessment (OSA) and undertaking several priority activities on the areas that were seen crucial from the OSA. These included: reviewing the constitution of HAMASA to make it more clear and focused, developing the vision and mission statements, to improve documentation and provision of relevant information to the youth by establishing a resource

centre, improving networking and linkages with other stakeholders, improving fundraising skills by developing a project proposal and lastly by improving theatre arts and drama skills of the youth by accessing training from the University of Dar-es-Salaam

CHAPTER 1

1.0. Introduction

1.1. Background of HAMASA Sanaa Group

HAMASA Sanaa Group was established in 2001 by a mixture of youth and few adults in Hananasifu with the intention of making impact on lives of vulnerable youth of Kinondoni Municipal. The goal was to provide the youth with skills in theatre arts for leisure and to some extent generate incomes through various performances. Through time, the group focus and activities changed from performing theatre arts for leisure purposes to delivering important messages on HIV/AIDS and Female Genital Mutilation (FGM) and promoting self-employment by facilitating the Youth to access skills in landscaping and horticultural activities by attending to training seasons which are provided by the Kinondoni Municipal Council's agriculture department. This was an innovative and challenging project by HAMASA who encouraged youth who are typical urban to like and learn farming, a sector than has not been considered a priority and interesting by many youth in Tanzania due to the fact that it receives low support and priority by many including the relevant public authorities responsible for agricultural development.

HAMASA's offices were in Hanna-Nassif (pronounced 'Hananasifu) ward in Kinondoni Municipal, in the city of Dar-es-Salaam. Hanna-Nassif is one of many unplanned settlements in Dar-es-Salaam inhibited by low income peoples. HAMASA is registered by the National Arts Council of Tanzania (BASATA). The group had 25 members of whom 10 are women and

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15 are men. During the eighteen months of this project, there were only three adults working regularly with the group. Majority of members are still the Youth.

1.2. HAMASA Objectives

According to its constitution, the main purpose of the Group is:

i.   To collaborate with the government and other social organisations to fight social injustices done to youth.

ii.   To provide formal and informal training to Youth as new emerging artists and art workers

iii.   To enhance self-employment opportunities for Youth by providing entrepreneurial training to the youth

iv.   To promote participation and empowerment of Youth in community based activities and decision making forums

v.   Training in life skills, reproductive health and HIV/AIDS prevention

1.3. HAMASA's Basic Principles of Conduct

- HAMASA believes in upholding its constitution that clearly defines issues on membership, sources of funding, networking and more.

- HAMASA believes that Tanzanian youth can and will self-organize to lead social change, given an enabling environment,

- HAMASA believes in self-help participation and identifying one's potential

- HAMASA believes in strict accountability of all resources, funds, materials and time

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- HAMASA works to unite the Youth towards achieving the mission by advocating for a conducive environment and helping them in developing their careers and personal talents.

- HAMASA works within Government and other internationally agreed policies to achieve goals that affect the life of vulnerable Youth.

- Any gift or donation which improves the status of HAMASA organization is welcomed.

1.4. Ownership, Governance and Leadership

The policy framework of HAMASA is guided by fully registered constitution which is regulated by the members through the executive committee. In extending supports to the Youth, HAMASA operates in organs which include:

1.4.1. Members

Composed of all members both founder and new ones. Also there are individuals invited on basis of adequate professional experiences in areas of relevance to HAMASA.

1.4.2. The Executive Committee

The Head office is based in Kinondoni Moscow (Hananasifu ward; Kinondoni Municipal) and headed by the chairperson, the executive secretary and the treasurer. The executive committee is responsible for the day-to-day implementation of policy and programs of HAMASA. The chairperson is supported by the heads of the two major Programmes of HAMASA, i.e. performing arts and self-employment programmes

1.5. HAMASA Activities

HAMASA geographical coverage is the Kinondoni Municipal but due to inadequate resources and technical capacity, the group has continued to cover a small part of the Hananasifu ward. This however has not prohibited youth living outside the Hananasifu ward from being

members of HAMASA. Around six (6) of them are from other parts of Dar-es-Salaam. Under this coverage, HAMASA has two major Programmes which are:

- Performing Arts Programme
- Self-Employment Promotion Programme

The major activities of HAMASA fall under their two major programmes

i)   Training in drama and theatre arts

HAMASA, since its formation, has been a meeting and a learning place for youth, most of them coming from poor households of Hananasifu. Every evening youth meet to learn skills in performing arts. This keeps them away from other groups which might lead them to engage in immoral businesses such as taking prohibited addictive drugs, smoking marijuana, petty theft and sexual relationships which are dangerous for their age. Some of the youth are making money by participating in commercial promotion events for various companies in the city

ii) Self-employment promotion activities

HAMASA has facilitated youth to acquire skills in horticulture farming which is useful for those youth who are interested to engage in cultivation of vegetables such amaranthus (*mchicha*) which is popular in the city and is cultivated by many youth in many watery places. HAMASA have introduced the idea in their community of container farming in a very high density and unplanned area and therefore trying to prove that space may not be a hindrance. Instead of dumping broken pots, jars, baskets, plastic bags and buckets or using for growing flowers, poor families can grow vegetables on them and reduce the grips of poverty.

1.4. HAMASA Organisational Structure

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┌─────────────────────────────────┐
│            Members              │
└─────────────────────────────────┘
                 ↕
┌─────────────────────────────────┐
│       Executive Committee       │
│  Chairperson; Secretary; Treasurer │
└─────────────────────────────────┘
                 ↕
        ┌────────┴────────┐
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┌──────────────┐  ┌──────────────────────┐
│ Performing Arts │ │ Self Employment Promotion │
│     Unit      │  │         Unit          │
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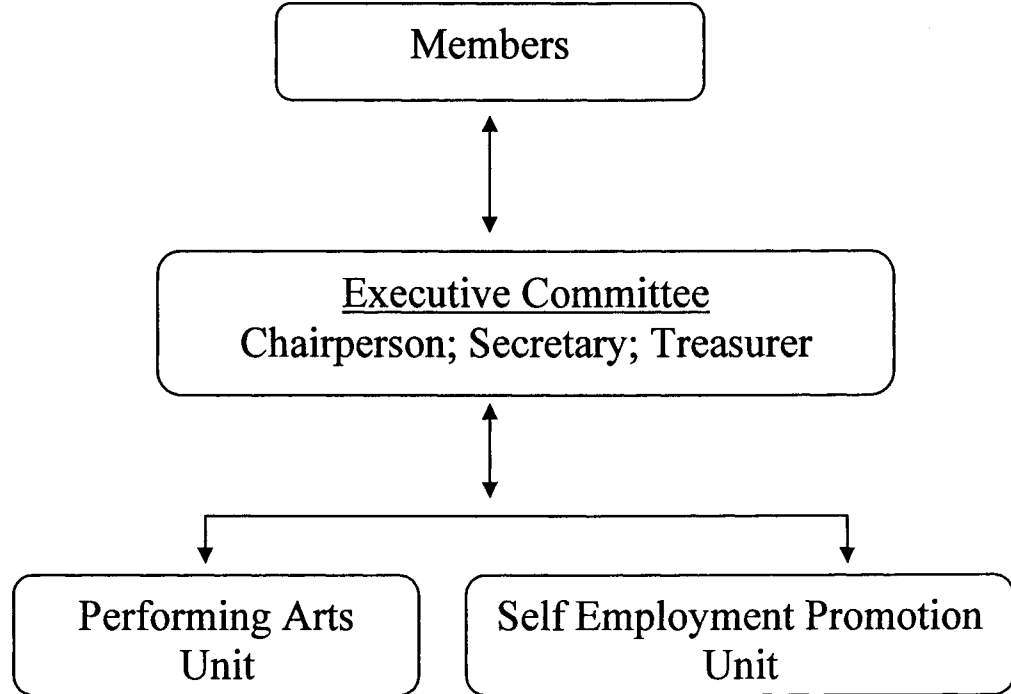
Source: HAMASA annual report 2004

1.5. The Assignment

Young people ages 15 to 24 are making half of the Tanzanian population and many of them are already making contributions to various development processes at different levels, even though their work is not acknowledged and strengthened. Youth themselves are increasingly recognizing themselves as key participants in decision-making and development, as reflected in the growing presence of non-governmental youth organizations in the Kinondoni such as the Tanzania Youth Aware Trust (TAYOA), Youth Action Volunteers (YAV), Watoto Salama Trust (WST), the African Youth Foundation (AYF), the Youth Culture and Information Centre (YCIC), etc.

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Moreover, few projects by adults exist that addresses the specific challenges facing youth development and their involvement in development processes. Within this arena of youth development there are also few projects that are building the capacity of youth organisations in order to enable them engage in development processes in their communities. Recognizing the existing gap, this project was designed to address those gaps as experienced by Hamasa Sanaa Group of Kinondoni Municipal, Dar-es-Salaam. HAMASA gave the assignment the CED student to facilitate them strengthen their organisational capacity so that they become key players in youth development in their street and Kinondoni District in general.

The ultimate goal of this assignment or project was to see improved roles of Youth organisations in Kinondoni Municipal so that they become an effective agent in promoting sustainable Youth development and involvement in development processes. A number of activities were designed to ensure the project contribute to the achievement of the goal. The activities include:

1. To conduct a participatory research to identify issues pertaining to youth development and their meaningful engagement in community development processes. This required development of a questionnaire and conduct interviews to assess youth development awareness of members of the community, local authority, the youth themselves and other NGOs/CBOs operating in Kinondoni Municipal council.

2. To conduct the strength, weakness, opportunities and weaknesses (SWOT) analysis and later on facilitate HAMASA's self-assessment exercise in order to identify key organisational areas for strengthening the capacity of HAMASA.

3. To develop and implement a capacity building programme based on the issues identified by the research and the organisational self-assessment exercise. This included initiating and facilitating the strategic planning process, training in preparing

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project proposals, developing networking capacity with other Youth and community CBOs and NGOs, etc.

1.6. The Statement of the Problem

Main Problem: The capacity of HAMASA Sanaa Group to provide effective, efficient and sustainable assistance for Youth engagement in community development processes in Hananasifu ward and Kinondoni Municipal was quite poor. Initial assessment revealed a number of complex reasons which could be analyzed from different perspectives such as organizational development and service delivery.

From the organisational development perspective, the problem stemmed from a number of structural problems including lack of clear identity caused by lack of a mission statement to which would explain why they exist and who were clearly its primary beneficiaries. Nor did HAMASA have a vision statement which outlines what they would like their work or beneficiaries to be in future. In addition, HAMASA did not have a strategic plan to chart its organisations' priorities, its goals and objectives consistent with the organisation's mission and vision. There were no employed staffs, only members volunteered on daily basis. Founders, Board members and personnel were frequently the same persons. Their functional responsibilities were defined by oral agreement as a matter of formality, without any contracts signed.

In terms of service delivery, HAMASA's capacity to provide services and promote positive youth development was quite weak. There was no long-term activity plan. Only the vision of the prospective fields of activity existed. HAMASA did not own offices except were being provided an office space free of charge by their street government in one of an old primary

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school classrooms. Relations with other CBOs or NGOs were limited to less than four NGOs which involved them in few public events such as HIV/AIDS and anti-FGM campaigns.

Within its community, HAMASA had a good number of members a year ago. However, HAMASA lost many of its members due to lack of clear focus on its activities when the leadership decided to introduce a component of horticulture project which a number of Youth disliked and decided to cessed and formed a rival group nearby which focused primarily on performing arts, culture and making of films .

As a result of these problems, HAMASA failed to facilitate its members to advocate for an increased space in the venues for political and decision making process and therefore making them continue to be trapped in the cycle of poverty and missed opportunities. Many young people in Hananasifu ward remain disillusioned and disengaged from decisions that affect their lives, as evidenced by low rates of voter registration and turnout among young adults.

By the end of the initial assessment, it was recognised that without the guidance, understanding, support, and recognition by NGOs, government leaders, and other decision-makers, HAMASA and other youth groups of its kind would often be unequipped to fully participate in community development processes that affects their lives. To alleviate the identified problems, it was agreed with HAMASA member to design an effective action research process within the community and to other stakeholders and later implement key issues that will be identified by the research.

CHAPTER 2

2.0. Literature Review

2.1. Theoretical review

Theoretically, different individuals and institutions have defined the term youth differently. *Thinkexist.com* defined youth as that part of life that succeeds to childhood; the period of existence preceding maturity or age; the whole early part of life, from childhood, or, sometimes, from infancy, to manhood. Niall O' Higgins (1997) defined youth by focusing on the age groups, conforming with the standard UN definition, which identify youth as that age-group between fifteen (15) and twenty-four (24) inclusive (World Youth report 2003). However, Higgins went further to confirm the differences in the concept of youth that there are varying definitions even in many industrialized developed countries whereby the lower age limit usually corresponds to the statutory minimum school-leaving age whilst the upper limit tends to vary more widely. The Child and Youth Advocate (2004) put forward a more complicated definition of Youth as they define a youth as a person who is 16 years of age, but less than 19 years of age, quite different from that of the United Nations of 15-24.

This difference in defining the age of youth reveals the fact that there is no a single internationally agreed definition for youth. In practice, each country or institution defines Youth according to its various political, cultural, institutional and economic factors and interests.

2.1.1. Youth Development

The Carnegie Council on Adolescent Development (1992) defined Youth Development as the process through which adolescents actively seek, and are assisted, to meet their basic needs and build their individual assets or competencies. Youth development activists such as Pittman, K. (1993, p. 8) agrees that Youth development is an on-going growth process in which youth are engaged in attempting to first meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded, and second to build skills and competencies that allow them to function and contribute in their daily lives.

Through youth development processes, young people attempt to meet their basic personal and social needs and to build competencies necessary for successful adolescent and adult life. The basic needs of Youth which are critical to survival and healthy development include:

- a sense of safety and structure;

- belonging and membership;

- self-worth and an ability to contribute;

- independence and control over one's life;

- Closeness and several good relationships; and competency and mastery. (*A New Vision: Promoting Youth Development*, Karen Johnson Pittman, September 30, 1991)

At the same time, to succeed as adults, all youth must acquire positive attitudes and appropriate behaviors and skills in five areas: health; personal/social; knowledge, reasoning and creativity; vocation; and citizenship. Bonnie Politz (1996)

Generally, these definitions tend to agree that Youth development is a process that all young people must go through on their way to adulthood. It is a process or journey that

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automatically involves all of the people around the youth that is their families and communities. Therefore it is a process in which family and community actively participate to assist the Youth to meet their basic needs and build their individual assets or competencies so that they can engage in community development processes[2].

A conducive socio-economic, political and cultural environment is necessary to enable them to engage in and sustain their development process. The political system should provide stability to allow youth engage in the community development processes effectively.

One of the best opportunities for creation of enabling conditions to facilitate Youth development has been through youth development programmes by the government or NGOs. However many of these programs have failed to take seriously the need for youth's genuine participation, voice, input, and power in the decision-making process. Mohamed Inca, A. and Wheeler, Wendy (2001) stress that many of youth development programs are designed by people who have not practiced youth empowerment and therefore they do not view young people as partners, but often they practice an organizational culture of "adultism"—all those behaviours and attitudes flowing from assumptions that adults are superior to young people and are entitled to act upon young people without agreement or consent.

Genuine youth participation offer young people the chance to develop important *decision-making and problem solving skills and a chance to bolster self-esteem.* However, there are various levels of participation which some of them do not really engage the youth. Pitman, K. (September,1996) caution that any participation approach to youth development should not

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[2] Community Development is a "grassroots" process by which communities; become more responsible; organize and plan together; develop healthy options; empower themselves; reduce ignorance, poverty and suffering; create employment and economic opportunities; and Achieve social, economic, cultural and environment goals (*Flo Frank and Anne Smith-1999*)

be just for the sake of "...*keeping the youth focused and out of trouble or keeping them off the streets" or just give them important learning experiences and makes them feel useful"* like it is provided by Pitman, K. (Sept.1996) who argues that genuine Youth participation moves beyond tokenism (such as inviting a young person to sit on a primary school parent's committee without real capacity to influence decisions) towards a process where Youth have meaningful involvement in decisions affecting their welfare, in an environment which allows them to access and learn from the experience and expertise of adults.

2.1.2. Youth Organisations and Groups

The Tanzania National NGOs Act no. 24 of 2002 defines Non-Governmental Organisations, as voluntary grouping of individuals or organisations which is autonomous, non partisan–profit sharing organized at the local, national or international level for the purpose of enhancing or promoting economic, environmental, social or culture development or protecting the environment, lobbying or advocating for such issues; or

Many Youth organizations or groups falls under this group of NGOs but are unique in that they are primarily focused on reflecting the views and serving the needs of young people. Whether these are structured organizations or informal groups, they provide a space where young people organize for action to meet community needs and experience group processes. Walker, J and Dunham, T. (2002) stress that the Youth need to organise into groups or other types of organisations in order to:

- To provide platform for young people to engage in constructive dialogue and share experiences with regard to youth development.

- To do advocacy and lobbying on policy formulation process

- To raise awareness on the legislative process in democracy and governance

- To lobby for establishment of a high level representative organ such as the national Youth council and contribute to the process of peace building and conflict transformation in the region

2.1.3. Capacity Building of Youth Organisations

From the theoretical point of view, the term 'capacity' is defined by Frank and Anne Smith (1999) as simply the ways and means needed to do what has to be done. Capacity is much broader than simply skills, people and plans. It includes commitment, resources and all that is brought to bear on a process to make it successful. On the other hand, the term *"capacity building"* is commonly used to describe activities that strengthen an organization so that it can effectively fulfil its mission. Capacity building need to focus on improving the leadership, management and/or operation of an organization— the skills and systems that enable an organisation to define its mission gather and manage relevant resources and, ultimately, produce the outcomes it seeks (Light, P. and Hubbard Elizabeth-2004).

The *Urban Capacity Building Network (2004),* define *capacity building* as a process that involves value-added instruction, the training of trainers, activities with multiplier effects, and networking. It involves both institutional capacity-building, as well as human capacity-building. The Network emphasizes further that capacity building is much more than training like many people tend to think because it includes the following areas:

- **Human resource development**, which is the process of equipping individuals with the understanding, skills and access to information, knowledge and training that, enables them to perform effectively.

- **Organizational development**, which include the elaboration of management structures, processes and procedures, not only within organizations but also the management of

relationships between the different organizations and sectors (public, private and community).

• **Institutional and legal framework development,** making legal and regulatory changes to enable organizations, institutions and agencies at all levels and in all sectors to enhance their capacities.

Figure 1: Dimensions of Capacity building
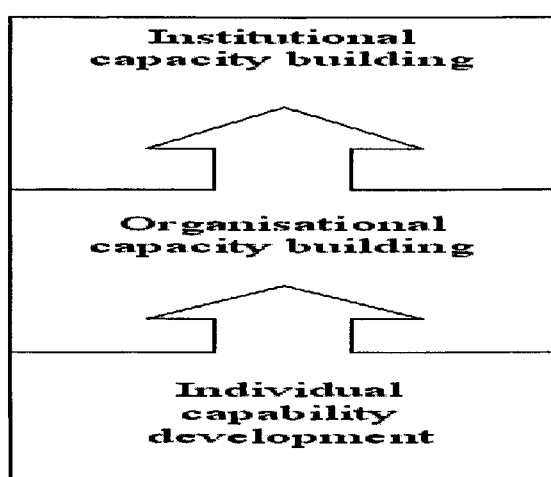
Morgan, P. (December 1997) cautioned that capacity building should not only focus on these three dimensions which are dealing with 'micro and the harder' issues (e.g. systems improvements, equipment supply, training, organizational structuring), but should also consider the 'macro and the softer' issues such as motivation, fear, meaning, identity, values, commitment, legitimacy, initiative, hope – that are difficult to manage and measure. INTRAC, (1998) on other hand defined capacity building as any activities which increase their partner's abilities to carry out or assist others to carry out efforts successfully to improve the lives of the poor by:

• Providing NGO staff with training to run their program effectively

- Organizational strengthening (activities to improve the capacity of implementing organizations)

- Institutional development (activities to strengthen the position of organizations in their society)

Capacity building should gear at creating autonomous organisations as opposed to increasing dependency to capacity builders. Kaplan, A (1999) insist that NGOs and Community Based Organisations such as HAMASA must view themselves as important and viable 'organs of civil society', players whose role is to work towards social transformation, towards redress, towards a better deal for the marginalised, towards poverty alleviation and towards parity with respect to the dynamics of power. Therefore, any activity that is directed at building the capacity of these organisations should focus on building robust and sustainable organisations which are capable of sovereign focus and direction, of strategizing and innovation, of responding with flexibility and adaptability to changing circumstances, and of acting decisively to impact on, and change, their circumstances and social context.

Kaplan, A (1999) envision a capacitated organisation to be the one which:

- Has a clear sense of its own identity in terms of its own strengths as well as its intended impact in its relationships with its context and to make strategies and to adapt its strategies with flexibility and foresight.

- It is self-critical and self-reflective, attributing any problems it may have to its own lack of strategic coherence, or management competence, or focused vision, or evaluative stance, rather than on outside factors beyond its own control.

- It takes the time to learn from its successes and failures.

- It takes the time to develop its staff; and encourage them to develop inner resourcefulness, creativity and a self-critical appreciation of their organization's practice - and it rewards such creativity and self critique.

- It concentrates on developing a kind of robust capability, rather than relying on the setting up of organisational structures and procedures or the securing of material resources, or the specific skills of staff.

Figure 2: Capacity Building Pyramid

Capacity levels
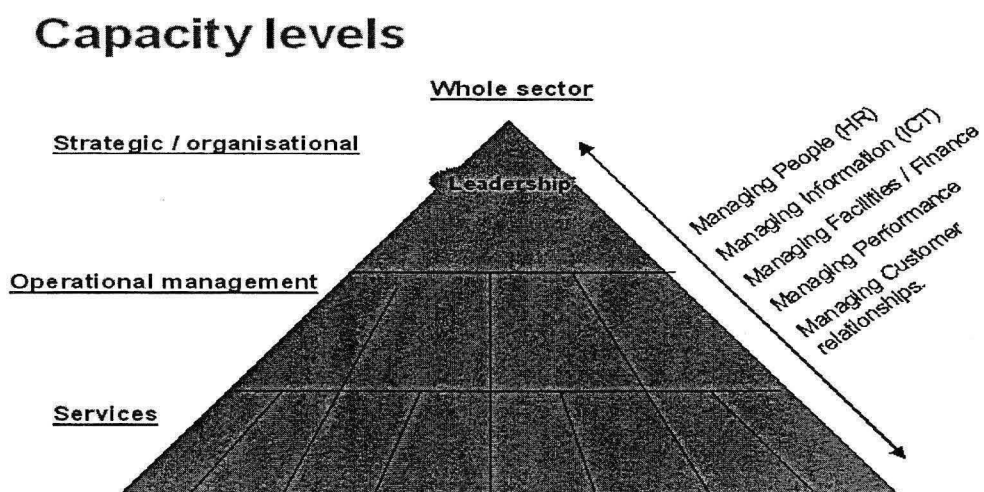
Source: Office of the Deputy Prime Minister (ODPM), UK

The levels are:

1. The whole sector

2. Strategic/organisational management (covering the top tiers of an organization)

3. Operational management (senior management)

4. Services - for the purposes of this project the capacity was looked at individual services within the group that promote youth development and engagement in development processes

All these aspects are important for an emerging grass root Youth organisation such as HAMASA. In order to achieve all these, *time* is a necessary ingredient to consider in implementing capacity building projects as UNDP (1991) pointed out that the process of capacity building is a long-term, continuing process, in which all stakeholders participate (ministries, local authorities, non-governmental organizations and community based groups, professional associations, academics and others).(*UNDP briefing papers 1991*)

2.2. Empirical Review

A study by the Centre for Youth Development and Policy Research (1993) defined Youth development as "...the on-going growth process in which all Youth are engaged in attempting to (1) meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded, and (2) to build skills and competencies that allow them to function and contribute in their daily lives". The Tropical Study Group Project (2003) defined 'Youth development as an approach to working with young people that defines goals (outcomes) based on capacities, strengths, and developmental needs of youth'.

2.2.1. Challenges facing Youth

The study by Mandara and Kawambwa (2004) found that about 40% of the Kinondoni population, i.e. 400,000 people are estimated to be youth aged between 15 to 39 years old. According to Mandara and Kawambwa (2004), Youth in Kinondoni Municipality can be classified in the following groups namely:

- Youth in schools and various learning institutions
- Youth employed in government and parastatal organisations
- Youth employed in the private sector

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- Self-employed youth

- Out-school unemployed youth

Mandara and Kawambwa (2004) have highlighted general problems that are facing the youth of Kinondoni include;

- High rate of unemployment

- Lack of capital for setting up business and low capitalisation for running a business

- Difficulty in securing finance or loans

- Lack of formal education

- Lack of business training

- Lack of permanent sites for business or other economic activities

- HIV/AIDS

- Lack of recreational facilities

- Drug abuse

- Lack of *trust* in the youth from the level of family to national level

- *Another problem is the lack of consultation with young people when decisions are made in areas that affect them.* Part of the reason is the *absence of effective representative organisations for young people at grassroots level that can successfully lobby decision makers for greater recognition of youth needs.* Youth councils do not exist at both levels

Despite the fact that youth constitute more than 50% of the population in many countries, governments rarely consult young people on matters affecting their lives, such as in developing the poverty reduction strategy. Even those governments that have developed legislation on youth issues often lack comprehensive and holistic approaches to the

challenges faced by the younger generation. Tanzania does not have the National Youth Council as provided by its National Youth Development policy (1996).

Youth unemployment in Tanzania is on the increase. An increasing number of youth is moving to urban centres like Dar es Salaam, but are unable to find work. The ILFS survey conducted in Tanzania (2001) showed youth unemployment rate is about four times the adult unemployment rate and is growing at double the rate for adult unemployment. According to the National/Expanded definition, 13.36% of all youth aged 15-24 years are unemployed (11.84% of males and 14.82% of females in this age group). In the 10-17 year age group, 11.2% of those in rural areas (28.4% of males and 30.9% of females) and 29.7% in all urban areas (10.6% of males and 11.9% of females) were unemployed.

The Participatory Poverty Assessment conducted in Tanzania (Tz PPA 2002/03) concluded that youth were among the most vulnerable groups in Tanzania faced with a number of challenges such as rigid traditions which prevented from independent existence from their parents in particular with pastoral communities; early marriages to women or men they did not choose, exclusion from management of and access to community resources such as farming land and many others. This has been confirmed by the Tanzania Poverty and Human Development report (2003 pg 75) which describe that the most vulnerable social group who are vulnerable to poverty include Youth. As a consequence of this, many youth are at increased risk of contracting HIV/AIDS.

The assessment conducted by YouthNet Programme in Tanzania (2003) found that Youth are at the centre of the HIV/AIDS crisis in Tanzania. In 2001, Youth made up approximately 34 percent of the total population. Of this group, 2.8-4.3 percent of males (age 15-24) and 6.4-9.7 percent of females (age 15-24) were living with HIV/AIDS and that more than two

decades into the epidemic, the vast majority of young people remain inadequately informed about sex, unintended pregnancy, and sexually transmitted infections (STIs). The Tanzania Commission for AIDS (TACAIDS 2003) confirms that youth are among the most affected groups by HIV/AIDS due to young girls having sex with older men, peer pressure for high-risk behaviour, biological and anatomical predisposition. Out of an estimated 2 million people living with HIV/AIDS in Tanzania, approximately 1.7 million are aged between 15 and 49 (the National 2004 AIDS Control Programme), the age group which youth are part of it.

2.3.   Policy Review

The Tanzania National Youth Policy (1996) defines a Youth as "a boy or girl who is in transition from childhood to adulthood' between 15-24 years of age. The Kenya National Youth Policy (2002) prefers to differ from the definition of Tanzania in terms of age by defining a Kenyan Youth as one aged between 15 – 30 years. Within the United Nations System, and in all its statistics and indicators, youth are identified as those between the ages of 15 and 24. According to the UN it is assumed that youth, as a phase of life, takes place within these boundaries (Global Youth Report 2003).

The African National Congress (ANC-Youth League) of South Africa (2000) and the Sierra Leonean revised Youth Policy (2003) differs on the lower age limit of Youth. The ANC defines Youth as a transition between childhood and adulthood and includes the stages of puberty, adolescence and young adulthood and the age group is between the years of 14-35 while the revised Sierra Leonean National Youth Policy (2003) defines youth as all Sierra Leonean female and male between the ages of 15 and 35 . In Britain, the "Youth Employment Policy" generally refers to policies targeted at the 16-18 year old age group whilst in Italy the term is

used to describe policies for people aged between 14-29 in Northern Italy and 14-32 in the South.

As it can be noted, youth as a concept varies from culture to culture and from one society to another an issue which seems to be noted by the Tanzania National Youth Development policy (1996 pg 1) which also points out that the concept of youth varies from one community to another depending on customs and traditions, social behaviour and their location and therefore Tanzania to avoid the confusion opted to adapt the United Nations definition of Youth as the a boy or a girl aged between 15 and 24. However, within Tanzania itself, despite the policy being open regarding the age of youth, it is still widely ignored by many institutions, in particular political and religious ones, who regularly includes 'youth' up to 40 years of age in their Youth groups or party youth wings.

2.3.1. Youth development challenges from the policy perspective

The Tanzania National Youth Development policy (1996) reveals that the challenges facing youth in Tanzania include few employment opportunities whereby only 3.4% are employed in civil service, parastatal organisations and in the private sector. The policy point out that among the whole population of unemployed people in the Tanzania, 60 percent are youths. The Tanzania Agriculture Sector Development Strategy (ASDS-2001) confirms this problem by highlighting that lack of rural employment is the major cause of the growing problem of rural-urban migration by youth. This has resulted into youth being categorized as one of most vulnerable groups in Tanzania same group with women, children and the elderly (Tanzania Participatory Poverty Assessment -Tz PPA 2002/03 pg 125)

The World Youth Report (2003) advocates that in order for youth to move successfully into adulthood, it will be in large part because of the support and opportunities they are able to access within their communities and nations. To implement this idea of support to youth, the

Tanzania Youth Development policy (1996) made policy statement that youth should be enabled to participate in policy processes in country by establishing a National Youth Council and district youth development committees in each district of Tanzania. Furthermore, apart from these quasi-governmental youth bodies, youth are free to form their own non-governmental organisations at any level they wish. Formation and registration of non-governmental organisations that address the needs of youth has been smoothen by the new NGOs Act no. 24 of 2002 which provides for the establishment of the office of the registrar of NGOs and assistant registrars at the regional and district levels. The assistant registrars at the regional and district level are expected to lessen the bureaucratic and cumbersome procedures that used to be in registering NGOs. Furthermore, the NGOs Act (2002) requires International NGOs to foster and promote the capacities and abilities of local Non Governmental Organizations. This means that youth NGOs are assured of support wherever there are opportunities from foreign NGOs.

Looking at all these policy and legal initiatives, it is easy to get a feeling that the policies and laws acknowledge the importance of meaningful involvement of youth at all stages of policy and program design, implementation, and evaluation. However, the practice has been quite different at all levels. Youth continue to face discrimination in many community development processes especially those concerned with decision making and political life. In the employment market (formal sectors) they are not employed because they lack working experience. Those who are self employed in informal sectors, especially petty businesses, are not valued by public authorities and are frequently harassed by municipal and city authorities that they are doing illegal business. Majority of credit institutions marginalize them because they lack collaterals and other valuable resources. Youth lack power to lobby and influence the government. They lack access to the media and the courts. Majority are not

members of trade unions or professional associations that could negotiate on their behalf. Even in those initiatives which they are invited to participate often they serve as peripheral participant for adult-dictated ideas and plans.

Furthermore, despite the policy being clear that the National Youth Council and district youth committees be formed, since 1996 nothing has taken place until now. Even efforts by the youth themselves to form the council were thwarted and abolished by the government around 1999 and 2000. The Youth and Millennium Development Goals Final Report (2005) confirms this fact by revealing that a number of countries in the world, including Tanzania, initiated the design and implementation of national policies and strategies focused on youth but most of them do not have specific structures in place for effective youth participation. Neither have they successfully managed to mainstream youth concerns across a variety of policy areas.

Quite recently, the government tabled before the parliament a controversial bill, the University Bill (2005) which proposes banning of political activities in university premises. The fact that the proposed bill suggests that politics should be banned in universities shows clearly that the government is not interested in seeing members of the academia, majority young people at the early age of 24, practicing politics let alone do political activities. Approval of this bill will continue to place young on the peripheral of practicing and engaging in important decision making forums.

CHAPTER 3

3.0.   Research Methodology

This chapter presents the methodology used in the study. It covers the sampling techniques, data sources and collection methods and data analysis techniques used in the study.

3.1   Research Design

The research design involved a systematic planning of research which included first the formulation of a strategy to resolve the issues identified; second, the collection and recording of the data; and third, the processing and analysis of these data and their interpretation;

3.2.   The Research Approach and Strategy

The research approach was a participatory action research to learn the community's and youth's understanding regarding youth development, perception on youth organisations and how the same can be used to build the capacity of HAMASA Sanaa Group who in turn would facilitate the youth to participate in community development processes. The action research included consultation with members of HAMASA, member of the community, NGOs and government authorities at the street, ward and district/municipal levels by using research tools such as questionnaires, interviews and focus group discussions.

3.3.   Sampling Techniques

The sampling frame was comprised of different categories of respondents. The random sampling method was used in gathering quantitative data while the Purposive sampling method was used in gathering qualitative data. In gathering the quantitative data, members of

community living close to HAMASA offices, in particular the Kinondoni Moscow street, were involved in providing information regarding their understanding of youth development, youth groups and benefits of youth groups such as HAMASA. This is because most of the youth forming HAMASA are from this community where they are known much better. HAMASA also run its daily activities in an abandoned primary school classroom given to it by the street government. In total 50 community members were involved in the research. In this group there were 30 youths (19 male and 11 females) while adults were 20 of which 12 were male and 8 were females.

The purposive sampling technique was basically used to gather qualitative data on capacity building. Purposive Sampling is a non-random sampling method and participants were chosen by strictly focusing on their relationship with HAMASA youth group and other community based groups. These included leaders and ordinary members of HAMASA. Second were the street government leaders and ward officers of Hanna Nassif, the Kinondoni Municipal Council youth and Community Development Department were also part of this group selected for qualitative information. The last group that provided qualitative data was the Project officers from organisations dealing with capacity building of CBOs and other NGOs personnel. The general goal for sampling purposively was to select information of rich cases of capacity building from this group.

HAMASA members were 15 and were involved in the focus group discussion and also participated in the organisational self–assessment exercise while from the street government, six (6) leaders were involved in the interview, two (2) people from the ward and 4 officials from the Kinondoni Municipal council were also interviewed and filled the questionnaire provided. Four (4) project officers working with NGOs dealing with youth and capacity building

were interviewed to learn of their experiences on working with Youth and capacity building of NGOs and CBOs.

The advantage of purpose samples was that they allowed speed and flexibility while their disadvantage was that the research was limited in its investigation which, although interesting, was not representative of the wider population's views on capacity building of NGOs/CBOs.

3.4. Unity of Inquiry

The primary sampling unit was HAMASA Sanaa Group itself. This unit involved the Executive committee and Ordinary members who fully participated fully by providing information through questionnaires, interviews and focus group discussions._The reason for selecting them is that they are the true representation of the group and could easily express their experiences and concerns. Their experience within the group include their interest, awareness, perception, benefit, importance and problems encountered in running and working in the group and realizing positive impact to the organization and eventually deliver quality services to the youth. Another unit was of Youth and HAMASA stakeholders. These included close community members, local government officials at street, ward and municipal and at the extreme were people working in non-governmental organisations (NGOs). This resulted in learning the true- to life mix of experiences and knowledge of working with youth and of building the capacity of community based organisations.

3.5. Data Collection

Both primary and secondary data were collected. Primary data were obtained from members of the community, youth, ward and municipal officer's and programme officers working in International NGOs dealing with capacity building such as Concern Worldwide and PACT via

interviews, open ended questionnaire and focus group discussions. Secondary data were extracted from reports and documentary materials of HAMASA and other relevant institutions such as Kinondoni Municipal Youth Development Unit.

Secondary data collection focused on records that were expected to assist in the establishment of the status of HAMASA and activities of various Youth organisations in Kinondoni Municipal and government support to youth groups.

3.5.1. Methods of data Collection

In an attempt to collect all required information concerning communities understanding of youth development and capacity building of youth groups, various methods were used as part of the overall action research.

3.5.2. Review of existing information on Youth development and organizing

This method was carried out by revising existing documents and publications such as the World Youth Report of 2003, the National Youth Development policy of 1996, HAMASA annual reports and members profile over time. The purpose of this review was to get background information and conduct preliminary analysis about the situation of youth development in Tanzania and the challenges they face. The review helped to learn what is already known about youth development and youth organising in Tanzania and helped to generate key questions for the field research.

3.5.2. Direct Observation

In a study like this where requirements included the establishment of the magnitude and type of activities done by Youth, the conditions under which they organise, observation was an important tool. In instituting this method, it was first agreed to identify aspects that were to be

observed and when observations were to take place. With regard to youth, the key aspects observed were as follows:

- The number of youth members of HAMASA frequently attending theatre arts exercise sessions .

- The number of internal meeting both members meetings and leaders and issues discussed

- The gender and age distribution of youth participating in HAMASA activities

- The number of adults (members of the community) participating in HAMASA activities

Observations were carried out at two levels. First during daily exercise sessions with HAMASA members and at another level, observation were made during interviewing and focus group discussion processes. Its advantages is that it was simple and involved minimal costs to undertake and it was possible to note first hand activities of HAMASA and the challenges they were facing as a group from the surrounding physical environment. Its limitation was on the basis of time in that, some of the activities took place during morning hours at HAMASA when I was in my formal employment and I always worked with HAMASA on evening hours or weekend days only.

3.5.3. Focus Group Discussion

Powell et al (1996), define a focus group as a group of individuals selected and assembled by researchers to discuss and comment on, from personal experience, the topic that is the subject of the research. A series of group discussions were held with a group of youth alone and then with a group of adults. The latter group served as a control group whose ideas could help to prove or disapprove views or opinions of the former group. This method was helpful in getting the views and experiences on the challenges youth face in organizing and dealing

with issues of involvement in community development processes. The group discussion were

beneficial as they helped in learning the groups' understanding of everyday life of youth and

the ways in which youth are influenced by others in a group situation.

3.5.4. Interviews

This tool was used to get information on the understanding and perceptions on youth

development. For the youth, it was instrumental in eliciting their feelings towards youth

development programmes, adults perception on them and how they their involvement in

development processes. This method was used regularly with HAMASA executive committee

leaders and other ordinary members to get their ideas for change, their opinions on what

motivates, de-motivates, frustrates, and encourage them. Its advantages were that it was

easier to specific individuals i.e., community leaders, etc.; and it had higher response rate;

and many open-ended questions were asked.

3.5.5. Questionnaires

This method was used to get opinions, attitudes, beliefs, reactions, and attributes in response

to specific questions. The questionnaire was open-ended and was used to gather information

from government and other NGOs staff. Its advantage is that it permitted the respondents

time to consider their responses carefully without the researcher's interference.

The major challenge when using questionnaires was that some of the respondents did not

responded at all despite several follow-ups. The reasons behind could probably be that they

did not have ample time to respond to questionnaires.

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3.6. Data Analysis

The data was analyzed through various methods. First analysis was done by classifying the information belonging to one objective as a theme, then sub-themes and later on data was organized in a logical manner questionnaires were analyzed and arranged in tabular form in the form of frequencies and percentages using the Statistical Package for Social Scientists (SPSS)

CHAPTER 4

4.0. Findings and Conclusions

4.1. Questionnaire Analysis and Findings

4.1.1. Definition of Youth

All respondents agreed that they know the meaning of term youth. All participants agreed that youth comprises that group of people between childhood and adulthood. The differences emerged during group discussions on the exact that age group that constitute youth. Few respondents referred youth as that group between the ages of 14-30; and while many referred youth as that group of people between the ages of 18-35 reflecting the knowledge many people in Tanzania have due to large influence of political parties and religion which most of them in group youth as those people between 18 to 35 years of age. This confirmed the differing views on the understanding of the right age group of youth as identified by most of the secondary data that were reviewed prior to field work.

Box 1-Percentages of respondents who understand what is meant by the term Youth

	respondents	Frequency	Percent	Valid percent	Cumulative Percent
valid	I know the definition	50	100	100	100
	Total	50	100	100	100

Source: data collected from field

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4.1.2. Understanding Youth development

Eighty-three (83%) percent of respondents agreed that they knew the definition of Youth development while 16% percent admitted that they did not know the definition of Youth development. However in the group discussion it was found that the understanding of youth development varied among the respondents. All were touching one or another part of the meaning of youth development. The following are some of responses which clarify the meaning of Youth development as provided by respondents.

- Youth development means youth being well economically and not dependant on their parents or other people

- Youth having basic education

- Youth having good and acceptable behaviour in the community

- Youth having self-awareness and understanding of their rights

- Youth understanding reproductive health and being aware of HIV/AIDS

- Youth having necessary practical skills for sustaining their lives and dealing with their surrounding environment

Box 2-Percentages of respondents who understand what Youth Development

	Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I know the definition	42	84	84	84
	I don't know the definition	8	16	16	100
	Total	50	100	100	

Source: Data collected from field

4.1.3. The understanding of the Youth Development Policy of Tanzania

Only 20% of respondents agreed to have heard about the National Youth policy while 80% admitted to have never heard about the about the national Youth policy which provide guidance on youth development in Tanzania. Therefore, this means that many people do not have an official guidance on how they can support youth development in their communities. It can partly be established that because of this lack of knowledge of the policy, members of the community can not pressure or demand from the government some of the rights of Youth which are provided by the Youth policy such as formation of the National Youth Council or youth committees at district level.

Box 3 Percentages of respondents who have heard about the National Youth Development policy (1996)

	Respondents	Frequency	Percent	Valid Percent	Cumulative percent
valid	I have heard about it	40	80	80	80
	I have never heard about the policy	10	20	20	20
	Total	50	100	100	100

Source: data collected from field

4.1.4. Youth involvement in community development processes

Generally, all participants agreed that youth involvement community development processes refers to the efforts to ensure that youth are part and parcel of the community and they participate activities for the betterment of their communities. However, as it can be noted from the data, 90% of respondents said that youth are not involved in their community planning

processes[3]. Only 10% agreed that young people are involved in community development processes in Hananasifu. However, even these 10% when asked to clarify how youth are involved, they referred about the involvement as casual labourers in the construction of drainage channels which reflect involvement in paid labour- implementing the decisions that were made by others. Also for in case of HAMASA their involvement was, in terms of them being invited to participate to perform arts in public events such as the world HIV/AIDS day or the Road Safety Week events. On the other hand, some community members had the feeling that it was not that much important for the all people to be involved in deciding what should be done in the community at large as long as there are elected representatives such as the street government, ward councillors and their member of parliament who could that on their behalf. What is required is trust on them.

Discussion about ways of participating in their development processes reveals that young people generally feel powerless and excluded from the political process. Alongside lack of interest and understanding about community development processes, the youth often do not know how to participate. Even when they are aware of methods in which they can take part they often see little point in doing so. Existing methods of participation in community development processes were perceived by the youth to be ineffective as they are unlikely to have an impact or effect change in local decision making unless advocacy skills are imparted to youth groups such as HAMASA.

The research also learned that there is an increasing trend in youth disengagement from democratic processes specifically the political ones. The reasons for disengagement were sighted as disillusionment with politics driven by negative images on political practices which

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[3] Community planning calls attention to the processes by which decisions are made, including who participates and how. Community planning includes all aspects of a community's future, such how neighborhoods, cities, and regions are developed. Community planning impacts almost every aspect of youths' lives.

in turn influence the youth's attitudes to voting and participating in local development processes. The neglect of youth voices in public life has left young people with little reason to think that politics relates to them. When communities do not involve them in politics and the schools fail to make the government and politics compelling, young people often draw on the views of others, such as family and community members or the media in forming their opinions of the government and politics. Also, it is clear that perceptions of national politics colour and shape those at the local level, often in a negative way.

These findings underline the main theme contained throughout this report that young people need to be given a lot more support and informed reasons for them to be involved in social, economic and political processes within their communities. Focus group participants recognized that either authorities or young people need to change their attitudes in order to increase youth turnout.

Box 4   Percentages of respondents who indicated that there is involvement of Youth in community development processes

	Respondents	frequency	percent	Valid percent	Cumulative percent
Valid	Agree that Youth are involved	5	10	10	10
	Disagreed about Youth being involved	45	90	90	90
		50	100	100	100

Source: data collected from field

4.1.5.   Understanding of government support programmes for Youth development

Seventy-six percent (76%) knew about the loan scheme for women and youth groups by the Kinondoni Municipal Council and the horticultural training which HAMASA has been receiving

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from the municipal agricultural department. Some respondents even managed to mention some of the groups within their neighbourhood who had managed to benefit from such support. 24% said that they knew nothing about existence of a special programme for the youth. Based on this fact, it shows that the youth and community members are not well exposed beyond the geographical boundaries of their street to other support programmes available by the government and other institutions working with youth. On the other hand, it also reveals the fact that there are no concerted efforts by the authorities and other institutions to reach the youth to the places they are.

Focus group youth acknowledged and believe that the government has a legitimate role in people's lives. However, they see few connections between government's problem-solving role and the concerns they currently face in their own lives, and this furthers their sense that government and politics do not truly affect them. They acknowledge that government decisions may affect them later in life, and that, at that time, they may feel more inclined to pay attention to current events and make an effort to engage in community development processes.

Box 5   Percentages of respondents who know government programmes for youth

	Respondents	Frequency	Percent	Valid percent	Cumulative percent
valid	I know about government support programmes for the youth	38	76	76	76
	I know about general support programmes to the community	12	24	24	24
		50	100	100	100

Source: data collected from field

4.1.6.   Understanding the roles of the local government

With the exception of those young people who were actively involved in HAMASA initiatives and local authorities, Most of young people and even adults displayed very low levels of

awareness and understanding about the role and responsibilities of their local government. There was a lack of understanding as to what local councils do, and their role in youth development and support to youth groups. 82% of respondents could not mention more than one role of their street government on youth development while 18% were able to explain several expected roles of their street government and Kinondoni municipal council to the youth.

A number of factors appear to underpin young people's disinterest in their local government. The most notable are a lack of understanding and awareness of local government, the perceived salience of local government in young people's lives and evidence of a general disillusionment with politicians and political systems. This disillusionment with politics confirms much existing knowledge relating to the reasons for young people's lack of interest and disengagement from the local political arena. The evidence collected in this study suggests that disillusionment with politics driven by images from national politics can significantly influence young people's attitudes towards local government.

Box 6: percentage of respondents who understood the role and responsibilities of local government

	Respondents	Frequency	Percent	Valid percent	Cumulative percent
valid	I know about local government roles and responsibilities in support of the youth	9	18	18	18
	I know nothing about specific role and responsibilities which the local government should do for the youth apart from general support to the whole community	41	82	82	82
		50	100	100	100

Source: data collected from field

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4.1.7. Youth groups/organizations in the community

All respondents agreed that they know about many youth groups in their community from those sitting idle in jobless corners throughout the day, popularly known as *Vijiwes*, to those involved in some kind of activities such as HAMASA. This revealed the fact that youth groups or youth organizations are known very well by members of the communities despite the fact they may be involved in some activities which are unacceptable by some members of community. Some respondents mentioned about other voluntary organisations which exist in Hanna Nassif such as the Hanna Nassif Community Development Association (HCDA), the Kinondoni Moscow Women Development Association (KIMWODA), Hanna Nassif Youth Farmers and Development Association (HAYOFADA), Mkwajuni Women Development Association (MKUWODA).

There were difficulties among many participants to differentiate formal youth organisations such as HAMASA with the currently popular youth groupings known as *Camps*. Many used the two words interchangeably which is wrong. The only similarity between HAMASA and *Camps* is that, they are both made-up of youth but they differ because HAMASA is legally registered with specific identified activities for youth development while *Camps* are loose groups of youth without a clearly defined goal or vision. Most Camps have been established by for leisure purposes especially music entertainment or for passing time due to joblessness.

Box 7 Percentages of respondents who are knowledgeable of Youth groups or organizations existing in the community

	respondents	frequency	percent	valid percent	cumulative percent
valid	know about the existence of youth groups or organizations in the community	50	100	100	100
		50	100	100	100

Source: data collected from field

4.1.8. Reasons for joining youth groups

All respondents agreed that they know the reasons that make Youth join into groups. In a group discussion many cited motivations for participating in groups as having fun with friends, having somewhere to pass time, master new skills such as learning drama and theatre arts. Also in groups, youth get a sense of belonging, safety and self-worthy. However, this consensus on the reasons which make the youth join in groups is challenged by the fact that the reasons are different ranging from positive to negative reasons as revealed by the question on the perception of people on youth groups.

Box 8 Percentage of respondents on reasons why Youth joins groups

	respondents	Frequency	Percent	Valid percent	Cumulative Percent
valid	Understand the reasons that make Youth join in groups	50	100	100	100
	Total	50	100	100	100

Source: data collected from field

4.1.9. Perception on Youth groups

Eighty-four percent (80%) of respondents agreed that Youth groups are beneficial to the Youth themselves and even to the community on grounds that in groups, the youths;

i.   learn about taking responsibility and living with others;

ii. develop new knowledge, skills and learn to apply them in new situations;

iii. increase their confidence and self esteem;

Sixteen percent (16%) disagreed that youth groups are beneficial. They clarified their position that it is through such groupings like the popular *Vijiwe's* (jobless corners) youth learn all sorts

of risk and bad behaviour which discounts the experience and wisdom of adults and therefore such groups are causing problems to families and the community at large. On their side the Youth disagreed with this on grounds that they stay in groups or *vijiwes* not because they want to be idle. The problem is lack of appropriate, affordable, accessible and sometimes accountable things to do (i.e., things that could really make a difference for which young people could get credit). The other side of the problem is that there are plenty of inappropriate, affordable and accessible things to do.

On the other side, the youth of HAMASA contended that involvement in HAMASA activities assists with changing the negative perceptions on young people that exist in their community. They recognised that participating in positive programmes like those of HAMASA is a way of breaking down stereotypes on youth. Focus group discussion youth, requested the opportunity to be encouraged and supported to participate in their communities, in decision-making, in the media, in voluntary organisations and in youth development programs.

Box 9. Percentage of respondents on perception of Youth groups/organisations

	respondents	frequency	percent	Valid percent	Cumulative percent
valid	Youth groups are beneficial to the Youth and the community	42	84	84	84
	Youth groups are bad to the youth and the community at large	8	16	16	16
		50	100	100	100

Source: data collected from field

4.1. Conclusion and Recommendations

The general finding from the research pointed out one thing, that the situation of youth development and their engagement in community development is low. This is because youth are not organised, and even the existing voluntary organisations and groups of youth do not have adequate capacity to promote youth development and engagement in community development processes. In a situation like this, it is difficult for the youth to achieve positive development and make impact in their community whether individually or in groups such as HAMASA. Apart from individual contribution to community development, youth can achieve this goal more effectively through formalised youth organisations such as HAMASA. However, because the capacity of youth organisations like HAMASA is inadequate, the research recommended the following actions to be taken in order to enhance its capacity to promote youth development and raise youth profile within the Hananasifu Community and Tanzania in general:

1. **Facilitate HAMASA undertake their organisational self-awareness.** Awareness can be internal (self-awareness) and external (awareness of context). As capacity building is a self-directed, self-controlled and self-managed process, it demands that HAMASA should make continuous self-assessment. External awareness can be achieved through constant analysis of community, stakeholders and changes taking place in social and political environments.

2. **HAMASA should undertake the Organizational Development process:** This should be a facilitative process of developing organizational efficiency through improved leadership, management and governance of HAMASA. It is about building new or additional leadership and management capacity over the existing ones within

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HAMASA. The focus of facilitating the OD process should be a combination of skill up-gradation and enhancement of potentials to realize the HAMASA's vision. Under this process HAMASA will need to undergo the visioning exercise in order to have a clear picture of where they want to go and what they want to achieve, before implementing the activities.

3. **Enhance Collaboration capacity of HAMASA**: Building relationship and linkages, sharing resources with other actors locally and at the national level is important for effective functioning of HAMASA and for making sustainable impact on the lives of the youth. Developing networks of youth organisations would ease the advocacy work for the establishment of the Youth council and district committees of youth as provided by the National Youth policy of 1996. The council will strongly advocate for change, push community development planners and policy makers to go beyond their focus and give young people more responsibilities and help them have an impact in their communities.

CHAPTER 5

5.0. Implementation of the Assignment

Based on the discussion with HAMASA members after the participatory research, it was decided that the most important activity that could be done was initially was to enhance HAMASA's organisational capacity in order to make it more viable to carry its activities and to participate effectively in development processes within their community. To address the issue of organisational capacity, HAMASA had to undergo the organisational self-assessment process.

5.1. Facilitate HAMASA undertake their organisational self-awareness (OSA)

The purpose of the Organisational Self-Assessment (OSA) was to *analyze* how HAMASA really work in accordance to its purpose of supporting positive youth development. Other reasons for conducting the assessment was that the OSA would help to *motivate* HAMASA towards positive change and its procedures will establish precedents that will make HAMASA begin to *transform* themselves even before the assessment is finished and lastly the OSA was expected to *educate* HAMASA by exposing them to best practices of managing voluntary organisations such as theirs. The assessment was facilitated by the author from June through August 2004. An action plan was developed in order to guide the Organisation Self-Assessment (OSA) exercise.

Box 10: Activity of Plan for the OSA

1	Plan and agree with HAMASA leadership all aspects that need assessment and steps/process to follow
2	Identify organisational self-assessment tools

3	Organise and conduct organisational self-assessment meetings and workshops
4	Facilitate identification of capacity building needs for HAMASA

Activity 1: Plan and agree with HAMASA the assessment and steps/process to follow

1.1.   Initial Discussion & Decision on whether or not to proceed

HAMASA members discussed and agreed on the specific objectives for conducting the OSA and thereby were able to establish and confirm the level of readiness for engagement in the process. The following key questions helped to indicate how ready HAMASA is to initiate a process of OA:

1. How much commitment from the members exists to start an organizational assessment?

2. What is the current status of the organization concerning change? If it is undergoing change, is the assessment likely to help or hinder the organization?

3. How likely it is that sufficient time and other resources will be made available to follow up on any changes that may be necessary?

1.2   Select a facilitator

Organizational assessment is much more likely to be effective if someone is brought in to support and facilitate the process. Due to the author's presence, he was automatically asked to facilitate the process.

1.3   Group Meeting

Having agreed the purpose and divided the responsibilities for the assessment with the executive committee, a meeting of all members was called in order to ensure that the organizational assessment process is given a suitably high group profile.

Stage 2: Data Collection and Analysis

2.1 Situation Analysis

The purpose of the situation analysis was to provide HAMASA with an overview of the context within which it is operating. The information for the analysis was already available from the HAMASA's documents. The two key documents which HAMASA had were its Constitution and the first annual report submitted to the National Arts Council. Other documents included the minutes of few meetings conducted. However, these had been poorly kept because HAMASA neither has an office nor a bookshelf to keep its documents. Everything stayed with the Acting Chairperson. Another task for the facilitator was to facilitate HAMASA members to identify the most important issues affecting the organization – issues that the organization needs to resolve to improve its performance. The issues identified centred on the framework adopted from the World Wildlife Fund (WWF) Organisation Assessment Guide.

Figure 3: Framework for Capacity building
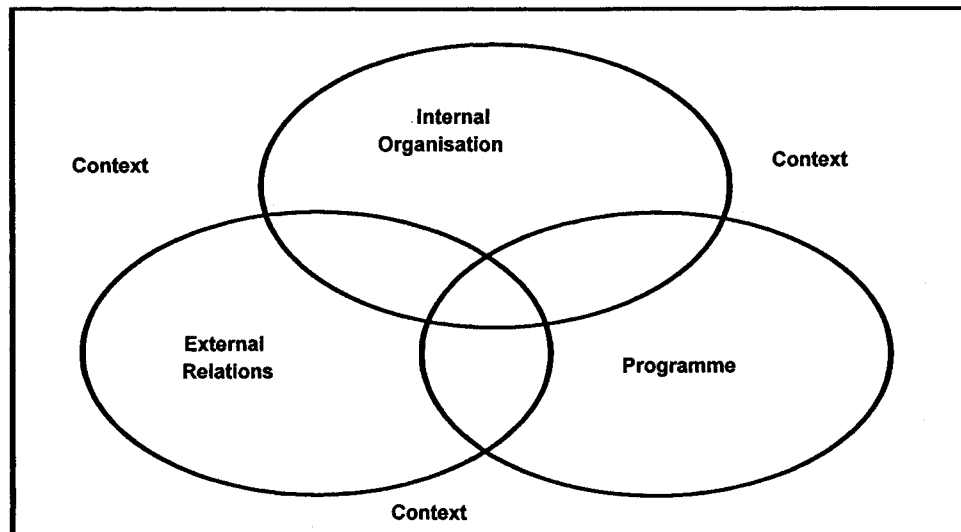
Source: WWF- organisational assessment guide

i.   The *Programme* circle encompasses what the HAMASA does and its ability to achieve its goals.

ii.   The *External Relations* circle represents the HAMASA's external linkages with other actors in all three sectors: the state, business and civil society.

iii.   The *Internal Organization* circle represents the HAMASA's internal functioning: its vision, mission, strategies, structure, systems and resources.

The circles are shown overlapping in order to emphasize the interaction between the three areas of HAMASA organizational capacity. This means that limited capacity in one circle is likely to have an effect on the other circles

Activity 2: Identify Organisational Self-Assessment Tools

The Organisational Self-Assessment tool was adopted from Pact Cambodia (1998); Management Assessment Tool (MAT). The assessment framework had multiple choice or rating questions on a five point attitudinal scale. The multiple choice questions incorporate *two five-point scales* as follows:

i.   Disagree = 1,

ii.   Tend to Disagree = 2,

iii.   Tend to Agree =4,

iv.   Agree = 5, and

v.   Unsure is not scored.

Box 11: Sample data collection tool

	Disagree	Tend to Disagree	Tend to Agree	Agree	Unsure
1. The organization has a current written mission statement.	1	2	4	5	x

Activity 3: Organise and Conduct Organisational Self-Assessment Meetings and Workshops

Five series of organizational self- assessment meeting were conducted with HAMASA between June and August 2004 and the following organisational capacities were examined in table below (table 10)

Box 12:. The key organizational capacities examined during the Organizational Self-Assessment

Project planning and management: Drama and theatre arts and self employment initiative	
Strategic Planning	i) Strategic thinking and planning for performing arts and horticultural activities
Project Planning	i) Project plan development ii) Stakeholder analysis iii) Community participation
Management and Implementation	i) Innovation at programme and project level ii) Monitoring and evaluation - programme & projects
HAMASA Sanaa Group Internal Organization	
Vision, Purpose, Values	i) Group vision and purpose ii) Shared values and beliefs
Strategy	i) Strategic Plan
Legal Basis	i) Legal registration with appropriate governing body
Governance	i) Roles, duties and accountability of the board and management
Structure	i) Group structure
Leadership & Management	i) Leadership
Decision Making & Internal Communication	i) Decision making ii) Internal communication
Monitoring & Evaluation Systems	i) Group Performance Monitoring & Evaluation ii) Reporting

Finance & Administration Systems	i) Financial control
	ii) Budgeting - projects and group
	iii) Understanding of finance amongst staff responsible for money
	iv) Internal financial reporting
Fund Raising	i) Raising Funds
Human Resources	i) Staff development
	ii) Staff capabilities
	iii) Staffing levels
Financial & Physical Resources	i) Financial resource base
	ii) Physical infrastructure
HAMASA Sanaa Group External Relations	
External relations	i) Identifying appropriate relationships
	ii) Partnerships
	iii) Relationships with NGOs (non-funding)
	iv) Funding relationships with NGOs and other Civil Society Organizations
	v) Government Relations
	vi) Recruitment and Maintenance of Membership
	vii) Engagement with the Youth Network

Source: data from field

Results of the Organisation Self-Assessment of HAMASA

i. The structure exists only in the charter; no formal o structural units are defined.
ii. Founders, board members and personnel are frequently the same persons. Their functional responsibilities are either undefined or defined as a matter of formality only.

Mission and Strategy
i. Mission statements are not formulated; there is no a broad vision of purpose.

Implemented Projects/Activities
i. No experience of project implementation.

Information Dissemination

i.   Practically do not/cannot disseminate information.
ii. Documentation is not archived, or only the founding documents (the constitution, letters and minutes of the few meetings.) are retained.

Planning and Evaluation

i.   No planning or evaluation procedures are place.
ii.   Activities are not planned on long term basis. When planned they are on spontaneously basis, that is when they are needed
iii. Implemented activities are not evaluated; and if there is evaluation then it is only through discussions;

Logistical Base

i.   Organizations have neither office nor equipments

Financial Resource

ii.   HAMASA have never been financed at all under a full fledged project proposal. Most of its funds are sourced from individuals and well wishers for small tasks to keep them going.
iii. There are no financial procedures in place apart from put in the Constitution

Human Resources

i.   Human resources are basically limited to the chairman, secretary and other members who see themselves as volunteers.

Cooperation with other NGOs/CBOs of youth and other sectors

ii.   Relations with other CSOs are confined to personal acquaintances/contacts only.
iii. There are almost no relations with representatives of other sectors.
(See appendix 1)

Activity 4: Prioritise Capacity Building Needs of HAMASA

The prioritised capacity building needs of HAMASA were:

1. Developing a shared vision and mission statements

2. Establish the governance structure and roles

3. Improve understanding of project planning and management process

4. Improve leaders leadership skills

5. Improve fund raising skills

6. Improve Networking and Partnerships with other stakeholders:

7. Improve financial management

5.3. Facilitate the Organisational Development (OD) process

This process was informed by the issues identified by the organisational self- assessment exercise. To start with a Capacity Building Action Plan was developed.

Box 12: HAMASA Capacity Building Action Plan

Work Areas	Milestones	Lead contact	Timescales
Vision and Mission: Clearly formulated vision and mission statement (in written form);			
Vision and mission	To spend one week developing HAMASA's shared vision and Mission statements for involving young people in its work.	**Facilitator:** To be done in collaboration with all members of HAMASA	By the end of 2004
Governance: Board responsibilities (separation from executive, capacity) and Governance style;			
Board and composition	To discuss and agree if there is a need to form a board of HAMASA	**Facilitator** (to be identified)	by June 2004
HAMASA constitution	review constitution to update with new changes	Executive Committee with the advise of the CED student attached to HAMASA	by July 2004
Project Planning and Management: project planning; monitoring and evaluation of implemented activities; reporting, and documentation.			
Project planning and management	conduct a week long-project planning training and undertake practice on engaging the youth in identifying their needs	CED student attached to HAMASA and a	by January 2005
Leadership and Management: At a fourth level of priority, one-third of the participants stressed the need for leadership development, and enhancement of their capacities in drama and			

theatre arts skills. These articulations recognize the importance of strengthening their organizations internally by building their capacity to understand and run their group more efficiently.

Leadership	Conduct leadership training	Facilitator	August 2004
HAMASA Executive Committee	To specifically consider issues relating to the social exclusion of young people from communities development processes	Secretary and executive committee	On-going

Fund Raising: Nearly half of HAMASA members, who participated in exercise, identified funding as their core and highest priority need. This reflects a common concern among CBOs and even NGOs, whose efforts to strengthen their institutional capacity and pursue their own priorities and goals, are severely constrained by lack of resources

Funds Raising	To conduct a 3-days training for basic skills and knowledge in fund raising	Facilitator (to be identified)	May 2004
	Develop project proposal for fund raising	CED student and HAMASA ex. committee	June 2004

Networking and Partnerships: Networking with civil society organizations (CSOs) of various types, including--but not limited to—NGOs was also accorded significant priority. This reflects recognition of the fact that formally organized NGOs are a small proportion of the civil society organizations in Tanzania and that networking and collaboration with the wider category of CSOs will provide HAMASA with the potential to greatly enhance the impact of their work.

Networking	Conduct one-day training on CBOs/NGOs networking	Facilitator (to be identified)	by September 2004

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	conduct study visit to a CBO/NGO identified	Ex. Committee	by October 2004
Partnerships	identify and seek partnership with international NGOs	Secretary	by August 2004
Financial Management: Slightly less than one-third of the respondents prioritized the need for enhanced capacity in financial management, drawing attention to the need of many CBOs and NGOs for development of simplified, easy to operate systems to facilitate their maintenance of financial accountability.			
Financial control	Establish financial procedures and develop a financial manual	executive committee	by December 2004

5.3.1. HAMASA Strategic Planning Process

The strategic planning process, started in mid- December 2005 and culminated at the level of enabling HAMASA develop their organisation vision and mission statements.

5.3.1.1. The Vision statement:

- The vision of HAMASA is for Youth of Tanzania to live in a country which there is equality and respect for Youth

5.3.1.2. The Mission statement

1. To improve the conditions and prospects of youth through effective support programmes and develop character, build confidence and encourage self reliance and foster a sense of community.

Plans are underway to continue with exercise to define the strategic objectives and activities to achieve their first three years strategic plan.

5.3.2. Establishment of a Resource Centre for Youth

To enhance the capacity of HAMASA to provide Youth development information, the project provided HAMASA with various reading materials especially the HIV/AIDS monthly newsletters *FEMINA and Si MCHEZO, and* AMUA newspapers, by FHI/YouthNet and AYA. The newsletters were available through Concern Worldwide's HIV/AIDS programme in Tanzania. Each of HAMASA members also got the chance to read booklet with views of Tanzanian NGOs to the review of the Poverty reduction strategy. The booklet was provided by the NGOs Policy Forum – a network of NGOs engaged in policy processes in Tanzania. By this way it was expected that they Youth will start to be exposed to policy issues and later on devise a better way to be involved at their community's policy processes.

Under the same objective of raising awareness of HIV/AIDS for Youth through provision of information, HAMASA members conducted to do a door to door outreach in their neighbourhood- Kinondoni Moscow, to distribute the SI MCHEZO newsletters to different Youth. The newsletters distributed were editions number 12 and 13 given under the generous donation of Concern Worldwide's HIV/AIDS programme.

5.3.3 Project Proposals Writing

Since its inception, HAMASA has been dependent on its leader's and individual well wisher's pockets. Funds from performances of dramas were usually meagre and seasonal. Normally that funding was generated from invitations by the street government, the Kinondoni Municipal or other NGOs to mobilise people in public gathering. Members- youth, sources of funds are from their families, which are poor to provide additional support to their children.

Efforts were made to access funding from various sources. The first action was to understand the needs of various donor organisations and their funding criteria. Out of the information

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provided, HAMASA leaders met with project officers of PACT Tanzania, a US international development organisation and visited the Finish Embassy in Dar-es-Salaam to get information on the requirements to inter into partnership or support from them. Also HAMASA visited Concern Worldwide's offices and met the programme Manager in order to seek partnership.

However, both attempts were unsuccessful based on the development level of HAMASA being a very young organisation without any background of managing large funds. Another is the fact that both the NGO and the embassy are now supporting NGOs which are focusing on engagement in Tanzania policy processes which is quite new to HAMASA. Another project proposal developed was submitted to the National Culture Trust Fund seeking funding to support *the capacity building process in particular the strategic planning process*. Until the end of this reporting period there was no response from the trust.

The proposal was developed using a format by *Funders Online, an initiative of the European Foundation Centre: www.fundersonline.org. See appendix 2*

5.3.4. Writing of the HAMASA Annual Report 2003

According to statutory requirements, an annual narrative and financial report has to be submitted to the registrar at the national culture council. HAMASA has never been able to write a report to the registrar in a formal format. As part of capacity building, the project assisted HAMASA in a half-a day training on how to write a good annual report under the following steps:

Box 13: Steps in writing a programme report

1	Define the aim- why the report has to be written? What does the reader wants to know? Who will read the report? How will the report be used?
2	Collect your ideas - Jot down ideas in note form
3	Select the material and decide how to show the significance of the facts- Are all the ideas relevant? Is there anything which needs to be cut out?
4	Structure your ideas- A report should be divided into sections and sub-sections, each of which should have a clear heading.

The report was submitted to the registrar together with the annual fee and letter requesting a permit for 2004/2005 year. The report was also accompanied by other reports explaining various changes in the membership of HAMASA with the minutes of the meeting that decided to officially sack all members who ceded from HAMASA to form their another group.

5.3.5 Amendment of the HAMASA Constitution

In early May 2004, based on the new challenges which HAMASA has encountered in its growth, I facilitated a meeting that reviewed the constitution of HAMASA so as to cope with new developments within the internal and external context of the organisation.

5.3.6. The Changes

Name of the group: HAMASA Sanaa Group changed to HAMASA YOUTH DEVELOPMENT AND CULTURE CENTRE. This is to enable HAMASA focus on youth development than on cultural activities alone.

Objectives:

Original: To collaborate with the government and other stakeholders to fight against immoral behaviours

New: The provision has been changed to focus more on youth -that is to collaborate with the government and other stakeholders to educate youth on behaviour change and become more active in their communities.

These new changes and others were submitted to the registrar at the National Arts Council-BASATA. However, HAMASA were advised that the changes make them to look more of an NGO than a small group of Youth. They were advised to review again their changes and ensure that they continue to make them a CBO. Otherwise if they would to continue to with their plans for change then they should also register with other registration authorities.

5.3.7 Training in theatre Arts at BASATA

The Secretary of HAMASA attended a two month training course in theatre arts at the national culture council (BASATA) since 3rd May 2004. The course fee is 20,000 shillings which was raised locally from members of HAMASA. The course covered:

- Designing and making of costume

- Designing and making of drama scenery

- Making and use of lights equipments

- Management and administration of cultural groups

- Dances- how to design and play traditional dances and music

The secretary has been sharing his new skills with other members of HAMASA during their training seasons.

5.3.8. Training in Drama and theatre arts at the University of Dar-es-Salaam

The whole group attended Sunday theatre drama training at the University of Dar-es-Salaam since April to July. The training was provided free of charge by the University Culture

department. The main activity covered was how to read and recite play scripts. The instructor was a lecturer at the University Mr. C.J. Mtiro. As proof to the success of the training, HAMASA performed two poems written by two lecturers of the University, Professor Mulokozi and Kaigi from the language department published in a book...' *Kunga za Ushairi na Diwani yetu' vol.7* at the University of Dar-es-Salaam. The training continued at HAMASA home ground and currently HAMASA is trying to raise funds that will enable them perform the same plays at the Little Theatre in Dar-es-Salaam. A project concept note was prepared by the end of this project time frame (appendix 8).

5.4 Enhance Collaboration capacity of HAMASA

5.4.1. Study tour to Kigamboni

In order to expose the youth of HAMASA to what other youth are doing in the city, to develop linkages and networks among NGOs, the project facilitated them to pay a half day visit to another NGO - Umoja wa Watu na Mazingira-UMAWA (lit. Union of People and the environment) in Kigamboni in order to learn the management of the organisation, conservation of the environment, training of youth in tailoring and making batik clothes. The tour involved 14 youth. The study was enabled by Concern Worldwide who provided transport. HAMASA visited the tailoring project, tree nursery project, water project and a batik making project for women. UMAWA also have shown great interests to make an exchange visit to HAMASA to learn of how they involve the Youth through drama and theatre arts. Plans are underway to facilitate the visit of UMAWA to HAMASA.

5.4.2. The secretary of HAMASA started to develop close relationship with another Youth NGO, African Youth Foundation of Magomeni and participated in one of their youth monthly meetings in Mbagala where youth were brought together to discuss issues pertaining to

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HIV/AIDS. This was a good opportunity for her to learn activities of other youth groups and

NGOs because the meeting involved youth from various groups or popularly known as

Camps.

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