

YOUTH LEADERSHIP TRAINING PROGRAM YLTP

Young political leaders
for good governance
and development

A review of the project
2000-2003
Tanzania



**Editors**

Valéria Salles
Peter Häussler

Assistants

Nora Kempmann
Amon Petro

YLTP Coordinator

Prof. Max Mmuya

FES Resident Director

Peter Häussler

Proof-reader

Kate Girvan

Graphic Design

Petra's Maridadi Ltd.

Caricatures

From *Art in Politics - Sanaa Katika Siasa*, FES 2001

p. 15 Godfrey Mwampembwa - Gado, p.16 Ali Masoud - Kipanya

p. 20 James Mpuya - Gayo, p. 22 Godfrey Mwampembwa - Gado

p. 27 Godfrey Mwampembwa - Gado

© Friedrich Ebert Stiftung - FES
Tanzania, 2003

ISBN 9987 - 22 - 039 - 8

Contents

Preface	3
1 Introduction	5
2 Preparations to set up the YLTP	6
2.1 Why a Youth Leadership Training Program?	6
2.2 What kind of leadership did the YLTP expect to contribute to?	6
2.3 What was the concept of the program?	7
2.4 What were the program's assumptions and basic conditions?	9
2.5 What was the approach to the training?	10
2.6 How were the contents defined?	10
3 An overview of the training sessions	11
Session 1 6 December 2000	12
Session 2 15 December 2000	13
Session 3 22–23 January 2001	14
Session 4 23–24 February 2001	15
Session 5 30–31 March & 1 April 2001	16
Session 6 27–28 April 2001	17
Session 7 1–2 June 2001	18
Session 8 3–4 August 2001	19
Session 9 28–30 September 2001	20
Session 10 12–13 October 2001	21
Session 11 2–3 November 2001	22
Session 12 25–26 January 2002	23
Session 13 8–9 March 2002	24
Session 14 27–28 March 2002	25
Session 15 19–20 April 2002	26
Session 16 31 May & 1 June 2002	27
Session 17 25–27 July 2002	28
Special session: the graduation ceremony	29
4 The implementation of the YLTP: findings and conclusions	30
4.1 Did the YLTP achieve its objectives?	30
4.2 The institutional and administrative set up	31
4.3 The relevance of the contents of the curriculum	33
4.4 The appropriateness of the methods	33
4.5 The evaluation procedures	34
4.6 Participation and engagement	35
4.7 Crosscutting issues	35
5 Recommendations to improve the YLTP	36
5.1 The achievement of the objectives	36
5.2 The institutional and administrative set-up	36
5.3 The curriculum	37
5.4 The methods of training	37
5.5 The selection and evaluation procedures	38

5.6	Participation and engagement	38
5.7	Crosscutting issues	38
5.8	Other recommendations	38
6	The YLTP II - 2003	39
7	The way forward: the future of the program in Tanzania	40
8	Annexes	42
	Annex 1 List of people involved in the YLTP I	42
	Annex 2 Code of conduct for trainees of YLTP II - 2003	43
	Annex 3 The curriculum for the YLTP II - 2003	44

Preface

Are people born to be leaders or can they be trained to be leaders?

As leadership and management theories have evolved over the years, the question whether people are born to be leaders or they can be trained to be leaders has formed the basis of a heated debate, particularly in Africa. In an attempt to adequately respond to the question by studying African leadership, scholars and politicians have moved from one theory to another.

We believe that good leaders are crucial for good governance and development in every society and that they can be empowered through education and training. This was the consensus of all the participants during the talk-show held at the graduation ceremony of the first Youth Leadership Training Program (YLTP) in September 2002 in Dar es Salaam. The graduation ceremony was the climax of the 18-month YLTP pilot-project, in which 12 young people (17 were selected, but only 12 completed the program) supported by a team of 4 core trainers and 30 external trainers undertook a course on various subjects and contemporary leadership issues in Tanzania.

The trainees participated in numerous lectures, discussions, group activities, role plays, small studies, media reporting, homework exercises, political forums, project planning sessions and two excursions to Zanzibar and Arusha, where they visited the East African Community headquarters and the International Criminal Tribunal for Rwanda (ICTR).

Was the program a success?

Our partners, comprising distinguished scholars, leaders of political parties, government officials, trade unionists and NGO leaders, and the trainees themselves praised the program as relevant to the improvement of leadership performance, in an environment of dialogue, tolerance and productive cooperation. The trainers' evaluation of the program was also positive. An observable indicator of success was the increase in applicants for the 2003 program (YLTP II).

What is it that led to the YLTP's success?

The underlying factor for the achievements made by YLTP I was the constant participation, dialogue and peaceful conflict resolution of differences by all those involved in the program. The principle of participation was at the heart of the program since its inception.

When the program was first conceived, the renowned political scientist and strong partner of FES, Prof. Max Mmuya, and I brainstormed and developed concepts and principles in a consultative manner. We also consulted a wide group of experts, soliciting their opinions and comments. As a result of this process the pilot project - YLTP - was born.

Because it is a permanently evolving program, we would like to invite you to participate and give your constructive comments and criticisms on how should we build for the future.

I want to thank all the trainers and collaborators for the successful YLTP I, and wish them and the tutors on YLTP II success in the continuation of the program. Very special thanks to the program coordinator, Prof. Max Mmuya and to Valéria Salles, for the production of this publication.

*Peter Häussler
Resident Director, Friedrich Ebert Stiftung - FES
Tanzania, June 2003*

1 Introduction

The Youth Leadership Training Program - YLTP - was a pilot-project launched by FES in the year 2000. Close to its end, eighteen months later, in July 2002, a need for a recollection of the experiences arose, and a concept for a brief internal evaluation and a consequent report was developed.

A team of two people took over the assignment: Valéria Salles, as the person with overall responsibility for the brief recollection and evaluation, and Nora Kampmann, with responsibility for digging into the files, gathering, organizing and classifying the existing information about that first experience.

The team used the documentation available at the FES Tanzania Office - minutes of meetings, evaluation sheets filled in during the program, FES-internal reports, interim reports by the YLTP's coordinator, evaluation meetings, documents handed out by invited guests and a questionnaire distributed to the trainees and to the team of trainers.

The findings and conclusions were the basis for participatory workshops, which aimed at streamlining recommendations for another Youth Leadership Training Program to be carried out in 2003. The recommendations presented here are, therefore, a collective product of discussions that took place between November 2002 and beginning of 2003.

This final report intends to document the findings and lessons learned in order to contribute to an improved approach for the second Youth Leadership Training Program (YLTP II). It also intends to share those lessons with other leadership training programs and partner organizations involved in strengthening the capacity of social actors towards good governance and development.

2 Preparations to set up the YLTP

2.1 Why a Youth Leadership Training Program?

The Friedrich Ebert Stiftung (*Stiftung* is the German word for *Foundation*) is a political, non-profit making, public-interest institution, committed to the principles and values of social democracy in its education and policy-oriented work. Friedrich Ebert became the first democratically elected president of Germany in 1919. Worldwide, the Stiftung has supported democratic participation, women's empowerment, gender issues, dialogue, reconciliation, conflict management and good governance as means to achieve long lasting development for people.

The FES has been operating in Tanzania since 1970. Among its current objectives in the country is the strengthening of democracy, first and foremost by empowering civil society groups (such as political parties, trade-unions and the media).

The Foundation aims at a specific type of development for people: the process by which the members of a society increase their personal and institutional capacities to mobilize and manage the existing resources, to produce sustainable (lasting) and justly distributed improvements in their quality of life, consistent with their own aspirations. Empowerment of people is the key word for FES' work with its partner organizations and individuals.

In Tanzania, "good leadership" was articulated as a fundamental prerequisite for the achievement of the ideals of a socialist-oriented organization of society (Arusha Declaration, 1967), the major pillars of which were social justice and equality of rights and opportunities. Leaders were supposed to be good examples to the people through their actions and their lives.

In the most recent decades leadership training world-wide has been based on a managerial approach (in a globalized world), an approach which is business oriented and rational, and which builds on personal traits for efficiency and production. The most recent studies on leadership, however, question such a "result-oriented" definition. Morality has again become an important dimension in the definition of leadership traits. Leadership is an *activity with a purpose*, the purpose being its social usefulness. Socially useful goals not only have to meet the needs of the followers, but also to elevate followers to a higher moral level. This approach incorporates the notion of *Ubuntu* or *Wanaji* (the interdependence of all people).

The Friedrich Ebert Foundation in Tanzania wanted to contribute to the process of empowering young good leaders through education and training, as well as through reflection and the joint development of a set of ethical values for leadership in the country.

2.2 What kind of leadership did the YLTP expect to contribute to?

The questions of value and purpose transform the simple concept of leadership into one of "good leadership". The good leader is, for the YLTP, the one who promotes participation and democracy in order to achieve good governance and development.

The program wanted to contribute to the empowerment of young political leaders. For the YLTP, "young political leaders" are the ones in positions with decision-making responsibility, in governmental or non-governmental, formal or informal institutions, with an age varying from 21 to 35 years old. They operate within a wide range of political affairs and institutions. However, a

special focus was to gather, in a sole group, young political leaders from institutions with a limited tradition and experience for dialogue and partnership, institutions such as the political parties.

During the preparatory phase of the YLTP, a profile of the good leader was outlined. Despite being an ambitious profile, it gives a clear idea of the leadership identity the program worked with.

As early as October 2000, the FES team profiled "the good leader" as:

- *Having ethical principles. Being exemplary, accountable, decisive and socially committed. Being self-confident and independent. Being gender sensitive.*
- *Having a vision. Being oriented by the future and by results.*
- *Being widely informed and interested. Thinking globally, acting locally.*
- *Being knowledgeable, educated and capable of critical analysis.*
- *Being driven by people's needs, accessible, on the ground, good listener, respectful and trustworthy. Being fair, tolerant and impartial.*
- *Having managerial and advisory skills. Able to work in teams. Able to deal with complex activities. Hard working and able to mobilize resources. Able to delegate tasks and share power and information.*

2.3 What was the concept of the program?

The initial ideas of the YLTP were hatched around March 2000 by Professor Max Mmuya, political scientist at the University of Dar Es Salaam and the FES resident director in Tanzania, Peter Häussler. A series of meetings culminated in a concrete program proposal in September 2000.

The overall goal of the program was set to be a contribution to development in Tanzania through the empowerment of the youth to take over leading roles in good governance and in the democratization process.

THE OBJECTIVES OF THE PROGRAM WERE:

- **Enhancement of the capacity and moral standing among youth, so that they become future capable and reliable leaders**
- **Contribution to the efforts towards the creation of good governance nationally and within institutions**
- **Creation of a network of collaborators among youth and future political leaders from the different sectors of society and with a variety of political views**

A team of trainers was put together through consultations with partners of FES¹. The major role of that team was to jointly develop the concept and later guide the training program in a participatory way, incorporating the lessons learned during the training sessions and through evaluations to be carried out. Its role included conceptual and practical discussions on contents and methods, and the specific coordination of sessions, according to each trainer's expertise.

Professor Max Mmuya was chosen as coordinator of the YLTP, with the role of administering the program and leading the participatory process. FES was given the task of providing the secretariat and this function was put in the hands of the Foundation's trainees².

1 See the composition of the team on page 32

2 Young German social development students or professionals on an internship at the FES Office in Dar es Salaam for a period of about two to six months.

A SERIES OF FES TRAINEES CONTRIBUTED TO THE ADMINISTRATION OF THE YLTP I:

Karin Wandschura, from 4 December 2000 to 28 February 2001

Verena Uka, from 19 March to 22 June 2001

Selvi Venzlaff, from 19 June to 17 August 2001

Verena Schönleber, from 1 October 2001 to 30 April 2002

Katrin Delitz, from 22 April to 19 July 2002

Nora Kempmann, from 29 July to 31 October 2002

Dr Suleman Mogaeka, a Tanzanian who did his doctoral degree in Germany, was also part of the team from September to November 2000.

From September to November 2000, when the program was eventually launched, the team of trainers produced a variety of documents, met in several brainstorming sessions, and carried out a selection process that culminated in the complete design and format of what was to be the pilot-program for the training of young political leaders in Tanzania.

The program would be supported by three major pillars:

- **Basic knowledge** on a variety of disciplines needed for a broad understanding of the complexities of Tanzanian society in a globalized world;
- Skills, techniques and instruments for efficient and effective **management**;
- **Ethics**, values and principles of good leadership, addressing philosophical, institutional and personal issues.

The trainees of the YLTP I would be between 21 and 35 years of age at the entry stage. It was also decided that the number of the trainees selected should not exceed 17 or be lower than 14. Of these, at least 30% should be women.

Since the aim was to promote political dialogue, the initial major beneficiary organizations were to be the political parties. This idea evolved into a wider concept, encompassing other institutions dealing with "political affairs and youth matters".

The following principles and procedures guided the selection process:

1. The bigger share of the trainees (11) would be selected from candidates recommended by institutions that were directly involved in youth policy matters: the political parties and the Ministry of Labor and Youth Affairs, for instance.
2. The remaining six trainees would be selected from candidates recommended by partner organizations of FES' in the project *Agenda: Participation 2000 for Free and Fair Elections*.
3. FES invited selected institutions to nominate potential trainees. These were in turn invited to apply to the training program (by filling in specific forms and sending their curricula).
4. A day of selection tests was carried out (oral and written exams). The language used during the exams was English, the same language to be used during the training sessions, as decided by the working group of the YLTP.

The final group of selected trainees was composed of 17 young leaders, with different political and religious backgrounds: 6 women and 11 men. Of the 17, 4 represented political parties and 13 other institutions. 3 trainees, 1 of them a woman, represented organizations from Zanzibar.

PARTICIPANTS IN THE YLTP I:

Mr Amour S. Khamisi, lawyer, Tanganyika Law Society.

Ms Esther Riwa, youth development officer, Ministry of Labour, Youth & Sports Development.

Mr Frederick Msigallah, administrator, ENVIROCARE.

Ms Frimina Kombe, teacher, Tanzania Teachers Union (TTU)

Ms Halima Omari, political scientist, Chama Cha Mapinduzi (CCM)

Mr Juma S. Sanani, accountant, Civic United Front (CUF)

Mr Jumanne S. Kiango, civil service officer, Tanzania Information Services.

Mr Marco Mwageni, economist, Ministry of Community, Development, Women Affairs and Children.

Mr Moses Kulaba, journalist, Agenda Participation 2000.

Mr Salim K. Sururu, teacher, Agenda Participation 2000.

Ms Thea Mtau, sociologist, Chama Cha Mapinduzi (CCM)

Mr Zuberi Zitto Kabwe, student (economics), Chama Cha Demokrasia na Maendeleo (CHADEMA).

2.4 What were the program's assumptions and basic conditions?

THE TIME

The duration of the program was the object of controversy. How long is long and good enough? How long is much too long? The team found a year to be too short for a pilot-project. It was decided that the first program would need 18 months to offer the possibility of learning the lessons and systematizing the findings of the pilot phase, before a new program was initiated.

THE BUDGET

The budget of the program was quite restricted. The YLTP worked with the assumption that its team would be motivated by other means than that of an attractive honorarium and that the trainees would be motivated by the program itself, not expecting special allowances to participate.

The program, therefore, sponsored only basic costs: consultation fees for the training team, relatively low honoraria for presenters and session coordinators, transportation allowances for trainees, meals during the sessions, travel and accommodation costs when necessary.

THE REWARDS

The YLTP worked with the assumption that trainees would be motivated to continue to the end, although the program was not part of an academic curriculum, not offering any academic degree or certificates for career purposes.

THE INSTITUTIONAL ASPECT

The assumption was that the recommending institutions would not only be prepared to free the trainees to participate in the training sessions, but also be actively interested in their involvement.

2.5 What was the approach to the training?

The Youth Leadership Training Program was intended to be an open experiment. Within the framework that had been set up the participants - trainers and trainees - would interact to evaluate and re-plan, if necessary, the contents, methods and objectives.

The training would be carried out in "sessions" and the *training sessions* would take place monthly or bi-monthly, and would last for 1 to 3 days each. Methods and contents would intertwine and reinforce each other, and some themes would develop as threads running through the sessions.

The curriculum would be broadly defined in the beginning of the program, and the actual decision on contents would be a result of regular and joint discussions and a reaction to the trainees' interests and demands.

The training methods would be participatory. Any subject would build upon trainees' needs, experiences and the Tanzanian reality. The stimulation of the trainees' ability to understand the topics, to articulate and express positions and opinions would be the major objectives of the training methods.

Regular evaluation of the program, not only by the trainees through questionnaires distributed by the YLTP coordinator, but also by the trainers in regular meetings, would feed back into the process, giving the program the clues for necessary changes.

2.6 How were the contents defined?

Contents were defined according to the three pillars of the training. They were, of course, also dependent on the availability of experts, or on logistical arrangements, such as the computer training. Some themes were to recur during the training, with the aim of approaching those subjects from different perspectives. *Globalization* was to be one such theme. *Good Governance* another.

The team of trainers met on several occasions to review and update the curriculum. The suggestions of the trainees and new developments observed by the trainers were inputs to the review exercises.

In the next chapter, we will present an overview of each of the training sessions, with its objectives and major contents. The analysis of the evaluation findings and the recommendations drawn at the end of the YLTP I follow that presentation, as a basis to introduce the YLTP II, implemented in 2003.

3 An overview of the training sessions

December 2000 to July 2002

SESSION 1

- > Introduction to the YLTP
- > A profile for the good leader
- > Discussion of the curriculum

SESSION 2

- > Good governance (features of government, crisis of the third world)
- > Fundamentals of economics
- > Problem analysis

SESSION 3

- > Set-up of economic institutions
- > AIDS and its social, cultural, economic and political impacts
- > Introduction of political systems

SESSION 4

- > Globalization
- > Leadership ethics
- > Social justice

SESSION 5

- > Political systems
- > Conflicts and conflict reduction
- > Computer training (Internet)

SESSION 6

- > Principles for a democratic culture
- > Code of conduct for leaders
- > Gender mainstreaming

SESSION 7

- > Project writing
- > Communication skills

SESSION 8:

STUDY VISIT TO ZANZIBAR

- > The administrative set-up of the Zanzibar government and the challenge of democratic governance
- > The Zanzibar House of Representatives and the challenge of democratic governance
- > CCM and CUF and leadership initiatives
- > TVZ and its role in fostering democratic leadership in Zanzibar

SESSION 9

- > Constitution and constitutionalism (The German and Tanzanian experience)
- > Case studies on human rights situation in Tanzania

SESSION 10

- > Preparation of workshops and seminars

SESSION 11

- > The role model of a leader in society
- > The role of the media

SESSION 12

- > Tanzania and international organizations (The EU-ACP partnership - the Cotonou Agreement)
- > Study visit to Delegation of the EU Commission in Dar Es Salaam

SESSION 13

- > Economic management
- > Employment and unemployment
- > Inter-party conflict resolution (the case of Muafaka Agreement)
- > Team building exercise

SESSION 14

- > Paradigms and its critics
- > The Bretton-Woods institutions
- > NEPAD: its basic elements

SESSION 15

- > Information and communication technology
- > Computer training (YLTP web page)
- > Negotiation skills and bargaining (trade unions)

SESSION 16

- > Combating corruption in Tanzania

SESSION 17: STUDY VISIT TO THE EAC SECRETARIAT AND THE ICTR IN ARUSHA

- > The East African Community and the regional cooperation
- > The experience of the International Criminal Tribunal for Rwanda

Session 1

6 December, 2000 at FES Conference Hall

Objective of the session

To involve the trainees in the set-up of the program, developing together a profile for the "good leader".

Contents of the session

The trainees discussed and commented on the draft of the curriculum for the duration of the program. The trainees developed a profile for a good leader through group-work.

A good leader should have

- > big ears to listen and take advice
- > wide eyes to see beyond the horizon
- > a flexible neck, elbows and knees to positive changes
- > not a big belly to eat too much
- > not big shoes and feet to stamp/crush subordinates
- > strong shoulders to carry the burdens/responsibilities of society
- > should be not so tall to stand out so high to avoid realities of society



Motivator



Evaluator



Challenger



Facilitator



Servant rather than a master



Good communicator

A good leader should be

- > Creative and innovative
- > Visionary
- > Full of love
- > Self evaluating
- > Disciplined
- > Confident
- > Able to delegate power
- > Ready to accept ideas from others
- > Devoted and committed
- > Able to influence others
- > Able to manage conflicts and crises
- > Accepted by majority
- > Good model to others
- > Knowledgeable
- > Analytical
- > Decisive
- > Responsible
- > Accountable
- > Democratic
- > Tolerant
- > Altruistic

Session 2

15 December, 2000 at FES Conference Hall

Objective of the session

To introduce basic definitions and concepts for a broad understanding of developmental topics.

Contents of the session

Good governance (features of government, crises in the third world); economics (definition of economics, economic problems, theory of demand and supply); methods of problem analysis.

There is a lot of garbage in the neighbourhood, and some of the kids around have already hurt themselves with broken glass and rusty tin foil and cans...

More and more car accidents and hurt passengers are reported around Mwenge bus station, the victims being mostly women...


PROBLEMS

You are parents of children at a school where sexual harassment and selling of banghi were reported to be causing great damage among the students...

You are a group of shop owners very concerned with the increase in the number of street children in your commercial area...

The analysis seeks to understand the chain of causality of a problem and the potentials for solution...

STEPS FOR PROBLEM ANALYSIS



- > Definition of a problem as an initial focus
- > Clarification of the meaning of the problem
- > Brainstorming on the surrounding problems
- > Brainstorming on the surrounding context and its positive influences
- > Clustering of relative problems and solutions
- > Verification of viability of different alternatives for improvement

Session 3

22 – 23 January, 2001 at FES Conference Hall

Objective of the session

To present the revised curriculum for the year 2001. To introduce and give an overview of further developmental topics.

Contents of the session

Set-up of national and international economic institutions; social, cultural, economic and political conditions and impacts of HIV/AIDS; introduction to political systems and the organization of the state.

ROLE OF GOVERNMENT IN A MODERN ECONOMY

To raise revenues

Through taxes that reduce private expenditure (individuals, firms and business) and thereby make room for public expenditure (on goods like social services, defense etc.)

To invest

Through expenditure that induces firms or workers to produce certain goods or services, along with transfers (like welfare payments) that provide income support

To regulate the economic activity

Through regulations or controls that direct people to perform or desist from certain economic activities

INSTITUTIONS INFLUENCING ECONOMIC ACTIVITIES IN TANZANIA

The Bank of Tanzania (BoT), which formulates the monetary policy to achieve price stability conducive to sustainable growth of the national economy

The Tanzania Investment Centre (TIC), which promotes private investment in the country

The Tanzania Communication Commission, the Marketing Boards, the Tanzania Bureau of Standards, and others which monitor and regulate different sectors of the economy

Session 5

30 – 31 March & 1 April at the FES Conference Hall
9 June, 2001 at the Internet Cafe

Objective of the session

To introduce the concept of conflict resolution and political systems. Contribute to effective networking among trainees.

Contents of the session

Political systems; conflicts and conflict resolution; computer training (YLTP Website)

CONFLICT

A conflict refers to differences in opinion or values. Conflicts arise when individuals or social groups pursue different ends. A conflict is not necessarily violent.

Types of conflict:

Intra-state conflicts are dynamic, political and/or socio-economic disputes whose origins can be traced from a country's domestic factors. *Centralist conflict* regards the disputes over the central authority, in order either to replace the government or to be included in it. *Regionalist conflicts* aim at secession or regional autonomy.

Inter-state conflicts are disputes over issues that concern more than one state, such as border's delimitations, use of common resources or others.

Methods:

- > *Preventive Diplomacy* (early and preventive intervention before the conflict arises).
- > *Conflict Management* (preventing a conflict from erupting into a crisis or to cool a crisis which is about to erupt).
- > *Conflict resolution* (eliminating the root-causes of the underlying conflicts through agreement between the parties).



Session 6

27 – 28 April, 2001 at FES Conference Hall

Objective of the session

To encourage the trainees to discuss values and the ten principles for a democratic culture drafted by the project *Agenda: Participation 2000*.

Contents of the session

Definition of a code of conduct, group-work to define a code of conduct for leaders and some means of enforcing it. Discussion on concepts such as participation, gender mainstreaming, public accountability and transparency.

CODE OF CONDUCT

A code of conduct is a set of principles and guidelines reflecting individual or organizational values to foster standard quality behaviour or performance

VALUES FOR LEADERS (compiled by the trainees)



Session 7

1 – 2 June, 2001 at FES Conference Hall

Objective of the session

To introduce the trainees to techniques and methodological tools for project writing; to practice and improve communicative skills through the introduction of presentation methods.

Contents of the session

Project writing (the Logical Framework Approach, the project cycle management, the analysis of alternatives); communication skills (the role of a facilitator in a group, practical training in good communication).

The concept of the session

Objectives

Deeper exposure of trainees to managerial techniques and tools, within a broad spectrum of leadership capacity building tools	Practical pilot-experiences associated with fundamental theories on basic interpersonal and group dynamics	Better understanding on how the leadership capacity and the managerial capability are interlinked
---	--	---

Methods

Discussion of short conceptual papers	Discussion and revision of "known" definitions	Work in groups of various compositions	Visualization and facilitation	Participatory evaluation and brainstorming
---------------------------------------	--	--	--------------------------------	--

Contents

PROJECT WRITING <ul style="list-style-type: none">> Definition of project and its cycle management> Problem and Objective Analysis> Alternatives and Impact Analysis> The Logical Framework: principles, various terminologies, internal logic	COMMUNICATION SKILLS <ul style="list-style-type: none">> Image and posture, voice, gesture...the "integral" communication> Aid to communication; visual aid, environment...> Dealing with audiences, making public presentations
--	--

Session 8

3 – 4 August 2001 on the island of Unguja, Zanzibar

Objective of the session

To expose the trainers and trainees to practical leadership challenges.

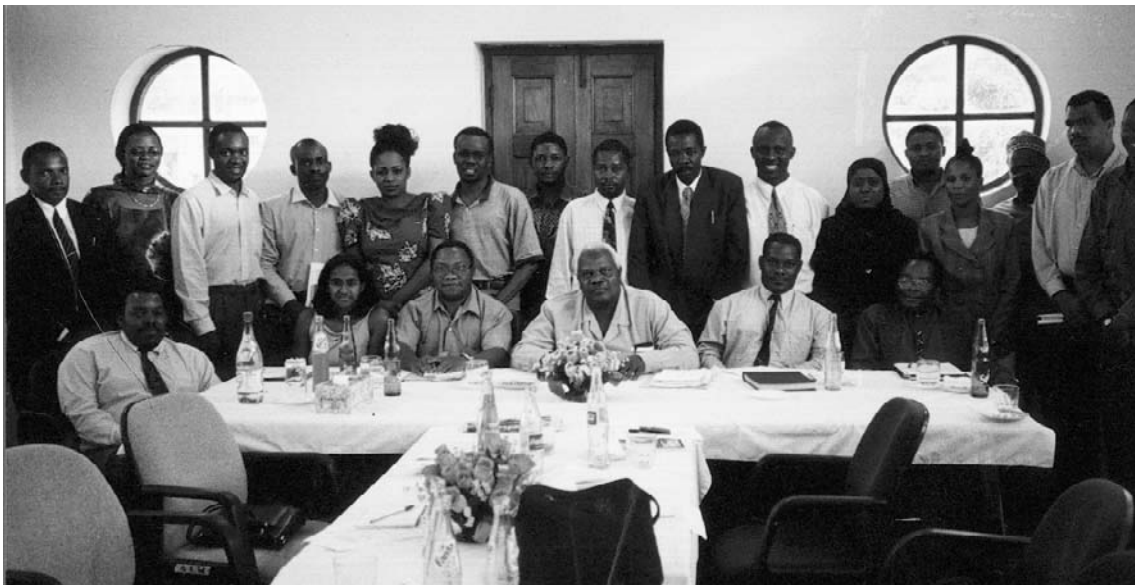
Contents of the session

The administrative set-up of the Zanzibar Government and the challenge of democratic governance; the House of Representatives as an example for leadership initiatives for Zanzibar (CCM, CUF); the role of TVZ (a television channel) in fostering democratic leadership in Zanzibar.

The House of Representatives of Zanzibar was constituted on 14 January 1980.

The functions of the House include

- > The making of laws where the implementation of any policy needs legal authority
- > Debating and passing the estimate of each Ministry during an annual budget session
- > Asking questions to each ministry of the Revolutionary Government
- > Debating, passing and overseeing the implementation of the Annual Government Plans



Visit to the speaker of the House of Representatives of Zanzibar, showing the YLTP group and the Honorable Pandu Ameir Kificho.

Session 9

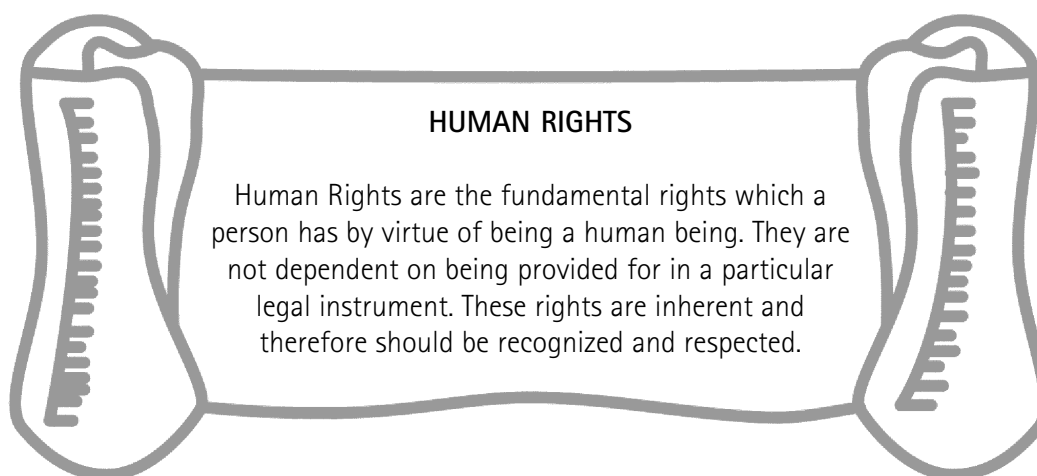
28 – 30 September, 2001 at FES Conference Hall

Objective of the session

To raise awareness on matters related to the constitution and the human rights situation in Tanzania.

Contents of the session

The basic Declaration of Human Rights and other international covenants; treaties the country has signed and the provisions in the Tanzanian Constitution; other laws and legal aspects of human rights in the country and the region; specific case studies on human rights situation in Tanzania.



"Life is the most basic human right. If justice means anything at all, it must protect life. That should be a constant underlying purpose of all social, economic and political activities at all levels." Mwalimu Julius K. Nyerere

Session 10

12 – 13 October, 2001 at FES Conference Hall

Objective of the session

To provide techniques and tools which would improve the trainees' skills in preparing seminars and workshops. The training should use a practical example, using the preparation of the next session of the YLTP (session 11) as a case study.

Contents of the session

The practical running of the session led to the preparation of the Session 11 of the YLTP in a participative manner. The session provided specific tools to prepare workshops and seminars, to write invitations, to report and do the protocol, to conduct team-work, to prepare visual aid material and organize the logistics.



10 points for planning a workshop

- > Know the available budget
- > Formulate the purpose of the workshop
- > Define the profile and select participants
- > Select staff
- > Define the contents
- > Choose the methods
- > Adapt time and agenda
- > Prepare the venue
- > Organize and prepare the materials
- > Reflect on and prepare the evaluation and follow-up



Session 11

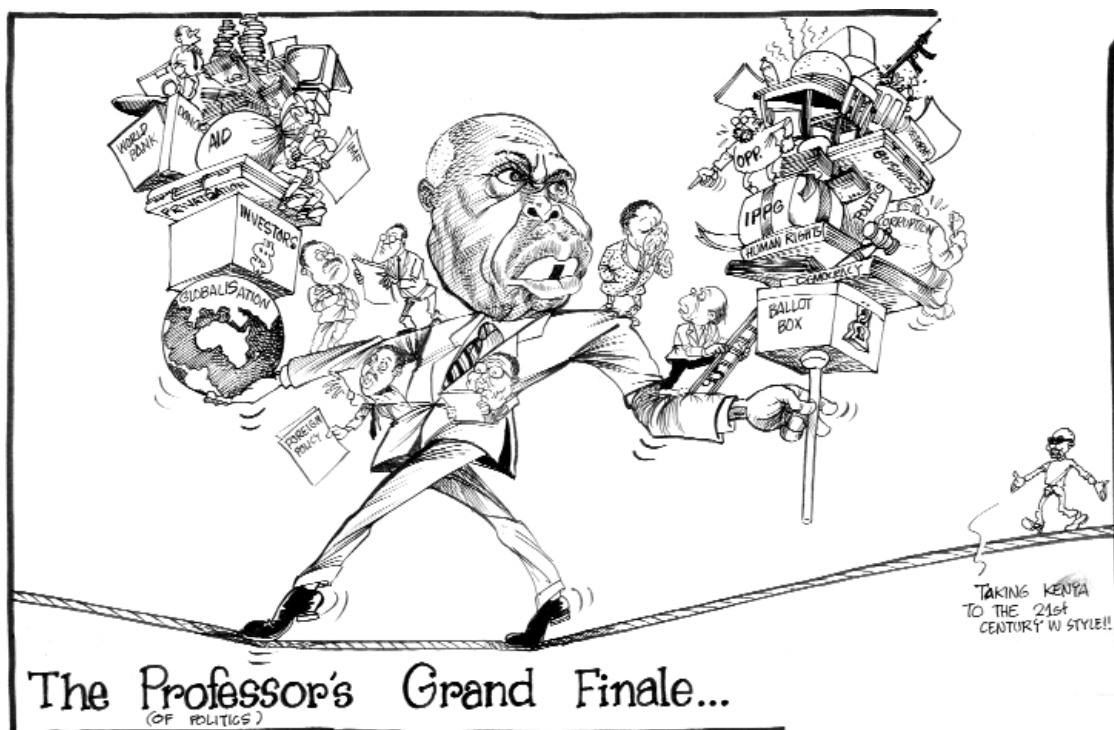
2 – 3 November, 2001 at FES Conference Hall

Objective of the session

To discuss and understand the role of the mass media in influencing opinions and that of a leader in society.

Contents of the session

How does a leader as a role model promote participation in society? What is the role of mass media in influencing decisions made by leaders and forming public opinion?



Social systems set and communicate **role** expectations with respect to **leadership** roles. Individuals assuming leadership roles enact these cognitive schema or scripts.

1. Scripts may be learned directly or indirectly.

1.1. Direct learning occurs when scripts are developed through a process of application, feedback and reinforcement. The individual derives success when using a style, and saves that style as a script. Once saved, the individual does not continually question its efficacy as an appropriate style.

1.2. Indirect learning takes place through social learning when the individual mimics approaches observed in actual leaders, literature, and other forms of media.

2. Attribution Model: Individuals observe what they consider to be successful organizations. They attribute this success to the leader. They search for behavior patterns of that leader that differentiate him from other leaders. This set of behavior patterns becomes the basis of a role model (leadership schema)

Session 12

25 – 26 January, 2002 at EU Delegation and FES Conference Hall

Objective of the session

To inform the trainees about the EU-ACP Cooperation (European Union and the African-Caribbean-Pacific countries); participatory internal evaluation.

Contents of the session

Introductory presentation of EU-ACP partnership through a visit to the delegation of the European Union Commission in Dar Es Salaam; discussion and revision of the ongoing curriculum of the YLTP: planning and evaluation of the trainees' work.



EU-ACP relations in post-colonial period

- > The Youndé I and II Conventions (1964-1976)
- > The Lomé I to IV Conventions (1976-2000)
- > The Cotonou Agreement (2000-2020)

Objectives of the Lomé Conventions

Promotion of trade through preferential treatment of the ACP economies
Financial assistance of the EU to the ACP states to foster economic development
Humanitarian assistance by the EU to the ACP states

The Cotonou Agreement

Philosophy: economic liberalism; trade-driven economic cooperation; compliance of the trade regime with the World Trade Organization

Modality of operation: Economic Partnership Agreements (EPAs) between the EU and Regional Trading Arrangements (RTAs) or individual countries

Areas of coverage: trade; financial and technical assistance; support to non-state actors

Session 13

8 – 9 March, 2002 at FES Conference Hall

Objective of the session

To deepen trainees' knowledge on economic issues; produce concrete ideas about self-employment possibilities for the trainees; improvement of theoretical skills on conflict analysis through the discussion on relevant political events in Tanzania.

Contents of the session

Economic management: employment, unemployment and related topics; inter-party conflict resolution (using the example of the Muafaka Agreement); team building exercise for leadership: "How am I going to be in ten years time?"



The IMAR framework for a business start-up

IDEA

Scan the environment; identify and evaluate opportunities; find an idea that is sufficiently attractive to merit serious consideration; confirm its feasibility.

MOTIVATION

Review one's preferred way of life; evaluate the option of an entrepreneurial career.

ABILITY

Analyze the skills needed; assess the management competence needed; identify skills gaps; determine how to bridge the gaps.

RESOURCES

Plan the required scale of entry into the market; indentify the volumes and costs of resources required; verify availability of suppliers; identify support services and assistance.

Session 14

27 – 28 March, 2002 at FES Conference Hall

Objective of the session

To create awareness of the paradigms which inform daily decision making of leaders; to develop the ability to understand the major critiques to those paradigms; to present the New Partnership for Africa's Development - NEPAD and discuss its implications for Tanzania.

Contents of the session

The major paradigms informing decision-making in modern societies; the influence of the Bretton Woods institutions; alternative thinking and the critique to present paradigms; a summary of NEPAD and an exercise of role-play, discussing the position of different countries regarding the initiative.

"NEPAD is a call for a new relationship of partnership between Africa and the international community, especially the highly industrialized countries, to overcome the developmental chasm that has widened over centuries of unequal relations."

NEPAD areas of work:

- > Political Governance
- > Economic and Corporate Governance
- > Agriculture and Market Access
- > Human Resource Development
- > Infrastructure
- > Environment



Session 15

19 – 20 April, 2002 at FES Conference Hall and at Internet Cafe

Objective of the session

To understand the role of information technology in the world and its current status in Tanzania; to introduce concepts of negotiation skills and change management.

Contents of the session

Information and communication technology in the world and in Tanzania; computer training; negotiation skills and bargaining; change's management.

PRINCIPLES FOR SUCCESSFUL NEGOTIATION

- Never negotiate alone
- Stay calm
- Avoid making threats
- Avoid emotion
- Never make promises
- Use adjournments
- Stay on record
- Know when to compromise
- Never walk out of negotiations



Session 16

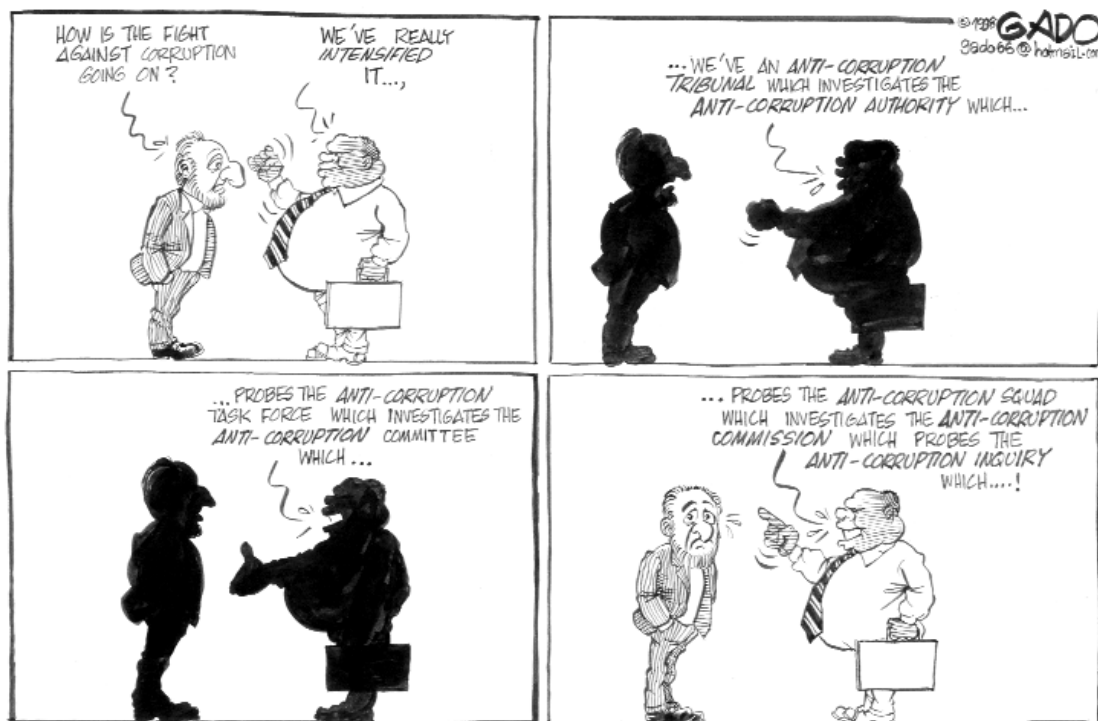
31 May & 1 June, 2002 at FES Conference Hall

Objective of the session

To provide insight into corruption and understanding on how to avoid and combat it.

Contents of the session

Definition of corruption; the "three phases of government"; the functions of the Ethics Secretariat and of the Prevention of Corruption Bureau (PCB).



The functions of the Prevention of Corruption Bureau (PCB) in Tanzania

- > To take necessary measures for the prevention of corruption in the public, parastatal and private sector.
- > To investigate offences involving corrupt transactions and to advise the government on ways and means to prevent corruption.
- > To change the strategy from trapping corrupt people to focusing on prevention of corruption.

Session 17

25 – 27 July, 2002 in Arusha, northern Tanzania

Objective of the session

To offer an overview of the East African Community -EAC- and of the role and tasks of the International Criminal Tribunal for Rwanda - ICTR.

Contents of the session

Challenges of the East African Community Secretariat in fostering the East African Cooperation; challenges of the ICTR in fostering legality in the management of public affairs in the Great Lakes Region.



Images from the town of Arusha and the International Criminal Tribunal for Rwanda - ICTR

Special session: the graduation ceremony

6 September 2002, Dar es Salaam

At the end of the program, the YLTP trainees went through written and oral exams which evaluated their analytical capability and knowledge on the major topics discussed during the training sessions.

The results of these evaluations were combined with the participants' individual performance in their regular homework assignments and the individual assessments made by the trainers in group discussions. Such assessments were based on criteria such as the individual participant's capability with regard to self-presentation, his or her commitment to the group as a team, and his or her social responsibility as observed during the debates and field visits.

Four trainees were selected to receive a special award in a final graduation ceremony. All of them (12 graduated) received a ranked graduation certificate. As gifts from the YLTP, all the trainees received an encyclopedia and other books related to their professional lives. The books were chosen by the trainees themselves.

Hon. Asha-Rose Migiro, Minister for Community Development, Women and Children presented the trainees with their certificates and awards. The Minister also participated in a talk-show in the presence of the trainers of YLTP, the trainees and political personalities.

The talk show proposed the question: "Are leaders born or can they be trained?" and this created room for a very participatory debate.

Among the guests were representatives of the organizations which nominated the trainees to the YLTP, public figures such as the Deputy Minister for Labour, Youth Development and Sports, Hon. Mudhihir M. Mudhihir (MP), the German ambassador and representatives of national and international organizations. The event was broadcasted nationally by radio and television.



Hon. Asha-Rose Migiro (MP), Minister for Community Development, Women and Children, elaborating on leadership and education at the graduation ceremony of the YLTP I.

4 The implementation of the YLTP: findings and conclusions

4.1 Did the YLTP achieve its objectives?

Let us consider the three overall objectives of the program:

1. Enhancement of the capacity and moral standing among youth, so that they become future capable and reliable leaders

The participants of the YLTP significantly increased their knowledge and understanding of the various aspects informing their daily decision-making processes and their opinions.

The wide range of discussions and broad training topics provided the trainees with a better ability to interrelate previously compartmented information, creating room for a more comprehensive and meaningful portrait of the political and social environment where they all live and operate.

The varied background of the trainees, the open discussions on differences and tolerance, the use of dialogue as a tool for understanding each other and the regular work in heterogeneous groups gave the trainees the ability to accept and appreciate diversity of opinion as a way towards growing and learning together. Most of them mentioned that friendship grew among them because of the YLTP approach to the training.

"I had a dictatorship in me; the YLTP shaped me. Now, I involve my staff, and keep a lot of transparency. I don't hide anything in my cabinet. You can ask people how much I changed."
Statement by an YLTP trainee

"She improved her organizational skills, she is able to lead meetings, she really improved in the handling of different situations and in mobilizing people."

Statement by a nominating organization, the Ministry of Labour

Most of the statements given by the organizations which nominated the trainees to the YLTP refer to the participants' improved ability in leading group events, taking informed decisions, planning ahead and seeking dialogue and cooperation.

As mentioned in the intermediate YLTP's evaluation report³, when asked whether or not the program enhanced knowledge and skills on leadership, 100% (as against 83 and 70 percent during the second and first quarters respectively) of respondents categorically acknowledged that it did.

2. Contribution to the efforts towards the creation of good governance nationally and within institutions

The participants widened their understanding of the concept of good governance. From "jargon" to be used in documents, good governance came to be the aim of the transformational process that the leadership training is meant to be. Most of the trainees quoted "good governance" as the connecting thread of the different topics covered by the program.

The statements of the institutions that nominated the trainees give a positive portrait of the impact of the program.

"In decision-making, he consults other persons in orders to get a consensus. He makes good comments and asks vital questions during presentations and discussions."
Statement by an NGO

3. Mmuya, Max. *Youth Leadership Training Program: third quarter evaluation statement of the YLTP up to 2 November 2001*. 28 November 2001.

3. Creation of a network of collaborators among youth and future leaders from different sectors of society

The trainees became a cohesive group. All of them, in their final evaluation of the YLTP, quoted friendship and mutual understanding as an important gain from the program.

"She developed a strong sense for ethics, she deals with her tasks in a more systematic way, and her planning is clearer and more efficient than before."

Statement by a nominating political party

In November 2001, the YLTP coordinator prepared an intermediate evaluation of the program. The YLTP was divided into quarters. The first quarter included all activities from the beginning of the sessions until the end of March 2001. The second quarter went from April to June 2001. The third quarter went from July to September 2001. The intermediate evaluation carried out by the coordinator was presented 28 November 2001.

"His new abilities help the networking with NGOs and the Government. His abilities in representing the organization are a very important contribution not only for the internal efficiency but also for the relations with other partners."

Statement by an NGO

Regarding the objectives of the program, it was specifically asked if the YLTP had facilitated networking with colleagues from other institutions.

- > Of the 12 trainees who responded to this question, all of them or 100 % (83 % and 87% in the second and first quarters respectively) said the program was facilitative.
- > 91.7% (83% and 67% in the second and first quarters respectively) of the respondents said that the program facilitated collaboration between their individual institution, themselves and the FES. Only one respondent said it did not.

"She brought into the party a new understanding for networking and created links to other organizations and parties."

Statement by a nominating political party

4.2 The institutional and administrative set up

The Youth Leadership Training Program started off with the following institutional set up:

- > The director of the FES, responsible for conceptual and financial matters, and the Program Coordinator, co-responsible for conceptual matters, but in charge of leading the executive implementation of the program, formed the **working team**. The working team was supplemented by the **administrative secretariat** and, if needed, by other invited individuals.
- > The daily tasks of the **administrative secretariat** were the responsibility of the FES-trainees, young German scientists on short-term internships at FES Office in Tanzania. The FES Office, therefore, provided the venue and the administrative services.
- > The **team of trainers** was composed of a **core-group** of 4 experts, the **working team** and other **invited trainers**. The team of trainers was responsible to jointly format a multi-faceted and innovative draft for the curriculum.
- > The YLTP group of trainees, as a consultative group.

The major advantages of such a simple structure and set up were:

- > The close involvement of the director of FES was fundamental for the continuation of the program, with his belief in the relevance of the pilot-experience, and his adult-teaching experience.
- > The highly reputable expert in political science chosen as the program coordinator had the critical role of establishing a scientific design for the curriculum and the evaluation techniques used during the program. His role in leading the regular updating of the program

through team meetings also helped keep things on the original track towards the end of the program.

- > The team of trainers had different degrees of involvement in the program. One of the trainers, Dr Mohamed Maundi, acted often as deputy coordinator. His presence close to the coordinator helped the YLTP through difficult moments, especially when the FES director, for any reason, could not be present. Valéria Salles, a trainer of trainers, acted as moderator for planning meetings and group discussions. The other team members had a varying degree of participation, either in the training sessions or in the regular coordinating meetings.

The work division within the YLTP team developed more or less "informally" during the program. The discussion on tasks and terms of reference for the YLTP team occurred for the first time only by the end of November 2001. The major points observed during the evaluation were:

- > The responsibilities and tasks of the "session coordinator" were not clearly stated and not properly related to those of the program coordinator.
- > The responsibility for budgetary issues was with the FES director. However, it was not clear who could make such decisions when he was absent.

The YLTP trainees praised the administration by FES in the final program evaluation. By the middle of the program, 92% of the trainees affirmed that the teaching environment was conducive, while 83% said teaching material was sufficient, but the catering services and the allowances for transport and accommodation were just about adequate. There were requests to increase the transport allowances (in each of the quarterly evaluations) and to improve the meals and snacks served. Those topics were positively assessed during the following evaluation carried out, indicating that the concerns were addressed.

The general good administration by FES was highlighted by all of the participants in the final questionnaires. Special mention was made to the supportive role played by the FES secretaries who worked at weekends and cared for the well-being of the trainees, organizing the logistics and providing whatever material the trainer and presenter were to distribute. The administrative staff of FES deserved positive mention too.

While each of the FES trainers and trainees praised the services of the secretaries, the fact that they served the program for short terms meant that there was a variety of styles, approaches, methods and administrative procedures during the program. The program missed a proper systematization of the lessons learned and of the documentation generated, with a weak knowledge management.

The filing and documentation of the YLTP was not done in an efficient way. With an increasing amount of correspondence and documents being exchanged by e-mail, the electronic filing system became a vital part of the administrative set-up. Neither the physical nor the electronic

THE TEAM OF TRAINERS

Professor Max Mmuya, political scientist at the University of Dar es Salaam, member of the working team, and program coordinator.

Dr Mohammed Maundi, acting director at the Centre for Foreign Relations, Tanzania, member of the core-team of trainers.

Ms Valéria Salles, independent consultant for development projects, Southern Africa, member of the core-team of trainers.

Professor Mwajabu Possi, principal at the Tanzania School of Journalism (TSJ), member of the core-team of trainers.

Dr Flora Musonda, senior researcher at the Economic and Social Research Foundation, member of the core-team of trainers.

Mr Peter Häussler, resident director of the Friedrich Ebert Stiftung (FES) in Tanzania, member of the working team.

files of the YLTP were organized in a systematic and complete way.

The flow of communication between the program and the trainees was intense and worked well. The trainees evaluated positively the performance of FES in keeping up the flow of information. Communication was made easier by the computer training and the establishment of individual Internet e-mail addresses for all of the trainees.

"Administration was admirable. When I reached there (FES) everything was prepared and organized."

Statement by a trainee

4.3 The relevance of the contents of the curriculum

The curriculum of the YLTP was regularly revised. The revision aimed at reacting to suggestions made during the sessions, including new relevant subjects, complementing approaches or tying up loose ends among subjects and/or adapting the contents to administrative or logistical constraints.

Such flexibility was a positive feature of the program and helped the trainers and trainees to interact more closely in order to design jointly the way ahead.

All of the interviewed trainees gave a positive evaluation of the contents of the curriculum and its role in "empowering youth to take over a leading role in good governance and development". They said the contents were "quite comprehensive", "tailor made", "going from the simple to the complex", "showed that leaders can be trained", and that they "changed the mindset" of participants.

The most quoted positive experiences were in the areas of good governance (political systems, constitution, and conflict management) and management skills. They also quoted the importance of learning some fundamentals of macro- economics and having access to some computer skills, but evaluated those two topics as insufficient. Other important topics mentioned were: human rights, leadership code, globalization and knowledge on Zanzibar and the regional program NEPAD⁴. The trainees also asked for more computer training, more project writing skills, more topics on economics, more communication and "life-skills", such as techniques to improve self-confidence and conflict resolution skills.

4.4 The appropriateness of the methods

The training program was meant to be as participative as possible. Any subject would build upon trainees' needs, experiences and the Tanzanian reality. The stimulation of the trainees' ability to understand the topics, to articulate and express positions and opinions would be the major objectives of the training methods.

The training team of the YLTP did not have a specific background in participatory methods. Usually the sessions were composed of a "presentation / lecture" part and a "discussion" part, either in the plenary, or in small groups. Visualization was used in few cases, on flipcharts, or with overhead projector. Other visualization methodologies and role-plays were used only occasionally. Printed materials on the subject matter always backed up the sessions, preferably coming from different sources and presenting different points of view.

4. NEPAD: New Partnership for Africa's Development

Participatory teaching methods are a novelty in Tanzania. Every participant praised the participatory approach of the YLTP in his or her evaluation of the program. What they liked most was the possibility of contributing with their views. Responses such as "we could give our views", "we could say what we liked or not", "facilitators sometimes left the trainees to share what they had, through presentation of the discussion and findings" show the relevance and impact of participation. The methods were considered "facilitative and interactive", and are said to have enhanced oral and written skills of participants. The role-plays and excursions were quoted as methodological highlights.

Trainees suggested the continuous use of excursions as a teaching approach and the invitation of more presenters and facilitators with "real" experience, and not only "theoretical" knowledge. It was also suggested that the core-team of trainers should be exposed to participatory teaching methods, before and during the program, in order to be able to formulate and lead the sessions with a more effective and participatory methodological approach.

4.5 The evaluation procedures

There were two major evaluation procedures to be looked at: 1) the regular evaluation of the trainees themselves, as a way of measuring the appropriateness of the training and their individual evolution and 2) the evaluation of the program and its consequent adjustment, as in any project cycle management.

The mechanisms chosen to evaluate the trainees were a) the regular individual observation and home-work given at the end of training sessions and b) a final evaluation exercise to determine their graduation and qualification.

The evaluation of the program was the responsibility of the YLTP coordinator. He prepared two types of questionnaires, one for trainees and another one for trainers. The evaluation through the questionnaires for trainees was carried out three times (first to third quarters of the program, as explained before), when a mid-term evaluation report was prepared, presenting the compiled results. The coordinator carried out two questionnaire surveys with the trainers (5 people), but stopped the use of the method for the lack of response.

Besides those evaluation mechanisms, the FES Office used another type of quality assessment, by way of an evaluation sheet at the end of sessions, although not systematically. Some presenters and sometimes session coordinators also conducted evaluation exercises as part of the specific training sessions. It is not clear if the use of various and diverse evaluation instruments helped the program to improve and address its problems or not.

The team of trainers met regularly (14 meetings between October 2000 and September 2002), with different quorum and different agendas, and took decisions on weaknesses or potentials of the program, uncovered by the evaluations.

*Q: "What is your opinion on the team of trainers?"
A: It was almost 90% perfect."*

Extract from final evaluation's questionnaires

As the end-of-program assessment of the trainees' progress, the YLTP team of trainers ran oral and written exams on the various topics which the trainees had been exposed to. The results of those exams were combined with the marks for home-work and the individual assessment of the trainees by the YLTP team. The individual assessments were based not only on the intellectual capacity but also on commitment, motivation and team work abilities.

The YLTP did not prioritize evaluation as a skill to be gained by the trainees. However, the trainees' analytical ability improved as a result of the methods of the program. In June 2001, during the session on communication skills, there was a "public presentation exercise" and each trainee was supposed to "evaluate" the quality of each presentation. By that time, most of their analyses were based on figures ("60%") or general statements such as "good" or "very good". Such a tendency has reduced, but the example in the box shows that there is still room for improvement as far as evaluation capabilities are concerned.

4.6 Participation and engagement

Participation dropped from 17 trainees, in the beginning of the program, to 12 "graduates" eighteen months later. From those 5 who did not complete the program, 2 were sent abroad for studies and professional reasons and asked for termination. For FES, however, the completion of an 18-month program, without daily allowances, run on weekends, and rewarded in the end by a non-academic certificate, by 12 young leaders in Tanzania was considered to be a very good achievement.

The degree of participation was considered satisfactory by the trainees themselves, although the team of trainers would have liked more commitment to the agenda and time schedule.

The trainees and the trainers praised the variety of professional backgrounds and places of origin of the participants. The number of women participants fell from 6 in the beginning to 4 in the end, but remained within the minimal 30% required by the FES gender policy and the program's guidelines.

It was generally agreed that the program was too long, but some sessions were considered too short in number of days. The trainees commended the choice for the sessions to be on Fridays and Saturdays.

4.7 Crosscutting issues

The YLTP intended to have an inter-disciplinary approach. In other words, topics would be presented from different perspectives and at the same time transversally linked to other topics of the program. Certain special themes would act as "lenses" through which topics would be seen. Special themes would be "globalization", "good governance" and "gender", for instance. Methods and contents would, by the same concept, intertwine and therefore reinforce each other.

The inter-disciplinary idea did not materialize enough in the practical implementation of the program. The sessions were still planned and implemented as separate unities, without enough integration between topics, problems and approaches, fundamental to the implementation of the "multi-disciplinary" idea. Trainers introduced few innovative teaching methods as communication tools to be used by the trainees in their professional and political life.

"He is working harder than before, he appears more mature and confident in the way he thinks and talks, he attends more to other people's problems, he argues well."

Comment by the representative of a trainee's organization

5 Recommendations to improve the YLTP

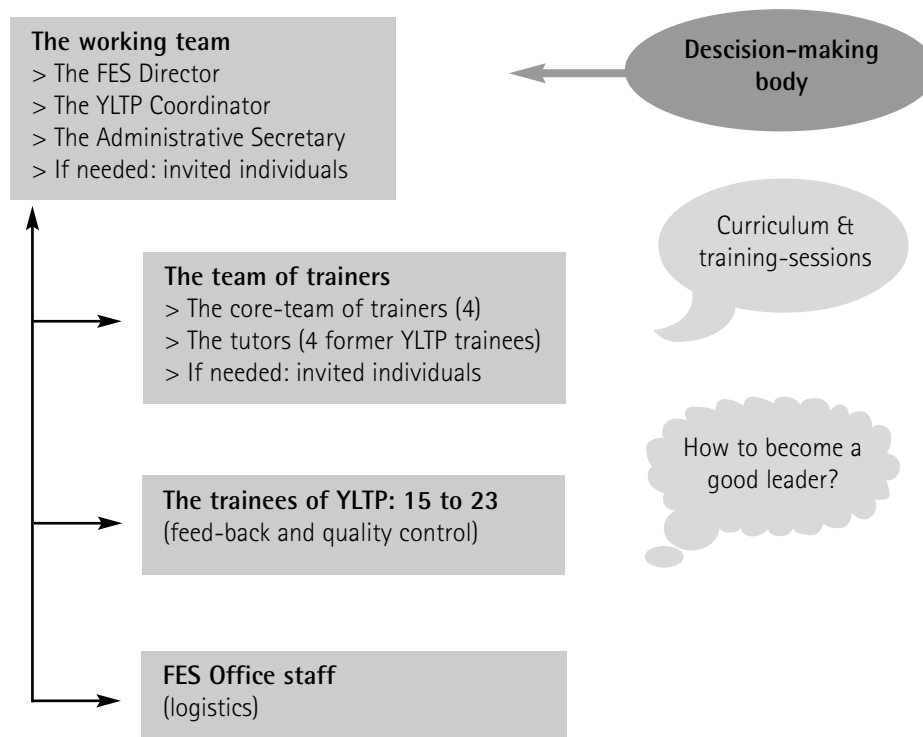
The evaluation culminated in joint recommendations that should feed back into the new YLTP to be carried out in 2003. The process itself was a very valuable moment for the professionals involved in implementing the program, since it helped not only the improvement of the training itself but also the individual development of each of the trainers and administrative personnel part of the program. The recommendations collected were:

5.1 The achievement of the objectives

- > The YLTP should define a vision (the overall goal) that fits in with the FES' project-goal to which it should contribute to.
- > The YLTP should define a mission that guides its training principles, such as participation, interaction, creativity and a "holistic" approach.
- > The YLTP should define its Program Objective, which could (and may) be revised for each of the yearly programs. The Program Objective should state what sort of leader the Program intends to "produce" in the end.
- > The Program Objective needs defined indicators which will inform decisions on methods of evaluation (what for and how to evaluate). They can also be used as criteria by FES in its internal quality control.
- > The YLTP could keep the aspects that are currently within its three overall objectives either in the new definition of a Program Objective or as indicators (Are the trainees networking? Are the trainees more knowledgeable? Did an ethical behavior develop?)

5.2 The institutional and administrative set-up

The suggested YLTP organs for the future are:



Other recommendations were:

- > To formulate clear terms of reference for the coordinator and the different members of the "team of trainers". Contracts should establish conditions for remaining or leaving the program. Honoraria should reflect effective working time.
- > Terms of reference and contracts for invited trainers should specify their obligations and right of property to the papers presented. Papers should always be presented in electronic format.
- > The criteria of "practical experience" to select and invite trainers should be maintained.
- > The filing and documentation system needs systematization. Responsibilities in the administration must be clarified. There must be an administrative concept for the YLTP, with written guidelines, to facilitate hand-over in different functions.
- > Procedures to plan and implement the "sessions" could be summarized into a "working manual", with a check-list for cross-cutting issues, such as globalization, good governance, gender, impacts of HIV/AIDS or any other topic the future program decides upon.
- > It was suggested by many that the program's time should be reduced to 12 months.
- > New trainees in a new YLTP should be supported to start their Internet and electronic communication system as soon as possible, from the beginning of the program. The YLTP website should be reviewed and corrected.

5.3 The curriculum

There were only few recommendations regarding changes in the contents:

- > The current curriculum, highly appreciated, should be the basis for any future curriculum development.
- > The computer training should concentrate on word processing and information applications. Assessment of computer literacy should be done during the selection process.
- > More fundamental economics. More communication skills, more project writing, more "life skills". Environment was a relevant topic missing during the program and should be addressed in the next program.
- > Points of view that are more diverse should be brought in. The Islamic point of view was not explored enough.
- > "Leadership" itself as a concept needs more discussion and clarification.
- > Poverty reduction and other multilateral arrangements were not sufficiently discussed. Peace, stability and security should have a more comprehensive approach and be given more relevance as subjects.

5.4 The methods of training

- > The principle of participation and participatory teaching methods must be translated into practical guidelines for the trainers and the session coordinators. Methods should be considered as important as subjects, and should be part of the core-team's discussions on the curriculum.
- > Each session should end with a "participatory evaluation exercise" with a special focus on developing the trainees' abilities to reflect critically, evaluate and express themselves in an articulated way.
- > If possible, more excursions/study visits should be part of the program, or practical study cases.

5.5 The selection and evaluation procedures

- > FES should keep the focus on the political institutions and the youth-related organizations. However, it should invite a broader range of organizations to send candidates.
- > It should be made clear that the candidates nominated by the organizations are willing to apply themselves, and willing to comply with the rules and conditions of the program.
- > There must be "evaluation guidelines" for the YLTP from the beginning, stating procedures, timing and responsibilities.
- > Ability to network and remain in contact through electronic communication should be also criteria for the evaluation of trainees.
- > Results of the evaluations should be taken in consideration more often, and decisions be made.

5.6 Participation and engagement

- > Candidates for the next YLTP should be clearly informed about the training conditions before they enter the selection process.
- > If employed or attached formally to an organization, the candidate should present a letter from his or her employer stating the employer's support and willingness to allow the candidate to attend training sessions in working hours. The sending organizations should sign a "letter of support" for the candidate's participation
- > Selected candidates shall sign a letter of commitment, containing the Program's major engagement expectations. The letter should also state "penalties" and define a "body" where cases are arbitrated.

5.7 Crosscutting issues

- > There must be a discussion on how the intertwine subjects in the YLTP, with a definition of responsibilities. Priorities would be established: what are the relevant topics to inform most of the discussions?
- > The assessment and evaluation of the quality of the program should take into account not only the individual sessions but also the overall arrangement of the program.

5.8 Other recommendations

- > The program should network better with other leadership programs.
- > The program should keep a regular flow of information between FES and the sending organizations (also with the employers of the trainees, if they are different).
- > The type of award/diploma/certificate should be defined before the next program starts and should be made clear to candidates.
- > Mechanisms for internship in national or international organizations could be part of the program and not only an award.

The evaluation process of the YLTP I informed the concept for the YLTP II - 2003, establishing a quality standard for the following programs. The program has to be seen as an ongoing process that never ends: the team has to learn daily from the practice and from the new group of trainees, as diverse as one would want. Such diversity creates a challenging environment for the promotion of dialogue, conciliation and acceptance of the differences towards a common objective.

6 The YLTP II - 2003

The YLTP II - 2003 started in January and has incorporated most of the recommendations drawn by the evaluation of the first YLTP. The program has not only improved in format and organization but has also enjoyed a widespread good reputation, which attracted skillful professionals to join the team of presenters and trainers.

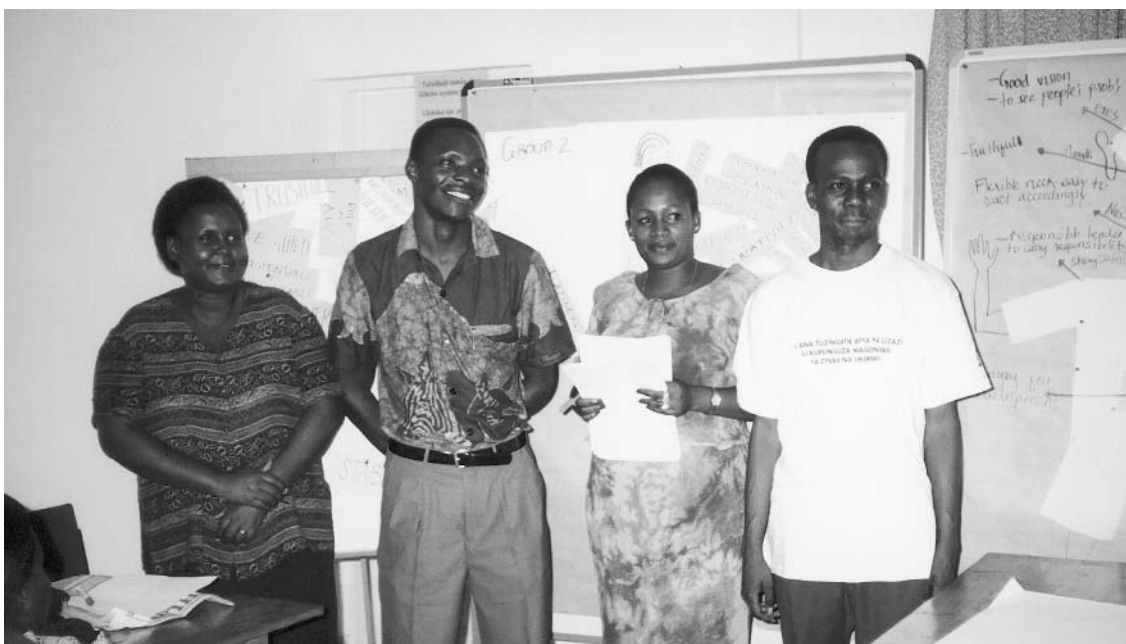
More than 50 young people from different invited institutions applied to the program, and 22 of them were selected, 13 women (!) and 9 men. Of the current trainees, four come from Zanzibar.

The format has been reduced and the YLTP II will run for 12 months, with monthly sessions of 2 to 3 days each, including Saturdays and Sundays.

The contents were slightly changed to include questions regarding the environmental sustainability of development, the gender aspects of society and developmental interventions and the Islamic point of view on some subjects. It is planned that the core group of trainers and the tutors themselves will attend training on participatory teaching methodology to enable them to apply the principles developed by the program.

The best qualified trainees selected from the YLTP I are now tutors for the YLTP II. With the major task of assisting the coordinator of a training session to develop a concept and implement the training, the tutors gain substantial experience in working with highly capable professionals and in participating of discussions with the new group of trainees.

Terms of reference for trainers, trainees, tutors and for the program coordinator were developed, based on the previous experience, and a code of conduct for trainees was formulated as a "letter of commitment" signed by the trainee, the project coordinator and the FES representative. The YLTP II has newly formulated rules for administration and financing, aiming at a more flexible and responsive structure for decision-making.



The best four graduates of YLTP I are introduced as tutors for YLTP II. From left to right are Esther Riwa, Moses Kulaba, Halima Omari and Zito Kabwe.

FOR FURTHER INFORMATION ON LEADERSHIP AND GOOD GOVERNANCE IN TANZANIA:

Human Rights

www.humanrights.org

Tanzania Parliament

www.parliament.go.tanzania/bunge.html

Tanzania Government

www.tanzania.go.tz/vision.htm

Zanzibar Government

www.zanzibar.go.tz

Media Council of Tanzania

www.mct.or.tz

Institute for Development Studies, University of Dar es Salaam

www.udsm.ac.tz/ucb/instiofdevelop.html

International Documentation Network on the Great African Lakes Region

www.grandslacs.net

East African Community

www.eacq.org

United Nations Development Program, Tanzania

www.tz.undp.org

MS-Training Centre Arusha

www.mstcdc.or.tz

The British Council, Tanzania

www.britishcouncil.org/tanzania/governance

Friedrich Ebert Stiftung – FES

www.fes.de

www.tanzania.fes-international.de

TUCTA

e-mail to: tftu.educ@cats-net.com

The Leadership 2000

e-mail to: theleadership2000@yahoo.com

Campaign for Good Governance

e-mail to: goodgov97@yahoo.com

7 The way forward: the future of the program in Tanzania

The YLTP will continue to be supported by FES. This is the firm intention of the FES-Africa department at the German headquarters in Bonn and Berlin, and it is also my personal intention.

Since I started my preparations for the Tanzania assignment, I have been enthusiastic about this training program. The education of young women and men makes a contribution to the development of this country.

The challenges we all are facing, and especially the countries in the southern part of our globe, are tremendous and forever increasing. To tackle the problems and to use the potential of globalisation there is a need for more committed young leaders with a practical vision, sound knowledge in socio-economic topics and good managerial skills.

Last but not least, it is important to keep in our minds that we need people with ethical commitments, people who strongly support the promotion and protection of Human Rights, and who feel responsible for assuring social justice for the different groups of the society. We are sure the YLTP can make a contribution. Let us work together.

*Reinhold Einloft
Resident Director, Friedrich Ebert Stiftung - FES
Tanzania, July 2003*

The Friedrich Ebert Stiftung is grateful to the new collaborators of the YLTP II: the trainers Ms Marie Shaba and Mr Tobias Aloisi, and the secretaries Jürgen Mikschik and Katharina Kuss.

8 Annexes

ANNEX 1

List of people involved in the YLTP I

Hon. Asha-Rose Migiro (MP),
Minister for Community Development,
Women & Children, presenter
Mr Alphonse Siara, consultant, presenter
Mr Amon Petro, FES office assistant
Mr Amour Said Khamisi, trainee
Mr Andrew Ngereza, ICT-consultant, presenter
Mrs Annette Schlicht, FES project assistant
Prof. Chachage S. Chachage,
University of Dar es Salaam (UDSM), presenter
Prof. Chris Peter Maina, UDSM, presenter
Mr Danford Mpumilwa, press secretary,
International Criminal Tribunal for Rwanda
Dr Edward Hosea, Prevention of Corruption
Bureau (PCB), presenter
Ms Esther Riwa, trainee
Dr Flora Musonda, Economic & Social
Research Foundation (ESRF), trainer
Mr Francis Macassy, cultural performer
Mr Frederick Msigallah, trainee
Ms Frimina Kombe, trainee
Ms Halima Omari, trainee
Ms Henriette Kolb, FES project assistant
Prof. Ibrahim Shao, UDSM, presenter
Mr Juma Saidi Sanani, trainee
Mr Jumanne Shauri Kiango, trainee
Ms Karin Wandschura, secretary
Ms Kate Girvan, consultant, presenter
Ms Katrin Delitz, secretary
Mr Klaus Wendelberger,
German Embassy, presenter
Mr Marco Mwageni, trainee
Mrs Mary-Beatrix Mugishagwe, moderator
Mrs Mary Mshana, Ministry of Health
(National AIDS Program), presenter
Prof. Max Mmuya, program co-ordinator
Dr Mohammed Maundi, Centre for Foreign
Relations (CFR), trainer
Mr Moses Kulaba, trainee
Hon. Mudhihir M. Mudhihir (MP)
Deputy Minister for Labour, Youth
Development & Sports
Prof. Mwajabu Possi,
Tanzania School of Journalism, trainer
Ms Nora Kempmann, secretary
Mr Olaf Nielinger, Institute for African
Studies (Hamburg), presenter
Hon. Pandu Ameir Kificho, Speaker of the
House of the Representatives of Zanzibar
Hon. Paul Kimiti,
Member of Parliament, presenter
Mr Peter Häussler,
Resident Director of FES Tanzania
Mr S. Chaila,
Tanzania Teachers Union (TTU), presenter
Mr Salim K. Sururu, trainee
Ambassador Seif Idi, deputy secretary general
of Chama Cha Mapinduzi (CCM)
Mr Selemani Mpochi, photographer
Ms Selvi Venzlaff, secretary
Hon. Shamsi Vuai Nahodha, Chief Minister of
Zanzibar
Ms Sherbanu Kassim, presenter
Mr Soud Yusuph Mgeni, member of the
National Council of Civic United Front (CUF)
Dr Suleman Mogaeka, project consultant
Dr Sylvia Shayo, UDSM, presenter
Ms Tabitha Siwale, Women Advancement Trust
(WAT), presenter
Ms Thea Mtau, trainee
Mrs Tumaini Silaa, Tanzania Women Lawyer's
Association (TAWLA), presenter
Mrs Valéria Salles, independent developmental
consultant, trainer
Ms Verena Schönleber,
secretary and facilitator
Ms Verena Uka, secretary
Mr Zuberi Zitto Kabwe, trainee

ANNEX 2

Code of conduct for trainees of YLTP II - 2003 (Agreement)

The Program

1. The Youth Leadership Training Program requires strong commitment from the trainees and support from the sending organizations.
2. The Friedrich Ebert Stiftung (FES) has developed some rules and regulations to be followed for the smooth running of the one-year training program (YLTP II). Please read, think about, sign and then return the signed sheet to FES. Your institution will get a copy of the signed sheet.
3. The YLTP II has been scheduled to take place from January to December 2003. It will consist of eleven (11) sessions. Each session will probably be held on the last Friday and Saturday of each month.

The trainees

4. The trainees are required to attend all sessions. In case a trainee can not attend a session for predictable reasons, she/he has to inform the YLTP secretary in advance in writing. If there are unforeseen reasons for the absence, the trainee should contact the YLTP secretary immediately after the training session, stating the reasons for her/his missing the session. In both cases copies should be sent to the YLTP coordinator. A trainee who fails to inform the YLTP secretary on her/his absence may have her/his participation in the program terminated. After missing three sessions, the trainee will be expelled from the program.
5. The trainees should observe punctuality. As a future leader, time management is crucial.
6. The trainee will be obliged to undergo examinations and home-works during the program. At the end of the overall program a final examination will take place. The evaluation will be related to the university marking system and ranking. The best four trainees will be entitled to a special award.

The FES' commitment

7. The FES is in charge of the planning, implementing and evaluating as well as financing the program. It will provide lunch, as well as snacks and soft drinks in between the sessions. Expenses for teaching materials as books and stationery for the program are met by the FES. Trainees who come from Zanzibar will receive a lump sum allowance for overnight and a lump sum allowance to cover transport and Internet connection. Expenses for the cheapest ferry tickets will be refunded. Participants from the Dar es Salaam region will be provided with a lump sum for transport and Internet connection costs. Further necessary costs related to the program will be covered by FES.

I have read and do accept the above rules.

.....
YLTP-Trainee

.....
FES-Director

.....
YLTP Coordinator

Dar es Salaam, January 2003

ANNEX 3

The curriculum for the YLTP II

Globalization

- > Globalization: concept, features, overview of impact
- > Globalization, peace and security
- > Paradigms and its critics
 - Liberal
 - Conflict
 - Cultural (Christian/Muslim)
- > Terrorism and war

Economics

- > Fundamentals of economics
- > Environment and ecological responsibility
- > International economic system
 - EAC, SADC
 - African Union, ECA
 - The EU-ACP (Cotonou Agreement)
 - The Bretton Woods institutions
 - NEPAD: its basic elements

Politics and public administration

- > Decentralization/local government
- > Good governance (features of government, crisis in the third world)
- > The structure and organization of the government of the United Republic of Tanzania and of the Revolutionary Government of Zanzibar
- > Conflict and conflict reduction strategies: the Tanzanian and other experiences
- > Corruption and prevention strategies

Essential management skills

- > Situational analysis
- > Project writing
- > Negotiation skills and bargaining
- > Facilitation and moderation of participatory events
- > Project management
- > Change management

Media and communication skills

- > Writing skills and reporting
- > The role of the media institutions in Tanzania (visit to the Media Council)
- > Information and communication technology (ICT)
 - E-mailing
 - Information searching
 - Text processing
 - ICT policy and the case of Tanzania
 - Leadership principles
- > Principles for a democratic culture
- > Code of conduct for leaders
- > The role model of a leader in society

HIV/Aids

Gender

- > Women's empowerment and gender strategy
- > The Land Law and other legal instruments of gender equality

Leadership in practice: study visits

- > Study visit to Zanzibar and its major political institutions
- > Media offices: Radio Tanzania and other media institutions
- > Reputable information technology institution
- > Administrator of Justice (the Chief Justice or the Commission on Human Rights and Good Governance)
- > International organizations such as the World Bank, the European Union, the German Development Cooperation (GTZ) and others.

FRIEDRICH EBERT STIFTUNG - FES
TANZANIA

Kawawa Road (Namanga)
PO Box 4472, Dar es Salaam, Tanzania
Tel. 255 22 2668786 / 2668575, Fax: 2668669
E-mail: festanzania@raha.com www.tanzania.fes-international.de