

Life Skills for Out of School Youths Mapping Survey in Tanzania: Theories and Practical Experiences from Stakeholders

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Abstract

This article reports findings of the assessment of the implementation of out of school youths' life skills in Tanzania. It focuses on its coordination, supervision, monitoring, evaluation and reporting system. The study is based on aspiring for the existence of uniformity and one guide for life skills training. Specifically, the study aimed at assessing the impact and challenges of life skills programme, finding out the existence of data integrity and regular feedback of the programmes. It explored LGA's priorities of life skills programmes in budgeting, adherence to the standards set by the government through the out of school youths National Life Skills Training Manual of 2009 by stakeholders, and assessed the effectiveness of national life skills facilitators. The study reached 291 respondents, including Ministry Departments and Agencies, Regional Administration secretariat, DPs, FBOs, youth lead organisations and life skills facilitators. Data were captured through questionnaires deployed in the Open Data Kit (ODK). The qualitative data were analysed using Statistical Package for Social Sciences (SPSS), while qualitative data were analysed thematically. The study revealed that 85.3% of respondents share information related to implementing life skills programmes. The study also revealed that although information sharing was extensive, it was with poor flow among the stakeholders. There is a need for a life skills framework for out of school youths. Likewise, there is a need to strive more for youth development by various agencies in developing a comprehensive framework for life skills. A special life skills framework should be developed to ensure proper coordination, supervision, monitoring, evaluation and reporting system.

Keywords: Life Skills Education, Out-of-School Youth, Youth Empowerment, Skills Development, National Life Skills Framework, Youth Policy Implementation, Tanzania, Stakeholder Coordination

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background Information

Since 2005, the Government of the United Republic of Tanzania has made consistent efforts to promote and institutionalize life skills programmes as part of its youth development agenda. In 2007, the Ministry responsible for youth affairs began developing the National Life Skills Training Manual for out-of-school youths, which was officially launched in 2009. The manual was designed to ensure standardized, high-quality, and consistent delivery of life skills training across all stakeholders involved in youth development nationwide.

According to the Constitution of the United Republic of Tanzania, a youth is defined as a person aged between 15 and 35 years (URT, 2007). The Integrated Labour Force Survey (2020/21) reveals that out of 17.7 million youths in Tanzania Mainland, 14.2 million are active in the labour force, while 3.5 million remain inactive. This latter segment represents a significant population requiring focused interventions, including structured life skills training, to enhance socio-economic participation.

Tanzania's youth face multifaceted challenges, including school dropout, early pregnancy, drug abuse, limited social competencies, and reproductive health risks. These challenges are most pronounced during adolescence—a transformative phase marked by physical, emotional, and psychological development. During this stage, youths are exposed to peer pressure, misinformation, and inadequate support for personal growth and decision-making.

Life skills education equips youths with critical capabilities such as self-awareness, goal setting, interpersonal communication, decision-making, and emotional regulation. These competencies are essential for building resilience, improving well-being, and enabling meaningful engagement in community development. With these skills, youths can explore options, assess outcomes, and make informed decisions affecting their lives and futures.

The World Health Organization (WHO) defines life skills as adaptive and positive behaviours that enable individuals to deal effectively with the demands of everyday life. UNICEF emphasizes life skills as essential psychosocial and interpersonal competencies necessary for informed decision-making, self-management, and leading productive lives. These interpretations affirm life skills as foundational for youth empowerment, wellbeing, and productivity.

Despite the growing importance of life skills, many youths remain disconnected from the labour market due to a lack of relevant competencies. Traditional education systems often fail to incorporate soft skills, leading to a mismatch between the demands of modern economies and the capabilities of graduates. This gap is further widened by digital transformation and globalization. Employers frequently cite poor communication, teamwork, and client relationship management as major barriers to youth employment.

This study assesses the implementation of life skills programmes for out-of-school youths in Tanzania, with particular focus on coordination, supervision, monitoring, evaluation, and reporting mechanisms. The findings will inform the development of a National Life Skills Framework to ensure harmonized implementation and institutional accountability.

1.2 Research Objectives

1.2.1 General Objective

To assess the implementation and effectiveness of life skills programmes for out-of-school youths in Tanzania.

1.2.2 Specific Objectives

1. To evaluate the coordination, supervision, monitoring, and reporting mechanisms of life skills training.
2. To analyze the level of adherence to the National Life Skills Training Manual (2009) by stakeholders in life skills training.
3. To examine the challenges faced by life skills programme implementers and beneficiaries.
4. To explore the need for a standardized life skills framework for out-of-school youths in Tanzania.
5. To determine the role and effectiveness of National Life Skills Facilitators in delivering training sessions.

6. To investigate the preferred learning methods and channels for life skills training among out-of-school youth.

1.3 Area of Study and Research Methods

This study utilized data from a life skills mapping survey that employed three complementary approaches: desk review, field survey, and policy analysis. A total of 291 respondents participated, representing Ministries, Departments and Agencies (MDAs), Regional Administration Secretariats, Local Government Authorities (LGAs), youth-led organizations, Faith-Based Organizations (FBOs), Development Partners (DPs), parents and guardians, private sector, academic institutions, and trained national life skills facilitators.

Quantitative data were collected using structured questionnaires deployed through the Open Data Kit (ODK) platform. The data were analyzed using the Statistical Package for Social Sciences (SPSS), while qualitative data were thematically coded to extract key insights. The survey was conducted in ten regions: Dar es Salaam, Dodoma, Iringa, Kigoma, Manyara, Mbeya, Simiyu, Shinyanga, Tabora, and Tanga. The regions were selected through simple random sampling to ensure representativeness.

Self-administered questionnaires were distributed among key respondents, including government officials, regional and council youth officers, development partners, FBOs, youth organizations, and life skills facilitators. In-depth interviews were conducted with leaders of youth-focused organizations to gather detailed information on programme implementation, challenges, and innovations. Respondents were categorized by age, gender, and institutional affiliation as shown in Table 1.

Table 1: Distribution of Respondents by Profile

No	Characteristics					
1	Age					
	15-35	36-45	46-55	56+		
	67%	19%	10%	4%		
2	Gender					
	Male		Female			
	53%		47%			
3	Institutional representation					
	NGO	Youth Organizations	DPs	LGAs	AMDs	NFs
	63	134	3	63	2	26

Source field data 2024

CHAPTER TWO:

THEORETICAL AND EMPIRICAL REVIEW ON LIFE SKILLS

2.0 Theoretical Literature on Life Skills

This section provides a theoretical foundation for understanding life skills education for out-of-school youths. Several learning and behavioral theories provide the basis for developing and implementing life skills programs.

- **Transformative Learning Theory:** This theory is relevant to both adolescents and young adults. It posits that critical reflection on new information, combined with prior life experiences, can lead to fundamental changes in worldviews. In the context of life skills, transformative learning facilitates personal growth, self-awareness, and behavioral change.
- **Social Learning Theory:** Proposed by Bandura, this theory explains how people learn through observing others. In youth settings, peer influence plays a central role. This theory highlights the importance of modeling behavior, imitation, and reinforcement. Life skills facilitators can utilize peer-led models to enhance skill acquisition.
- **Experiential Learning Theory:** Developed by Kolb, this theory emphasizes learning through reflection on doing. Applied to life skills, experiential learning allows youth to practice problem-solving, communication, and decision-making in real-life scenarios. This hands-on approach supports retention and application of skills.
- **Behaviorism Theory:** Focused on observable behaviors, behaviorism emphasizes stimulus-response relationships. Life skills training can use behaviorist approaches such as repetition, reinforcement, and structured feedback to change harmful behaviors and reinforce positive alternatives.
- **Cognitivism Theory:** This theory emphasizes internal processes involved in learning, such as perception, memory, and problem-solving. In life skills education, cognitive strategies can help youths analyze situations, process information critically, and develop adaptive responses.

CHAPTER TWO

2.1 Conceptualization and Empirical Review of Life Skills

Life skills are broadly recognized as essential tools for psychosocial competence and personal development. They empower individuals to navigate everyday challenges, build resilience, and participate productively in society. Prajapati et al. (2017) identify life skills as a combination of emotional, cognitive, and behavioral capacities needed for effective functioning. UNESCO, UNICEF, and WHO have outlined ten core life skills: problem-solving, critical thinking, decision-making, effective communication, interpersonal relationships, self-awareness, empathy, coping with stress, and emotional regulation. These skills foster healthy behavior, personal development, and social cohesion (Priyadarshini & Ravindra, 2012; Saravanakumar, 2020). Globally, education systems have recognized the importance of integrating life skills into curricula to address youth vulnerabilities, including poverty, social exclusion, and risky behaviors. In Tanzania, life skills have supported youths in identifying their strengths, enhancing social inclusion, and promoting equal opportunities.

2.2 Life Skills Frameworks

Effective life skills education requires a holistic and integrated policy framework. Evidence from India, Kenya, Uganda, and Tanzania demonstrates varied efforts to build inclusive models. In India, UNICEF collaborated with multiple agencies to develop a life skills framework aligned with national and global youth development strategies. In Kenya, high-quality school-based sexuality and life skills programs improved reproductive health outcomes. Similarly, Uganda's 2011 assessment revealed gaps in teachers' competencies to deliver life skills effectively, highlighting the need for curricular reforms.

Tanzania initiated life skills curriculum development in 2007 as a strategy to combat HIV/AIDS and promote reproductive health. The framework emphasized empowerment, critical thinking, and

resilience. Despite progress, gaps remain in coordination, coverage, and alignment with national education and HIV policies (URT, 2010). PMO-LYED's commitment to developing a tailored life skills framework for out-of-school youth aims to address these gaps by harmonizing efforts across sectors and stakeholders.

This study provides insights that inform the design of a comprehensive national framework, with potential to unify approaches, define skill clusters relevant to the Tanzanian context, and promote youth engagement, citizenship, and sustainable development.

CHAPTER THREE:

3.0 METHODOLOGY

3.1 Research Design

This study adopts a mixed-methods research design, integrating both quantitative and qualitative approaches. The approach is both descriptive and exploratory, aiming to evaluate the implementation, coordination, monitoring, evaluation, and challenges of life skills training for out-of-school youths in Tanzania. Descriptive elements provide an overview of the scope and impact of existing programs, while exploratory elements investigate emerging gaps and the necessity for a harmonized framework. A cross-sectional design will guide data collection from multiple stakeholder categories within a defined timeframe.

3.2 Study Area

The research will be conducted across ten purposefully selected regions in Tanzania: Dar es Salaam, Dodoma, Iringa, Kigoma, Manyara, Mbeya, Simiyu, Shinyanga, Tabora, and Tanga. These regions reflect diversity in geographic, demographic, and programmatic coverage. The selection is based on the presence of youth-targeted programs, active stakeholders, and varying socio-economic dynamics.

3.3 Target Population

The target population includes 291 respondents representing a broad spectrum of actors involved in life skills programming. These include government officials at national and local levels, regional youth coordinators, development partners, youth organizations, faith-based entities, national facilitators, and out-of-school youths aged 15–35 years.

3.4 Sampling Techniques and Sample Size

The study utilizes a stratified random sampling technique to ensure adequate representation across all respondent categories. Strata are formed based on institutional affiliation, age, and gender. The sample distribution is presented as follows:

Category	Number of Respondents
Ministry Departments & Agencies (MDAs)	20
Regional Administration Secretariats	15
Local Government Authorities (LGAs)	63
Youth Organizations (NGOs, CBOs, FBOs)	134
Development Partners (DPs)	3
National Life Skills Facilitators	26
Out-of-school youths	30

3.5 Data Collection Methods

The study incorporates both primary and secondary data sources. Primary data will be collected using Open Data Kit (ODK)-enabled structured and semi-structured questionnaires, key informant interviews (KIIs), focus group discussions (FGDs), and non-participant observations. Secondary data will be obtained through a review of policy documents, reports, manuals, and publications by government and development partners.

3.6 Data Analysis

Quantitative data will be analyzed using SPSS software. Descriptive statistics such as frequencies, means, and cross-tabulations will summarize respondents' characteristics and responses. Qualitative data from interviews and FGDs will be subjected to thematic analysis, with emerging themes coded and interpreted to contextualize quantitative findings.

3.7 Ethical Considerations

Ethical standards will be strictly observed. Participants will provide informed consent, ensuring voluntary participation. Confidentiality and anonymity will be maintained. Ethical approval will be sought from relevant research institutions and ethics review boards.

3.8 Expected Outcomes

The study anticipates generating evidence on the implementation status and gaps of life skills programs, formulating policy recommendations, strengthening stakeholder engagement, and supporting the creation of a national framework tailored for out-of-school youths.

3.9 Limitations of the Study

Limitations may include logistical challenges in rural data collection, limited awareness among respondents on life skills policy frameworks, budget constraints, and potential response biases during interviews or surveys.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSIONS

4.1 Awareness on Life skills

This study found that the majority (94.5%) of youths who participated in the survey are aware of the life skills and its programmes and interventions (see Table 1). They informed that life skills include: self-awareness, livelihood, sexual and reproductive health, HIV and AIDs, gender and sexuality and digital development. However, even 5.5% of respondents who were not aware are engaged in daily activities associated with the implementation of various life skills programmes.

Table 2: Awareness on life skills

	Frequency	Percentage
With awareness	275	94.5
Without awareness	16	5.5
Total	291	100

Source: Life skills survey 2024

4.2 Implementation of Life Skills Guidelines

The survey revealed that 48.35% of the respondents do not use guidelines (see Table 2); this informs that the life skills training provided to the youths lacks standards and perhaps may not be effective and useful

in problems solving. Moreover, the survey identified that 51.65% of the respondents used various guidelines in life skills services provisions. These include the Ministry of Health Life Skills Guidelines, the National Life Manual of 2009, Ministry of Education Life Skills Guidelines, Heifer Life Skills Guidelines and SNV Life Skills Guidelines. These results suggest that the respondents are not aware of those guidelines and their respective authority; also, they may not be aware of what the guidelines are all about.

Table 3: Implementing of life skills guidelines

	Frequency	Percentage
Implementing	94	51.65
Not implementing	88	48.35
Total	182	100

Source: Life skills survey 2024

4.3 Cooperation and Information Sharing

In addressing cooperation and information sharing among life skills key stakeholders, as in Table 3, the life skills survey has revealed that 76.4% of respondents are cooperating with other life skills practitioners, including civil society organizations, local government authorities, faith-based organizations, Ministry, Departments and Agencies, Development partners, Youth lead organizations and Prime Minister's Office-Labour, Youth, Employment and Persons with Disability.

Table 4: Cooperation with Youth stakeholders

	Frequency	percentage
Sharing	107	76.4
Not sharing	33	23.6
	140	100

Source: life skills survey 2024

Further, the survey found that cooperation focuses on different programmes and interventions relating to HIV and AIDs; gender and sexuality; livelihood and digital development. Conversely, it has been found that the majority (85.3%) of respondents do share information relating to the implementation of life skills programmes to their stakeholders. Regardless of high level of positive responses on information sharing, there was still poor information flow from youth development stakeholders to the Ministry responsible for youth development affairs, according to the 14.7% of responses.

Cooperation and information sharing among life skills for out of school youth programme implementers is very important to ensure better services provision and avoid duplications of efforts and interventions.

4.4 Effectiveness of National Life Skills Facilitator

According to the study findings, up to 2021 the government in collaboration with youth Development Partners for example UNFPA have taken initiative to train and prepare 78 National life skills facilitators 3 in each region in Tanzania main land. These National life skills facilitators are instrumental in helping the youths gain confidence and better skills to participate effectively in building a better society. Among others, this paper aimed at assessing the effectiveness of National life skills facilitator. The survey

reached 26 National life skills facilitators out of 78, whereby only 42.3% of 26 facilitators have declared to have conducted life skills training for out of school youths. However, regardless of 42.3% of those who conducted training sessions, only 26.9% have conducted more than five times training sessions in 2021 and 15.4% have fulfilled their responsibilities of training out of school youths for less than five times (see table 4). This situation has proved that the National life skills facilitators for out of school youths hardly fulfill their responsibilities effectively and they do it at maximum output.

Table 5: Life skills training in 2021 by National Life skills Facilitator

	Frequency	percentage
Not conducted	15	57.7
Less than five times	4	15.4
More than five times	7	26.9
Total	26	100

Source: Life skills survey 2024

More than 57.7 % of the National life skills facilitators did not attend any training in 2021. They have raised several factors that deter the fulfillment of their roles including lack of financial resources for training, overlapping of responsibilities because this is voluntary work and young people's willingness to participate in life skills training. Others are lack of support from the Ministry responsible for youths' development issues, lack of transportation to reach beneficiaries, more focus of youth on earning money after life skills training and small partnerships from councils.

The study was extended to identify the preferred approach in life skills services delivery. As shown in Table 5, seminars were preferred by 38%, books, journal and brochures were preferred by 15 % and local government offices were preferred by 14 %, friends by 11 %, youth centers by 10%, social media by 5% and lectures were preferred by 5%. With these statistics there is a need for the government and other youth development stakeholders to make local government offices and youth centers accessible and friendly to the youths. Also, the government has to prepare various interventions to make social media part and parcel of life skills information sharing for youth.

Table 6: Friendly approach for out of school youths for life skills service delivery

	Frequency responses	Percentage
Seminar	99	38
Books / journals / brochures	40	15
Local government office	37	14
Friends	29	11
Youth centers	27	10
The social media	14	5
Lectures	13	5
Total	259	100

Source: Life skills survey 2024

4.4 Awareness of National Life Skills Training Manual of 2009

A standardised life skills training guide for the out of school youths is a self-contained document. This section aimed to identify how institutions use a standardised National life skills training guide for out of school youths 2009 that focuses on solving all challenges that youths face in their daily lives. Data in Table 6 revealed that only 10.6% of the respondents participated in this survey are using this standardised guide. In contrast, majority, 89.4% have declared to use various guides including AIDS and STIs guide, sexual orientation training manual, parenting guide, anti-child abuse guide, nutrition in school guide, youth empowerment guide, entrepreneurship guide and Youth Accountability guide. Conversely, most of the mentioned guides do not contain life skills for the out of school youths and lack standards as per the standardised National life skills guide of 2009. Besides, the standards according to 89.4% respondents includes considering age, community needs, using friendly communication, settings based on youth group, preparing topics based on youth groups and knowing youths' statistics.

Table 7: Implementation of National Life Skills Guide of 2009

	Frequency	Percentage
Using other life skills guide	186	89.4
Using National life skills guide of 2009	22	10.6
Total	208	100

Source: Life skills survey 2024

4.5 The Importance of Life Skills Framework for Out of School Youths

The main objective of this section was to assess the need for life skills framework for out of school youths. It has been discovered that most respondents (96.9%) strongly agreed that there is a need for life skills framework for out of school youth (see table 7). The respondents outlined the factors to be considered as privilege of establishment of life skills framework for out of school youths. These factors include having one guide, all youth development stakeholders to have a common understanding of life skills for out of school youths, and increasing number of youths who get life skills training. Also the respondents considered that the framework would make it easier for youth development stakeholders to access information on life skills. In addition, life skills framework may contribute sufficiently in fundraising, identifying and employing national life skills facilitators.

Table 8: Importance of life for out of school youth

	frequency	Percentage
Agreed	282	96.9
Not agreed	9	3.1
Total	291	100

Source: Life skills survey 2024

4.6 Challenges

In assessing the implementation of standardised National life skills training guide of 2009 concerning life skill programmes for the out of school youths, various challenges that hamper the effectiveness of life skills programs in its guidelines were found. These include little and uncoordinated efforts of government in creating awareness of a standardized national life skills guidelines among the out of

school youth and the youth development stakeholders; issues related to traditions, cultures and beliefs in some communities do not conform with some life skills programs; there is no system in place of managing, monitoring and evaluating National life skills facilitators on what they do in the regions related to life skills. Likewise there is no formal reporting system on life skills training to the government, especially the authority responsible for youths' development affairs.

Other challenges were scarcity of financial resources for reaching young people, low readiness of young people to participate in life skills training; bureaucracy for some Government officers at Local Government Authority in cooperating while conducting life skills programs. Some Youth officers at Local Government Authority level lack understanding of life skills programs.

CHAPTER FIVE

5.0 Conclusion and Recommendations

5.1 Study Summary

Tanzania has had various HIV/AIDS prevention interventions for the youths. Some schools include HIV/AIDS education in the curriculum, while others provide it through extracurricular activities for the in- and out-of-school youths. Non-governmental organisations (NGOs), Faith-based Organisations (FBOs), and other non-state actors provide most extracurricular programmes. Many of these programmes are pilots later replicated to a larger geographical area of targeted beneficiaries. Most of these activities are focused on spreading information and discouraging unsafe sexual practices. Generally, campaigns increase youth awareness of HIV/AIDS, sexual and reproductive health, gender and sexuality, employment, and digital development. Life skills programmes include other innovative interventions like skills-based health education for HIV prevention. They are intended to strengthen adolescents' personal risk perception, self-esteem, and self-efficacy; to teach them skills such as assertiveness, communication, decision-making, and coping with peer pressure and emotions. They also aim to instill compassion and anti-discrimination behaviors.

In other areas, these skills can help young people to translate HIV/AIDS information into protective attitudes. This article informs about the performance of the implementation of those Life Skills for Out of School Youth programmes in Tanzania Mainland with a focus on coordination, supervision, monitoring, evaluation and reporting. It disseminates the lessons learned from various life skills programmes throughout the country. Scholars who have delved into life skills programmes used a theoretical analysis as a sample of guidelines in life skills training. The concept of life skills education remains difficult to grasp in programme documents. It remains ambiguous to the majority of actors. Most emerging activities that support Life Skills education for the out-of-school youth in Tanzania lack an integrated evaluation component, and only a few meet the minimum national life skills guide of 2009 standards. However, a few life skills programmes are observed to be active, leaving out those life skills programmes with limited or no guidance and information on what has not worked effectively in the past. However, most interventions in the country are still based on perceptions rather than mapping and planning processes that are theory-based Life Skills education programs. It is based on the provided standards in the national life skills guideline of 2009. Also, they could be developed and implemented successfully for out of school youths at all levels. To be effective and contribute significantly to the prevention of the spread of HIV/AIDS among the youths, life skills programmes must be implemented and disseminated and scaled up across all regions. An action of sexual intercourse in Tanzania is a major social, cultural, and religious issue. According to the National Life Skills Facilitators' Life Skills

programme, the most successful programmes appear to be those that anticipate large-scale adoption and implementation. These programmes diffuse effectively by working with and winning the support of stakeholders such as young people, parents, local and religious leaders, NGOs, and development partners.

Training of life skills trainers is a prerequisite. A successful life skills education programme can be attained when national life skills facilitators use modern participatory methods and effective professional youth engagement techniques. However, most organisations do not provide adequate training in participatory methodologies to life skills facilitators. They are unfamiliar with standardized life skills techniques. On the other hand, NGOs have demonstrated the potential of novel approaches to training, skill development, material development and dissemination. Thus, NGOs could support training of more national life skills facilitators through their contributions to out-of-school youth life skills education.

Life skills programme designers have paid little attention and effort in evaluating effects, processes and outcomes. A perfect planned designing, monitoring and evaluation process that comprises needs assessment and systematic thinking about programme objectives can improve the quality of intended life skills programmes. Thus, the specific national life skills framework and standards for the out of school youths seems to be crucial.

Most youth lead organisations have not addressed the need to educate rural and vulnerable out-of-school youths on life skills issues. Interventions targeting this youth population are still challenging and based on 'NGOs' goodwill. Uncertainty about funding is one of the causes that led most NGOs to be unable to play their role fully in this area. There is a need to advocate and integrate life skills programmes at all levels of education in Tanzania, including gender and sexuality, HIV and AIDS, sexual and reproductive health, livelihood and digital development programmes for all the youths. Programme facilitators, such as Donors, NGOs, and UN agencies should collaborate with the responsible national authorities for out of school programmes in developing the national life skills framework. They should build the capacity of Youth Development Officers and National life skills facilitators to design, implement, monitor, evaluate and report all life skills programmes and related activities in all regions within the country.

Establishing a national life skills framework for the out of school youth will serve as a way of navigating and communicating during the program's implementation. This framework can be considered a reductive model that gives a set of tools to work with when designing life skills programmes for the system level change. Most life skills services are essentially multifarious by nature. Life skills program aims to design and organise with clear shared understanding with youth development stakeholders. Moreover, its other purpose is to expedite decisions from various important channels and multiple organisations entities and associates, thus the National life skills framework is essential.

5.2 Conclusion

This study has established a positive relationship between life skills and increased livelihood levels, improved youth behavior and gender and sexuality, HIV and AIDS, digital developmental achievements, and youth sexual and reproductive health. Given this situation, community-based life skills education and training for the out-of-school youths becomes critical to long-term development. It is critical to support the need for a broader and more integrated approach to life skills. Likewise, it is critical to support for achieving a comprehensive framework for policies and programs that mainstream life skills for the out-of-school youths and in communities. Tanzania's government and development partners must coordinate youth development efforts by various agencies to create a comprehensive framework on life

skills to achieve a defined goal for the out-of-school 'youths' life cycle. The effort will ensure that the framework is consistent with national and global perspectives on the life skills and characteristics that today's youth and communities require for the future. Similarly, efforts will be consistent with national situations focusing on youth development. The framework must be built on a strong rights-base and empowerment approach, assisting Tanzanian youth and other stakeholders in providing life skills education and training that meets standards.

5.3 Recommendations

The following recommendations are proposed from the general findings, challenges and conclusions. Since the survey has found that there is poor coordination, supervision, monitoring and evaluation and poor reporting system of life skills for the out of school youths, there is a need to establish a special life skills framework that shall ensure proper coordination, supervision, monitoring, evaluation and reporting system. Special life skill framework shall also capture the number of national facilitators, peer educators, number of life skills training, modality of training and information on whether the training benefit the out-of-school youths.

With the informed varieties of guidelines that are used for life skills training, there is a need for a mechanism that can harmonize all life skills guidelines to be used for the out-of-school youth programmes to empower youth officers and skills training institutions on the importance of delivering better life skills services with the standards established in the National Life Skills Guidelines. Since it has been observed that youth development stakeholders do not use National Life Skills Facilitators for life skills training, government and youth development stakeholders should establish a special mechanism that will require life skills training institutions to use life skills professionals, including National Life Skills Facilitators who are conversant with life skill standards.

Since the general community have little knowledge about the existing National life skills facilitators. Moreover, they are not many enough, it is therefore, in collaboration with the youths' development partners the government should take the initiative of training more National facilitators in each region and council and facilitate them to fulfill their responsibilities so that they can bring the desired change.

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