



Evaluation of Restless Development Tanzania Youth Peer-to-Peer Programme 2008-2010

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Abbreviations

AIDS	:	Acquired Immunodeficiency syndrome
CAG	:	Community Action Group
CBO	:	Community Based Organisation
CSO	:	Civil Society Organisation
CDHP	:	Council Development Health Plan
CHAC	:	Council HIV/AIDS Coordinator
CHMT	:	Council Health Management Team
CPEs	:	Classroom Peer Educators
DED	:	District Executive Director
DHMT	:	District Health Management Team
DHS	:	Demographic and Health Survey
DMO	:	District Medical Officer
DRCHO	:	District Reproductive and Child Health Coordinator
FGD	:	Focus Group Discussion
FHI	:	Family Health International
FP	:	Family Planning
GoT	:	Government of Tanzania
GTZ	:	Deutsche Gesellschaft für Technische Zusammenarbeit [<i>German Agency for Technical Cooperation</i>]
HIV	:	Human Immunodeficiency Virus
ILO	:	International Labour Organization
IRC	:	Information and Resource Centre
MDGs	:	Millennium Development Goals
M&E	:	Monitoring and Evaluation
MKUKUTA	:	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania [see <i>NSGRP</i>]
MoHSW	:	Ministry of Health and Social Welfare
NHP	:	National Health Policy
NSGRP	:	National Strategy for Reduction of Poverty in Tanzania
NGO	:	Non-Governmental Organisation
PLHIV	:	People living with HIV or AIDS
PPE	:	Professional Peer Educator
PSI	:	Population Services International
RCH	:	Reproductive and Child Health
SHEP	:	School HIV Education Programme
Sida	:	Swedish International Development Cooperation Agency
SRH	:	Sexual and Reproductive Health
SRHR	:	Sexual Reproductive Health and Rights
SPW	:	Student Partnership Worldwide [Former name of Restless Development]
STI	:	Sexually Transmitted Infection
TACAIDS	:	Tanzania Commission for AIDS
THIMS	:	Tanzania Health Management Information System
TDHS	:	Tanzania Demographic Health Survey
UMATI	:	Chama Cha Uzazi na Malezi Bora Tanzania [National Family Association of Tanzania]
VCT	:	Voluntary Counselling and Testing
VMAC	:	Village Multi-sectoral AIDS Committee
VPEs	:	Volunteer Peer Educators
WMAC	:	Ward Multi-sectoral AIDS Committee

Foreword

Restless Development (formerly known as Student Partnership Worldwide) is a youth-led international development agency currently working in Africa, Asia, Australia and the UK. In Tanzania, Restless Development focuses on delivering rights-based youth development initiatives in rural and urban areas, using peer-to-peer education and youth volunteering to achieve its mission of placing young people at the forefront of change and development. Restless Development has established an impressive track record in delivering grassroots sexual and reproductive health rights (SRHR) programmes in Tanzania and has grown quickly following successful implementation of its School HIV Education Programme (SHEP) in rural regions of the southern highlands. In 2007, Restless Development was able to secure strategic funding from the Embassy of Sweden in Tanzania and DfID, enabling the organisation to expand its programme to achieve its objectives in line with its global agenda. The organisation has grown in both geographical reach and focus delivering both urban and rural programmes in the regions of Iringa, Mbeya, Ruvuma, and Dar es Salaam. As part of a learning process so as to improve the services and support to youth, in June 2011 Restless Development Tanzania commissioned AMCA Inter-Consult Limited as an external evaluator to conduct the evaluation of Tanzania's Youth Peer-to-Peer programme. The evaluation aimed to identify and assess the impact and achievements of the urban and rural programmes between October 2008 and September 2010, thereafter providing recommendations to Restless Development to improve the programme for its new National Strategy (2011-2015). The findings of the evaluation provided valuable information that will benefit the programme for young people (as beneficiaries and as volunteers) and partners, and will enhance stakeholders' efforts of influencing policy and decisions at local and national level.

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Executive summary

Restless Development (formerly Student Partnerships Worldwide) is a youth-led international development agency currently working in Africa, South Asia, Australia and the UK. In Tanzania, Restless Development Tanzania focuses on delivering rights-based youth development initiatives in rural and urban Tanzania using peer-to-peer education and youth volunteering to achieve its mission of “placing young people at the forefront of change and development”. Restless Development contracted AMCA Inter-Consult LTD to conduct an evaluation of its rural and urban peer-to-peer programme. The aim of the evaluation was to identify, review and assess the impact and achievements of the urban and rural programme from October 2008 to September 2010 and to provide recommendations for Restless Development to improve the programme for its new national strategy 2011-15.

The methodology adopted for the study was case control coupled with desk research, in the evaluation context we assessed what changes occurred to young people exposed to the programme interventions and those not exposed to those interventions. A review of relevant documents related to the programme was also undertaken to complement the primary data collected.

Beneficiaries' (young people) exposure to intervention

It was found that more than 90% of the respondents (both male and female) in the intervention sites were exposed to activities/services initiated by Restless Development through CAGs and Ex-volunteers, SRH education sessions by VPEs and peer education sessions. More boys (96%) than girls (84%) were exposed to youth events (education through sports), while more girls (92%) than boys (90%) were exposed to peer education sessions. Although 90% of the respondents at the intervention sites had been trained on livelihood skills and life skills only 47% of boys and 43% of girls said they had been built capacity on career skills or linked to access loans and income generating opportunities. It is also noted that the highest percentage (98%) of respondents at the intervention sites were exposed to SRH education sessions by VPEs

Relevance of Restless Development programme

This study has found that Restless Development programmes align with several national policies, strategies and programmes including: National Health Policy, The National Population Policy (2006), National Adolescent Health and Development Strategy (2004-2008) and National Strategy for Growth and Reduction of Poverty (NSGRP). All these aim at improving overall quality of life and well being of young people in Tanzania and ensuring accessibility to quality and safe sexual and reproductive health services. Restless Development has also been on the forefront making sure young people are involved in the development of policies influencing their lives.

Restless Development has been on the forefront implementing government policies on issues affecting young people through livelihood skills training, training on SRH, life skills training empowering young people. Importantly, this study revealed that young people themselves find most of Restless Development's work relevant: 75% of young people in placements¹ and 70% of young people in youth camps welcome the education they received particularly on SRH&R.

Efficiency and Effectiveness of Restless Development

Among the 160 key informants interviewed 150 concurred that the approach of Restless Development is unrivalled and if it can be replicated in other sectors it would strongly enhance practice in youth led development, the only shortfall is that there is no published document on the impact and methodology of young people teaching young people. The management arrangements and changes led to improved Restless Development's work i.e. The shift from focusing more on SRH&R to a more integrated programme, expansion of rural programme to Ruvuma, introduction of national and community volunteers particularly on the rural programme and supporting youth camps to be registered as NGOs, and expansion of work in livelihoods and civic participation since September 2010.

¹ Young people in Placements means the target group covered under the rural programme

Impact of Restless Development programme

- **Increase in knowledge of HIV prevention methods**
Findings shows that 94% of young people out of school in placements and youth camps could mention correctly at least 4 ways by which they can get infected with HIV and how to avoid infections compared with 65% among the controls.
- **Reduction in STI infections, increase in VCT attendance and condom use**
The number of young people infected with STI in areas where Restless Development is working is less compared to the control. This is evidenced with data collected from the placements visited showing those who had in the past 12 months received STI treatment² to be 4.3% compared with the control 8.3%. VCT attendance in placements is very high averaging 75% where 78% of girls and 72% boys out of school said they had gone for VCT compared with the control where averagely only 43.2% had gone for VCT. Condom use is more prominent in Restless Development intervention sites as compared with the control, 50% of young men and 49% of young women said they use condoms regularly compared to 36% of young men and 21% of young women at the control.
- **Decrease in risky behaviour**
Findings from the field indicate that majority of women and men in placements (73%) have one partner and only 17 % have more than one partner compared with the control at 64% and 36% respectively. hence 98% of the respondents have at least once attended training on SRH organised by Restless Development
- **Reduction in teenage pregnancies**
In the schools visited where both teachers capacity were built, peer educators trained and involved in teaching young people about their SRH needs, teenage pregnancy have reduced substantially. In 2010 the number of teenage pregnancy in primary and secondary schools at the 12 placements schools visited where Restless Developments is operating was just one in all the 12 schools compared to 8 from 8 control schools.
- **Increase in young people's income and improvement on income management**
A substantial number of young people in Restless Development working areas who were earning less than TSHs 100,000 per month before interventions have their income increasing to between TSHs100,000 to TSHs 400,000 per month. At the placements 45% of young people involved in this assessment said their capacity has been built by Restless Development.
A considerable number (86%) of out of school young people in Restless Development working areas are saving averagely 4% of their income while spending less than 2% of their income on alcohol and drugs as compared to their counterparts in the control who spend averagely 8% of their income on alcohol and drugs while not saving.
- **Increase in number of young people participation in decision making at all levels**
Restless Development's work has made a great impact on encouraging young people's involvement in decision making. Many young people (over 50%) in placements and youth camps participate in decision making at family level compared with the control groups 30%. At the community level 30% of young people at placements and 46% at youth camps participate in decision compared to less than 20% from the control. Findings also shows that averagely 4% of young people in Restless Development intervention sites had at one point participated in decision making at district and national level compared with none from the control group.

² The percentage of young people receiving STI treatment was arrived at by asking out of school youths (both in intervention sites and control) if they had ever been infected with STI and receives treatment within the past 12 months.

Sustainability of Restless development programme

We looked at initiatives of Restless Development in implementing this programme. We gathered information on potentiality for the continuation of the impact achieved following the withdrawal of external support and our findings show that:

- **There is evidence of programme elements continuing in phased out placements with no cost implication from Restless Development:** In all the phased out placements visited (Utengule, Ukumbi, Hangomba, Kamsamba, Katumba) groups such CPEs still exist and provide peer education in classroom through SRH clubs, Teachers still advice and support peer educators as well as teach SRH, CAGs are still active and coordinate education, sensitization and advocacy at the placements, VMACs are still active providing support to young people.
- **There is prospect of the programme benefits being sustained after the programme funding stops.** In all the 7 placements and youth camps visited where the Restless Development programme is still ongoing there is evidence that the programme will be sustained after the funding stops, this can be seen through: commitment by stakeholders, economic benefits motivating target groups (young people), government /local leader's commitment, replication of the programme approach and youth camps graduating into NGOs.

Replicability

Findings indicate that the programme came up with good innovations, approaches and changes during implementation that can be, or were being replicated in similar projects. These include:

- **The approach used by Restless Development (peer to peer education).** The holistic approach adopted by the programme in which not only were young men and women sensitized on their SRH needs but they were also empowered to advocate for their rights. The advocacy initiatives geared towards appealing to their own communities, service providers, gatekeepers and policy makers for the recognition of these rights and accessing SRH services. Other partners for example FHI is now using youth peer education³ in reproductive health and HIV/AIDs because this approach has a potential of reaching a wide range of project beneficiaries.
- **Entertainment and sports as a means of educating young people**
Edutainment is one of the innovative ideas developed by Restless Development that can be replicated in other programme areas and by partners. This innovative idea is now being adopted by many private and public schools in Tanzania particularly where young people are taught through song, dance and Drama. In one of the control schools at Kidabaga primary school it was observed that through song⁴ students teach their peer about the importance of promoting environmental conservation.
- **Community Information and Resources Centres (IRCs)**
Establishing libraries/Information resources centre in villages have encouraged the culture of reading among young people and understanding of what is happening around them. Majority of young people (70%) in placement areas indicated that they had in the past 14 day visited the youth resource centre where they read books hence can be replicated in new placements.
- **Youth camps graduation from one level to another**
Transformation from the youth camps to the formation of the community based organisation is the initial step towards young people successes to improving their lives hence ensures sustainability

³ In youth peer education by FHI, peer education program train representative adolescents by providing information on adolescents reproductive health or HIV, in turn these young are expected to convey this information to their peer. The young people undertakes informal or organized educational activities with their peers (those similar to them in age, background and interests)

⁴ The songs promoting environmental conservation was sung during a FGD conducted with students at the control school (Kidabaga) urging people not to cut trees but plant more for the future generation.

of the programme e.g. the case of Yovopofi and Jitambua in Dar es Salaam and can be replicated in other programme areas i.e. with CAGs and VMACs where they can be graduating to CBO, so that their work continue.

Lessons learned from Restless Development programme

- A clear monitoring and evaluation system to ensure accountability and transparency in achieving the overall programme objectives.
- Collaboration, participation, networking and coalition with other stakeholders ensure sustainability of Restless Development's work.
- Empowering peer educators through training and information can be an effective way to empower young men and women with SRHR information and livelihood skills especially in the rural areas
- Outreach services facilitated access to SRH services young people residing in hard to reach areas.
- Capacity building of CAGs ensures sustainability.
- Youth friendly services are one of the effective ways of reaching the youth with SRH and rights services
- Empowering young people on income generation and management of income reduces dependency and increases household income
- Engaging young people in decision making at all levels has contributed to young people concerns addressed by family members, community plans and national policies and strategies
- Information and education can be a powerful tool to effect change.
- Partnerships can enhance programme visibility and impact as exemplified in the partnership created with media and other organisations
- Restless Development field regional programme offices work needs to be an important contributor in achieving the overall programme objectives
- Use of IRCs encourages dialogue among young people, culture of reading and being a centre of accessing information that can enhance their lives

Recommendations

Programmatic recommendations

- Develop standard tool to measure the quality of the youth peer to peer approach, standards and means of testing them
- Strengthen participation of youth at the district level and national level fora
- Undertake Young people's needs assessment regularly
- Undertake participatory annual planning and reporting that includes all stakeholders
- Encourage full participation of all staff towards achievement of the organisation overall objectives
- Document good practices, case studies and lessons learned in user friendly formats
- Developing outcome mapping

Operation recommendations

- Strengthen communications between partners
- Strengthen coordination, cooperation and relationship with local authority leaders at the district level
- Encourage staff motivation
- Improvement on monitoring and evaluation systems

1. Introduction

Restless Development Tanzania (hereafter referred to as Restless Development) contracted AMCA Inter-Consult LTD to conduct an evaluation of its Youth Peer-to-Peer programme. The purpose of the evaluation was to identify, review and assess the impact and achievements of the urban and rural programmes from October 2008 to September 2010, and provide recommendations to improve the programme for its new National Strategy 2011-15. The evaluation sought to identify the benefits of the programme for young people (as beneficiaries and as volunteers [agents of change]), for partners and in influencing policy and decisions at a local and national level.

Specifically, the evaluation aimed to assess three objectives: i) the impact of the programme's interventions on the lives of young people and their households (as beneficiaries and VPEs) in the areas of sexual and reproductive health and rights (SRHR), livelihoods and participation in decision making; ii) the impact of the programme's interventions on improving attitudes and capacities of partners (community based organisations, village and ward multi-sectoral HIV/AIDS committees, health clinics and other service providers) for youth engagement and promoting access to youth friendly services; and iii) the impact of the programme's interventions on influencing policy and decision making structures at the local and national levels for youth engagement.

In addressing the above objectives, the evaluation looked to answer two key questions:

- What difference has the programme made to young people's lives? (what, where, when and who?)
- How has the programme made this difference?

This report presents the methodology used to collect data, the key findings, a discussion of these findings and conclusions and recommendations based on these findings. The evaluation focuses specifically on the programme's performance (Relevance, Efficiency and Effectiveness), impact, innovations/replicability, challenges, sustainability and lessons learned.

1.1 Introduction to Restless Development - Tanzania

Restless Development (formerly Student Partnerships Worldwide) is a youth-led international development agency currently working in Africa, South Asia, Australia and the UK. In Tanzania, Restless Development focuses on delivering rights-based youth development initiatives in rural and urban areas using peer-to-peer education and youth volunteering to achieve its mission of "*placing young people at the forefront of change and development*".

According to the THIS 2003/04 (Tanzania HIV/AIDS indicator survey), the national HIV prevalence was 7% for men and women aged 15 to 49 years in mainland Tanzania. Southern highland regions had the highest prevalence rate with Mbeya leading at 14%, Iringa 13%, Ruvuma 7% and Dar es Salaam 11% (all Restless Development intervention sites). Since then a lot of positive changes have occurred and, currently, the national HIV prevalence rate is 5.7%. The prevalence rate in Mbeya has since reduced to 7.9%, Ruvuma 5.4% and Dar es Salaam 8.9% (TDHS 2010). In Iringa there has been an increase in HIV prevalence to 14.7% (TDHS 2010), a trend researchers have linked to biological factors such as lack of male circumcision rather than behavioural factors.

Restless Development has established an impressive track record in the delivery of grassroots sexual and reproductive health and rights (SRHR) programmes. In 2007/08 the organisation redeveloped its focus to emphasize livelihoods and participation in decision making as key priorities of young people.

In Tanzania, Restless Development has successfully implemented the School HIV Education Programme (SHEP) in rural regions of the southern highlands, and won acclaim in 2007 with a Stars Award and the World Bank. Thereafter, Restless Development was able to secure strategic funding from **The Embassy**

of Sweden in Tanzania and DfiD, enabling the organisation to expand its programme to achieve the following objectives in line with the organisation's global agenda:

1. Young people will take up a significant role in the policy making processes that affect their lives.
2. Government will contribute to a supportive environment where young people take responsibility for their Sexual Reproductive Health (SRH) choices.
3. Young people will make responsible decisions regarding their SRH.
4. Young people will have improved life skills and livelihood opportunities.

In 2009/10, Restless Development's efforts of engaging with government bore fruit with the participation in the national youth consultation. This represented a major step towards change in the government practices of engaging young people. Through the coordination of the youth consultation and leadership of a national youth focused media campaign, Restless Development achieved nationwide coverage and youth involvement in the MKUKUTA II development process.

Due to its success in the implementation of the SHEP programme, Restless Development has expanded its geographical reach and focus delivering both urban and rural programmes in Iringa, Mbeya, Ruvuma, and Dar es Salaam.

The national programme is currently divided into two areas:

The Rural Programme (formerly *Kijana ni Afiya*) is a youth-led peer education programme that uses International (now phased out), National and Community (newly introduced in 2009/10) Volunteer Peer Educators to build the capacity of rural young people - both in and out of school - and local partners, towards achieving the strategic objectives of the organisation.

This model - encompassing sexual and reproductive health, life skills and livelihoods and leadership development - is provided through the direct capacity building of young people in schools via Classroom Peer Educators (CPEs) with sustained support (both direct and indirect) from Volunteer Peer Educators (VPEs) and teachers; and out of school through the formation, capacity building and support of Community Action Groups (CAGs) by VPEs trained and facilitated by Restless Development. Both the in-school and out of school programmes are supported by information resource centres which are established by communities through the support of Restless Development.

By the end of 2009/10 the Rural Programme expanded to 3 regions, namely: Iringa, Mbeya and Ruvuma, reaching a total of 97 placement communities. Placement communities here refer to villages (in Iringa and Mbeya Regions) and wards (in Ruvuma) where Restless Development directly carries out its interventions with VPEs. There are 81 village placements in 13 districts (before the 2010 sub-divisions of regions and districts by Government) of Iringa and Mbeya, and 15 ward placements in 3 districts (Tunduru, Mbinga and Namtumbo) of Ruvuma.

The Urban Programme (formerly *Afiya Bomba*) capitalises on the experience and motivation of ex-volunteers (former national VPEs under Restless Development's rural programme) studying at higher institutions of learning, to implement multi-media behaviour change communications and interventions for urban youth within Restless Development's core strategic objective areas. It specifically targets building the individual and collective capacities of young people out of schools and living in low income estates in urban areas, to access livelihood opportunities and improve their household incomes. At institutions of higher learning, Restless Development seeks to influence positive sexual and reproductive health behaviour, improve linkages of young people to employment opportunities and build capacities for wealth creation. The Urban programme currently covers the low income estates of Manzese and Temeke, with a total of 16 youth camps at different stages of growth, and 11 universities (6 in Dar-es-salaam, 2 in Iringa and 3 in Mbeya regions).

1.2 Scope of the Evaluation

This evaluation was carried out with the main aims being to determine:

- The **relevance** of the programme in terms of improving the lives of young people and their households in the areas of SRHR, livelihoods, participation in decision making and involvement in the National Strategy for Growth and Reduction of Poverty (NSGRP) [known in Swahili as the MKUKUTA II development process].
- The **impact** of the programme and its **effectiveness and efficiency** in improving the lives of young people and their households in the areas of SRHR, livelihoods and participation in decision making; how the programme has improved the attitude and capacities of partners (CBO, VMACs and WMACs, health clinics and other service providers) for youth engagement and promoting access to youth friendly services; and how the programme has influenced policy and decision making at local and national levels for youth engagement.
- The **sustainability** of the programme in regards to continuation of the impact achieved and the delivery mechanisms following the withdrawal of external support.
- The **replicability** of processes and innovations used to bring in the impact.
- The key lessons learned while implementing the programme to determine what has worked and what has not worked.

Briefly we present the areas of focus and what kind of information was collected.

Relevance

To determine how relevant the programme was in terms of improving the lives of young people and their households in the areas of SRH, livelihoods, participation in decision making and involvement in MKUKUTA II, information was collected to attempt to answer the following questions;

- How relevant were the designed activities in meeting the desired outcomes and priorities as stated by young people?
- To what extent were these outcomes relevant to young people's needs and priorities?
- What was Restless Development's contribution to improving the conditions of young people?
- To what extent did the programme complement the efforts/programmes of other stakeholders (both civil society and government)?
- Who benefitted from the programme (number/types of young women, men, girls and boys) and in what ways?
- To what extent did the programme align with the priorities identified by key national policies?
- How have/do partners and targeted external audiences view the relevance of the intervention with regards to the needs of young people and to supporting or enhancing progress towards similar causes? For example, does the programme address the issues of language, gender, age, disability and HIV and AIDS?
- To what extent were internal and external stakeholders involved in the implementation of the programme?

Efficiency and Effectiveness

We assessed how far the intended outcomes were achieved in relation to the targets set by looking at what was planned, against the reality (what was done) in various reports in relation to SRHR, livelihoods and participation of young people in decision making.

In order to assess this, the following questions were asked:

- How have the programme outcomes been achieved?
- Was there any evidence of unexpected outcomes?
- What worked and what had not in achieving the intended outcome/change?
- How effective were the methodologies used (peer-to-peer education)?
- How well did the partnership and management arrangements work and develop over time?
- How were the beneficiaries involved? How effective was this? And what were the benefits or challenges of this involvement?

Impact

In this area we assessed how far the intended outcomes were achieved in relation to the set targets. To achieve this, the following questions were used to gather information:

- What difference had been made to the lives of those involved in the project?
- Did the programme improve the attitudes and capacities of partners (Community Based Organisations, Village and Ward Multi-sectoral HIV/AIDS Committees, health clinics and other service providers) for youth engagement and the promotion of access to youth friendly services?
- Did the project address the needs of the intended target group and what was the actual coverage?
- Who were the direct and indirect beneficiaries of the project?
- Did the programme's interventions influence policy and decision making for youth engagement structures at the local and national levels?
- Were the programme means of verification appropriate?

Sustainability

Information was also collected to determine how the programme was perceived to be owned by the beneficiaries, as well as key stakeholders, and thus ensure sustainability. In this area we determined initiatives that Restless Development and other stakeholders implementing this programme had established to raise a sense of ownership. We also gathered information on potentiality for the continuation of the impact achieved and delivery mechanisms following the withdrawal of external support. Responses to the following questions were sought:

- What evidence exists of programme elements continuing with less or no cost implication on the part of Restless Development?
- How could collaboration, networking and influencing of opinion support sustainability?
- What were the prospects for the benefits of the project being sustained upon the end of project funding? Did this match the intentions?
- Did Restless Development have a sustainability plan? If so, how successful have they been at delivering it and is it working as intended?

Replicability

Here we sought to gather information to determine how replicable the process that introduced the changes was. Specifically we looked at innovative aspects of the programme that were replicable. The following questions were asked:

- How was the programme replicable elsewhere?
- What aspects of the programme were replicable elsewhere by civil society, private sector or Government?
- Was there a spill-over effect of the programme to other areas?

Lessons Learned

Under this area of focus, we captured key lessons learned throughout the programme period of 2008-2010, which could be utilized to guide Restless Development's new national strategy (2011-15). When gathering key lessons, the following questions were asked:

- Were there any significant changes in the programme design or the programme context during 2008-2010? What were the reasons for these and can any useful lessons be learned from this for application elsewhere?
- Were there any recommendations from stakeholders on what was done well, what was not done well and what should be done differently by Restless Development in order to ensure better impact, sustainability and replicability?

2. Methodology

The methodology adopted for the study was that of case-control data collection coupled with desk-based research of the relevant literature. The case-control approach was chosen because the programme had not established a baseline. In epidemiological studies a case-control study is an observational study comparing individuals who have a specific outcome ("cases") with a group of individuals without the outcome ("controls"). In this evaluation context we are comparing the youth's exposed to the programme interventions to those not exposed to the interventions.

In this case, the intention was to assess whether there were any marked changes in the behaviour, attitudes and perceptions of the youth served by the programme as opposed to those not served by the programme. A review of literature related to the programme was also undertaken to complement the primary data collected.

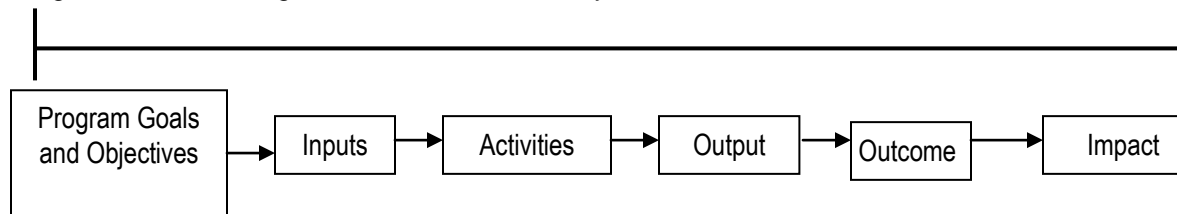
2.1 Approaches and study tools

The tools developed for collecting information were used after consultation with Restless Development management in Tanzania and the global quality assurance team. A range of methods were used to collect both quantitative and qualitative data. These included a literature review to determine the current situation of young people in Tanzania, a policy analysis and a review of success stories. Primary data collection was done using questionnaires, focus group discussions, observations and in-depth interviews with key informants.

The study tools were first developed in English and reviewed together with Restless Development before they were translated in Kiswahili. These tools were pre-tested in Iringa prior to the start of the evaluation and reviews made based on learning from the pre-test. All the interviews were done in Kiswahili by the team of Research assistants recruited for the exercise.

The efficiency and effectiveness of the programme was analyzed using the general logic model of outcome analysis as depicted in Diagram 1, below. This general logic model assessed how the programme inputs such as funds and human resources were utilised to realise the outcomes.

Diagram 1: General logic model of outcome analysis



2.2 Sampling

Selection of the regions was purposive since Restless Development had been working in these areas since 2008 and had established working relationships with the regional stakeholders and administrative authorities; these were Dar es Salaam, Iringa and Mbeya. As for districts, we randomly selected two districts per region; the following districts were selected: Mbozi, Rungwe, Mufindi, Kilolo, Kinondoni and Temeke. Within each selected district, three placement communities were also randomly selected.

In each placement community 20 out-of-school young people were sampled. However on average 17 out of school young people per placement were administered with questionnaires. Twenty in-school young people per primary and secondary schools were involved in Focus Group Discussions (FGDs). Five institutions of higher learning were chosen for the study, three in Dar es Salaam and one each for both Mbeya and Iringa that had been directly involved in the project before 2010. The key informants were purposively chosen from the national, regional, district and community levels on the basis that they were

either conversant with Restless Development's work or were stakeholders (government officials i.e. Ministry focal persons or regional, district and community leaders).

To operationalise the case-control approach and demonstrate the programme's contribution to young people in improving their lives in the areas of SRHR, livelihoods, participation in decision making and involvement in the NSRGP, a comparison group of youth who had not been involved in the programme or its catchment area and were located far beyond the working demarcation of Restless Development were also purposively selected. Three universities from Dar es Salaam, Iringa and Mbeya (One university per region) were selected. Two villages per district from both Iringa and Mbeya; and two camps from Dar es Salaam were also selected.

2.3 Data collection

2.3.1 Deployment and training of field assistants

The evaluation team deployed a mix of field assistants; three from AMCA and three ex-volunteers from Restless Development. The three ex-volunteers were included in the team due to their familiarity with placement areas and youth camps, as well as for their own capacity building.

To avoid bias, the Restless Development ex-volunteers were paired with AMCA staff and trained on the tools and standards expected of them while in the field. A team leader was available in all the field teams to ensure quality of the data collected.

2.3.2 Pre-testing the study tools

Swahili versions of the data collection tools were used during pre-test. For the purpose of convenience and cost effectiveness, Iringa rural district (Ilalasiswa placement) was selected for pre-testing of the tools. Following the pre-test, the field team met and discussed lesson learned, challenges encountered, and whether the tools would capture the required information/data. Necessary adjustments were made based on the feedback from the pre-test consultation.

2.3.3 Literature review

Information collected from the relevant literature was reviewed and supplemented the quantitative and qualitative primary data obtained. Data was collected through review of the relevant documents at National level and at the organisational level. Available documents helped gather information in regards to the programme implementation and purpose, and how the government has been responding to address SRHR, livelihoods and young people's participation in decision making.

Programme reports, data and case studies from Restless Development's Head Office were analysed. Additional documents, such as: Strategic grant proposals; Strategic Plan documents; Monitoring and Evaluation documents (including logical frameworks); Theories of change for Restless Development; Annual Reports and feedback; and a baseline report for Ruvuma were also reviewed.

At national level, various policy documents and other related documents addressing SRHR and Livelihood i.e. the Adolescent Sexual and Reproductive Health Policy, MKUKUTA II, TDHS 2010, THIMS 2008, the Peer Education Model of the Ministry of Education and the National Youth Policy, among others, were reviewed. At district level the CDHP annual reports were reviewed.

2.3.4 Questionnaires

Closed-ended questionnaires were used to gather information from a cross-section of key programme beneficiaries (young people in the communities where the urban and rural programmes have been implemented) and non-beneficiaries (the control group of young people where the programme has not

been implemented). A total of 443 young people out of 510 responded to questionnaires. Table 1 below presents a summary of the respondents by district and gender.

Table 1: Number of questionnaire respondents disaggregated by district and gender

District	YP in placements/youth camps		Control group		Total
	Male	Female	Male	Female	
Kilolo	30	24	13	12	79
Mufindi	33	21	10	9	73
Rungwe	30	19	9	8	66
Mbozi	25	27	10	10	72
Kinondoni	31	28	13	12	84
Temeke	21	23	12	13	69
Total	170	142	67	64	443

Source: Field data

2.3.5 Key informant Interviews

The purpose of key informant interviews was to assess the programme's achievement and whether it had any significant effect to the lives of young people. Key informants were also interviewed to determine the extent in which they had contributed to the achievement of the programme outcomes as per the log frame and its indicators. Interviews were organized with key informants at National, Regional and District levels. The information from the 160 respondents interviewed supplemented the quantitative data/information. Table 2 represents the distribution of participants in key informant interviews by gender and district. In total 160 respondents were involved in the key informant interviews. For confidentiality purposes, all names of key informants have been omitted.

Table 2: Number of key informant respondents disaggregated by region, district and gender.

Level	Key Informants (KI)		Control group		Total
	Male	Female	Male	Female	
At national level	5	3	0	0	8
At regional level	10	6	0	0	16
Kilolo district	12	10	4	3	29
Mufindi district	14	11	3	4	32
Rungwe district	12	8	4	3	27
Mbozi district	11	10	3	3	27
Kinondoni district	4	2	2	2	10
Temeke district	4	2	3	2	11
Total	72	52	19	17	160

Source: Field data

2.3.6 Focus Group Discussions

Focus Group Discussions (FGDs) were conducted with school children (primary and secondary) and university/college students. An FGD guide for primary school pupils was designed to be child friendly, to avoid harm and to encourage participation. Four hundred and sixty young people, in total, were engaged in FGDs at all levels. The information obtained from FGDs was triangulated with information obtained from young people out of school. Participatory FGD guides were employed to engage children and university/college students.

The discussions included, but were not limited to: how the programme contributed to improving the lives of young people and their households in the areas of SRHR, livelihoods and participation in decision making; and how the programme contributed to improve the attitudes and capacities of

partners for youth engagement and promoting access to youth friendly services. Table 3, shows the distribution of FGD participants disaggregated by region and gender.

Table 3: Number of FGD participants disaggregated by gender and region

Region	YP in school/universities		Control group		Total
	Male	Female	Male	Female	
Iringa	60	60	25	25	170
Mbeya	60	60	25	25	170
Dar es salaam	40	40	20	20	120
Total	160	160	70	70	460

Source: Field data

Observations

We observed the visibility of Restless Development interventions in regards to SRHR and livelihoods and whether there was any noticeable information (i.e. Leaflets, outdoor banners/posters etc.) that address SRHR and livelihoods. This was done during visits to the youth camps, SRH clubs, primary and secondary schools, village offices and health centres.

2.4 Data Analysis

Statistical Packages for Social Sciences (SPSS) was used to manage and process the quantitative data. Variable view screens were created on SPSS; using the screens data was entered and analyzed to get summary tables, graphical representations and statistical analysis.

Qualitative data were analysed by identifying emerging themes and sub-themes which were summarized using Microsoft Word.

2.5 Limitations of the study

The main challenge the field team experienced as they went about gathering information was getting respondents. This was particularly the case with government officials and young people out of school, of whom the majority were always out in the fields. In spite of this, we managed to get the representative number.

Secondly, some government officials who were selected as key informants were new in their work stations and had never been involved in the programme. It was also the case that some young people out of school, who had been involved in the programme, had relocated.

3. Results

3.1 Introduction

In this chapter, the presentation of the data collected is divided into two parts: results from the **rural programme** and results from the **urban programme**. This has been done to make the findings context specific and easier to follow, as the two programmes have some distinctive activities; this was also reflected in the data collection tools.

Restless Development requires their work to be looked at holistically, an approach which examines the overall attainment of their objectives irrespective of the geographical location where the activity took place. However, we believe that even with the separation of data, it is possible to say present observations about the performance of Restless Development's work in its entirety.

As explained in the introduction, the process posed two broad questions that this evaluation sought to respond to:

- What difference did the programme make to young people's lives (what, where, when and who?)
- How did the programme make this difference?

Therefore the findings in this section broadly present the responses to these two questions by examining the relevance, efficiency and effectiveness, impact, sustainability, replicability and lessons learned of Restless Development's work.

Broadly one major organisational challenge was that Restless Development for the period 2008-2009 was not able to adequately monitor and evaluate its own work. This was because it had no capacity to support a systematic Monitoring and Evaluation (M&E) system. At the beginning of 2010, Restless Development employed a capable M&E manager who has since improved the capacity to systematically monitor and evaluate the programme's activities.

3.2 Activities under the rural and urban programmes

Table 4 represents a list of activities that have been undertaken in both the urban and rural programmes. Broadly, the activities undertaken in both programmes were more or less similar. The activities covered included SRH education for primary and secondary schools, peer education services on SRH, life skills and livelihoods, edutainment (a form of entertainment designed to educate as well as entertain), maintenance of resource centres, career guidance workshops and career fairs. One of the marked differences between the rural and urban programmes was that, while in all cases most of the activities were undertaken by ex-volunteers and local partners, in the rural programme some activities were led by Restless Development staff. Such activities included condom sensitization, mobile VCT service provision, high profile edutainment festivals and capacity building workshops for local partners.

Table 4: Summary of activities under the Rural and Urban Programmes

Activities of the Rural programme	Activities of the Urban programme
<p>VPE and local partner-led activities</p> <ul style="list-style-type: none"> • SRH education in primary and secondary schools • Edutainment • Community SRH, life skills and livelihood seminars • Gender seminars • Initiating Youth groups • Edutainment festivals • Health education trips 	<ul style="list-style-type: none"> • Career guidance workshops • Peer education services on SRH, life skills and livelihoods • Weekly radio shows on SRH, life skills and livelihoods • Website posts and blogs • Condom distribution at institutes of higher learning (dispensers) • Condom demonstration events • Sports activities in urban centre

<ul style="list-style-type: none"> • Peer advice and referral • Essay competitions • Sports leagues • Livelihood skills and demonstration projects • Training to student peer educators • Youth resource centres <p>Staff-led activities</p> <ul style="list-style-type: none"> • Condom sensitization • Mobile VCT service provision • High-profile edutainment festivals • Capacity building workshop for local partners. 	<ul style="list-style-type: none"> • Youth development centres in urban centres • Youth resource centres • Needs-based training for income generation • Educational trips • Youth fora • Careers fairs with entrepreneurs and prospective employers • Sourcing and distribution of appropriate IEC materials • Newsletters production and distribution
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Source: Desk review reports

3.3 Beneficiaries' (young people) exposure to interventions

Table 5 (below), presents the activities and services that respondents were exposed to and frequency of exposure. As the findings indicate, more than 90% of respondents (both male and female) were exposed to activities/services initiated by Restless Development through CAGs and Ex-volunteers, SRH education sessions by VPEs and peer education sessions. Results showed that more boys than girls had been exposed to youth events (education through sports), Information Resource Centres (IRCs), CAGs/ex-volunteers and capacity building, while more girls were exposed to peer education sessions.

Although only 47% of boys and 43% of girls were exposed to capacity building for career skills and linked to access loans and income generating opportunities, a majority (over 90%) of the respondents had been trained on livelihood skills and life skills. It is noted that the highest percentage (98% for both males and females) of young people were exposed to SRH education sessions by VPEs.

Table 5: Extent to which young people were exposed to Restless Development activities

Services beneficiaries were exposed to	Percentage of young people exposed to intervention		Average number of times exposed in the last 14 days prior to study		Frequent Services received at visits/exposure
	Male (n=330)	Female (n=302)	Male	Female	
Information and Resource Centres (IRCs)	72%	68%	2	1	Reading books Counselling Peer advice Play games
CAGs/Ex-volunteers	94%	92%	2	2	Training on livelihood skills Education and advice on SRH Learning the role of young people in leadership
Youth events/Youth education through sports league	96%	84%	1	0	Awareness of SRH services Awareness of VCT services Acquisition of condoms
Capacity building for young people	47%	43%	0	0	Capacity built on Career skills, entrepreneurial skills, vocational skills, marketing skills Linked to: Access to loans, access to income generating opportunities, access to

					markets
Peer education sessions	90%	92%	3	3	Awareness of SRH services Training on livelihood skills Life skills training
SRH education sessions by VPEs	98%	98%	1	1	Training on SRH Learning about SRH services

Source: Field data

3.4 Relevance of Restless Development programme

Young people in Tanzania face many different challenges, for example; poor reproductive health, lack of resources and opportunities, a gap in human, financial and infrastructural capacity in rural areas, and the perception of young people as simply targets for services rather than the essential components of the national response to development. From this evaluation a very consistent picture has emerged on what Restless Development has managed to contribute towards mitigating the above mentioned challenges.

It can be stated that based on evidence gathered from this evaluation, Restless Development has played a major role in contributing towards the reduction of the gap between rural, peri-urban and urban human, financial and infrastructural capacity that is preventing the delivery of many core development strategies in the areas of SRH, life skills and livelihood opportunities. The following sections present the evidence gathered to support this claim.

3.4.1 Programme alignment with national policies

Restless Development programmes align with several national policies, strategies and programmes, including; The National Health Policy (Ministry of Health, 2003), and the National Strategy for Growth and Reduction of Poverty (Vice President's office, MKUKUTA I, 2005 & II, 2011]. More specifically, the programme is shown to be in line with the National Adolescent Health and Development Strategy (Ministry of Health and Social Welfare, 2004-2008) and the Sexual and Reproductive Health Strategy which aims at improving the overall quality of life and well being of adolescents in Tanzania. The National Population Policy (2006) also dedicates itself to ensuring accessibility to quality and safe sexual and reproductive health services.

MKUKUTA I identified the key obstacles impeding the health care sector as: long distances to health facilities; inadequate and unaffordable transport systems; poor quality care; a weak exemption and waiver system for the sick who are unable to access health care at a fee; shortage of skilled providers; and poor governance and accountability mechanisms. Under cluster 2 of improving quality of life and social well being MKUKUTA I stated that its strategy was to develop effective systems to ensure universal access to quality and affordable public services, including healthcare. However, in spite of these commitments, young men and women still lacked access to SRH services and information on how to protect themselves against HIV/AIDS and unwanted pregnancies; issues Restless Development have attempted to address in their current programmes.

MKUKUTA II, which Restless Development was involved in developing, is committed to the Millennium Development Goals (MDGs), as an internationally agreed target of reducing poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women by 2015. The strategy seeks to:

- Deepen ownership and inclusion in policy making process by recognising the need to institutionalise participation rather than a one-off event.
This is in line with Restless Development strategic objective 1 *“that young people will take up a significant role in the policy making process that affects their lives”*.
- Pay greater attention to mainstreaming the cross-cutting issues of: HIV and AIDs, gender, environment, employment, governance, youth, children, the elderly, disability, and settlements.
This is also in line with Restless Development’s strategic objective 2, 3 and 4; *“government is contributing to a supportive environment where young people take responsibility for their SRH choices, young people will make responsible decisions regarding their SRH and young people will have improved life skills and livelihoods”*

eMKUKUTA II described the poverty situation in Tanzania explaining that income and non-income poverty were an impediment to growth and urged state actors and non state actors to come up with activities that can reduce it. This is well supported by Restless Development as its activities have been geared towards improving young people’s livelihood opportunities and therefore contributes towards the government’s strategy of reducing income and non-income poverty.

3.4.2 Support to policy making and implementation

Restless Development has been at the forefront of making sure that young people are involved in the development of policies influencing their lives. For instance, in 2009/10 Restless Development led the Civil Society Consultation process for MKUKUTA II where there were significant achievements made, including:

- Young People’s priorities were included in the draft MKUKUTA II document. Restless Development led the first ever National Youth Consultation organised as part of the MKUKUTA II development processes in Tanzania. The purpose was to ensure that young people were constructively and effectively engaged in the MKUKUTA consultation process and able to influence the content and direction of MKUKUTA II. This has since been realised.
- Restless Development was requested to participate in the development of the National Multi-sectoral HIV Prevention Strategy 2009-2012 and will be involved in the finalisation and implementation of the strategy.
- Young people are now actively participating in developing the National Adolescent Health and Development Strategy.

Restless Development has been supporting the government’s efforts in the implementation of its policies affecting young people. Their growing programme base now consists of livelihood skills training, training on SRHR and life skills training aimed at empowering young people. These are all set out in the National Youth Development Policy and the Gender Policy and Restless Development is facilitating the implementation of these strategies with clearly visible outcomes.

Restless Development’s initiative for young people’s empowerment and employment by facilitating the formation of youth clubs as part of the urban programme has helped the government’s implementation of the 2007 National Youth Development Policy. Findings indicate that this initiative has gained the support of government ministries, such as the Ministry of Education and Vocational Training and the Ministry of Labour and Youth Development, who see its potential for fighting unemployment and enhancing the livelihoods of the majority (young people). In an in-depth interview with a Ministry of Education official, the following observation was made to support this claim:

“The challenge young people are facing now is unemployment, but if they can be helped to think that they can employ rather than waiting to be employed as Restless Development is training them, then we are heading to the right direction and their efforts are commendable.” (MoE Key Informant)

The National Adolescent Health and Development Strategy (2004-2008), the Sexual and Reproductive Health Strategy and the National Population Policy (2006) aims at improving the overall quality of life and wellbeing of adolescents in Tanzania is supported by Restless Development whose work in improving SRH of young people is implemented through advocacy, health promotion for young people, Voluntary Counselling and Testing and condom distribution in the district and community response to HIV/AIDS. These are coupled with the role Restless Development has played in the achievement of the National Multi-sectoral HIV/AIDS Strategy, the National HIV/AIDS Communications and Advocacy Strategy.

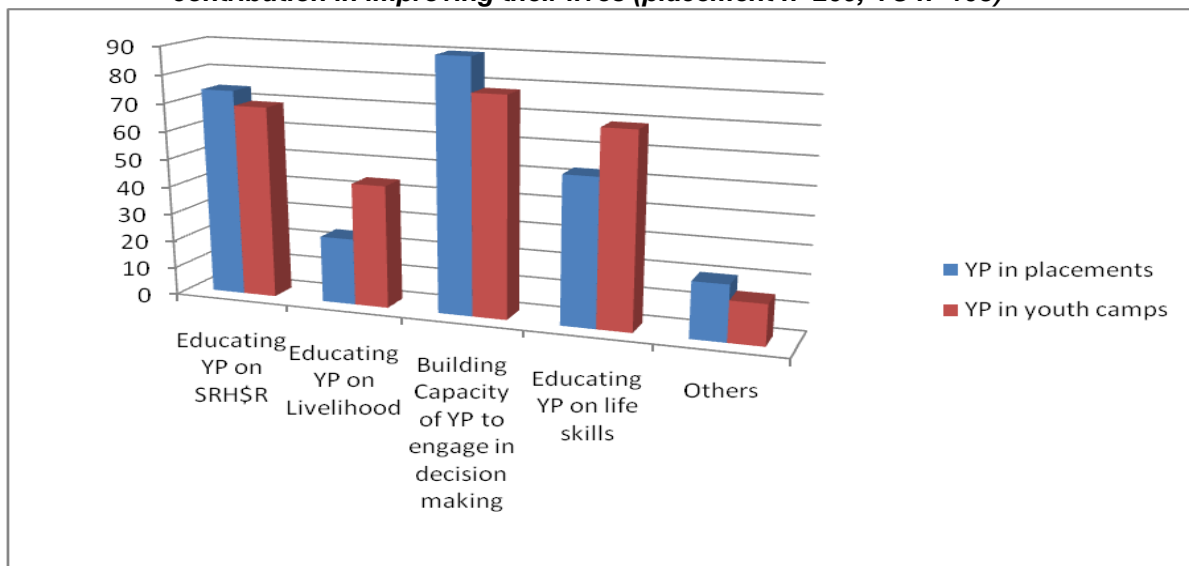
3.4.3 Contribution to improving young people's lives

It is important to say at the outset that the results show that young people themselves are validating the relevance of most of Restless Development's work. Young people (out of school) were asked if Restless Development's work is contributing towards changing their lives. Although more than 90% of young people out of school were exposed to Restless Development activities/services, as graph 1 below indicates, 75% of young people in placements⁵ and 70% of young people in youth camps⁶ welcome the education they received particularly on SRH&R.

The results showed that the initiative of Restless Development to build young people's capacity to be engaged in decision making at different levels was the most positively received; 90% and 78% of young people in placements and youth camps respectively, said that they appreciated Restless Development's work.

This findings presented in Graph 1 demonstrate that Restless Development's work is bearing fruits, but it also highlights the fact that effort is still needed on educating young people in livelihood and life skills under the rural programme.

Graph 1: Percentage of Young People (YP) who said they appreciated Restless Development's contribution in improving their lives (placement n=209, YC n=103)



Source: Field data derived from the questionnaire.

The results paint a clear picture that Restless Development's activities are relevant and are addressing young people's priorities. In 13 out of the 18 FGDs undertaken in areas where Restless Development operates, it was found that young people had enhanced knowledge on their SRH needs and changed attitudes towards SRH issues.

⁵ Young people in Placements refers to the target group covered under the rural programme

⁶ Young people in youth camps refers to the target group covered under urban programme

The FGDs also demonstrated that young people in Restless Development intervention areas had better knowledge on lifeskills and a good understanding of livelihood opportunities available for them. In an FGD with primary school children in Itulavano and Kidabaga (control schools), pupils were anxious to know more about HIV and AIDS and how to avoid infections; they asked questions about STIs but were very shy in doing so. However, in Restless Development intervention areas it was clear that young people were a lot more confident, as was reflected in their boldness to air views during FGDs as compared to the control groups.

The below statements from 2 young girls of the same age – one from a placement school and the other a control school – demonstrate the differences in knowledge and awareness that were found during the FGDs

“We have been told by peer educators that at a particular stage in our lives we should expect changes, for instance girls will develop breasts and menstruate and we should be prepared to take good care of ourselves”
(Female 12 years, Ukemele placement FGD)

“Ooh, giggle, I don’t know why, but the teachers only tell us not to play with boys when we start developing breasts.”
(Female 12 years, Kidabaga control FGD)

The first statement from a 12 year old girl from Ukemele (placement) indicates that though she is only 12 years and has not reached puberty, she already expects that at one point there will be body change and is prepared to take care of herself. The second statement from a girl of the same age in Kidabaga (control) shows that she is shy and admits that she does not know much about puberty and her knowledge concerning puberty is misguided). These two statements are one among many justifications for Restless Development’s work.

3.4.4 The Significance of Restless Development in Tanzania

Results show that, in general, what Restless Development has been doing and continues to do on the ground is significant and the satisfaction levels are high among the key beneficiaries (young people). Those who expressed indifference (specifically some District officials) seemed to do so depending on whether they were involved in the programme implementation and their knowledge of what Restless Development was doing. The majority of young people (85%) who were the main target and had attended training, events and sessions organized by Restless Development at different placements, were pleased with their work.

“...SPW [Restless Development], through sports and games educate us on HIV/AIDs and how to avoid sex by learning to say no - but if we have to then we should avoid unprotected sex (use condoms) - and to avoid drug abuse. Also through sports we are made to be healthy physically and mentally”
(13 Male, Utengule placement FGD)

The ward and village leaders also expressed contentment with Restless Development’s work and rated helping young people to identify livelihood opportunities the highest out of all activities, although they felt more should be done i.e. capacity building by giving tangible resources.

They considered the programmes initiated by Restless Development important, well run and effective in improving young people’s lives. However, some personnel at the district council level felt Restless Development was not involving⁷ them in activities within the districts; they feared that if the present trend continued where Restless Development does not fully involve them and share information about their work within their jurisdictions, then the relevance of their work would be at stake. A district education officers in Kilolo stated that:

⁷ Involvement of district officials to them means being invited for seminars, egoing to placements with the Restless Development teams and getting per diems (allowances).

“...I only saw Restless Development in Iringa and I don't know if they are also working in Kilolo district because, in my capacity as a District Education Officer, I have never heard from them officially. But my children worked with them as volunteers and the only thing I can say is that they do a lot of good things to young people”
(District Education Officer (Secondary), Kilolo KI)

“... I had worked with SPW [Restless Development] as a head teacher and they were good in training young people on SRH, but as the education officer they have never approached me to assist in any way”
(District education officer (Primary) Kilolo KI)

Overall, the picture that emerges from the FGD results is that most stakeholders and partners were reasonably happy with what Restless Development was doing. However, there is room to improve engagement with district level officials in particular.

3.5 Efficiency and Effectiveness of Restless Development

In evaluating the efficiency and effectiveness of the rural and urban programmes, we sought to: assess whether the programme outcomes had been achieved and how; whether there were any unexpected outcomes; what worked or not in achieving intended outcomes as set out in the log frame; how effective the approach (peer-to-peer programme) was; how the beneficiaries and partners were involved; and how management arrangements worked and changed over time.

3.5.1 The Peer to Peer approach

In 2007, SPW (now Restless Development) received a STARS Impact Award for Education for its unique approach and work with young people. Evidence from this evaluation indicates that the position on the ground still justifies this award. Restless Development's niche is *“using young people to teach young people”* and results prove that this approach has been effective and greatly admired by its partners⁸ and stakeholders (young people, community leaders, and teachers). Young people have shown to be more at ease sharing information with their peers whom they can easily identify with and this has resulted in change of behaviour.

“I cannot talk with my daughter about her SRH needs, but their peers can, and in this village we have realized that this approach is helping young people change.”
(VEO, Male, Iramba, KI)

Among the 160 key informants interviewed 150 concurred that the approach of Restless Development was unsurpassed and if it could be replicated in other sectors, such as Kilimo kwanza⁹, then a lot could be achieved within a short time. Partners have expressed the desire to understand more about Restless Development's approach, but the only shortfall is that there is no published document on the impact of young people teaching young people.

3.5.2 Management arrangements and changes initiated

Management arrangements and changes that can be attributed to the effectiveness and efficiency of Restless Development's work to include:

- The shift from focusing more on SRH&R to a more integrated programme incorporating livelihood opportunities and life skills, and advocating on involvement of young people in decision making.

⁸ TACAIDS, Ministry of Education are some of the partners admitting that the approach of Restless Development is effective in helping reduce new HIV/AIDS infections.

⁹ Kilimo kwanza is a strategy by the government of Tanzania of utilising agriculture to steer development.

- The expansion of its rural programme to Ruvuma seems to have been an effective move because Ruvuma region, as the baseline statistics indicate, has high HIV/AIDS rates, low literacy levels, high rates of school dropout, high teenage pregnancies and a low age of sexual debut along with an availability of economic resources and livelihood alternatives that could be used by young people to improve their lives. Annual reports from Restless Development already show the trend changing.
- The introduction of national and community volunteers has been very effective in ensuring the success of programmes, particularly the rural programme. Young people can now identify with peer educators who understand their environment, culture and the language intricately.
- The Ex-Volunteer Network (EVN) which was expanded into all institutions of higher learning in Dar es Salaam, and is now expanding into institutions of higher learning in Mbeya and Iringa under the urban programme, is very popular. It has been highly effective and their coordination of youth-focused interventions in their respective institutions of higher learning has the potential to be very rewarding in the long run.
- Youth camps which were supported to be registered as NGOs are conducting both livelihoods and community activities, and in turn have supported other youth camps to become CBOs and NGOs, while also doing community development and awareness raising activities.

3.5.3 Partnerships with other actors

A review of annual reports revealed that Restless Development has managed to build some strong partnerships in the course of its work. These partners include, among others; government ministries and departments, regional authorities and local councils, UN agencies¹⁰, international and local NGOs¹¹, donor agencies¹², service providers (UMATI, Marie Stopes) and institutions of higher learning in Dar es Salaam, Iringa, and Mbeya.

Partnerships were mostly created to focus on areas of SRH, HIV/AIDS, life and livelihood skills, and gender and entrepreneurship. They have been very useful in facilitating Restless Development's work, but there is need for improvement particularly in relation to partnerships with local councils. Restless Development's work direct partnership with community leaders at placement level has been proven very effective, and now there is a need to develop similar partnerships at a district council level.

3.5.4 Involvement of direct and indirect beneficiaries

Observations found that Restless Development worked well with direct beneficiaries (young people) who were involved at all levels of programme implementation. But secondary beneficiaries, such as community members (parents, guardians and the elderly) felt they could also play a role in enhancing the effectiveness and efficiency of the programmes work.

Results found insufficient evidence to demonstrate the participation of secondary beneficiaries in the project, indicating a need for a strategy that adequately puts young people at the forefront of development, but also works with guardians/parents of young people since they are also important stakeholders.

¹⁰ UN agencies Restless Development have partnered with include ILO and UNICEF

¹¹ International and local NGOs Restless Development have partnered with are: FHI, PSI, Femina, T-Mark, Oxfam.

¹² Donor agency partners are: SIDA, DFID and GTZ

3.5.5 Achievements on programme outcomes

Unfortunately, baseline values for the outcome indicators were missing in the logical framework so to measure effectiveness, we looked at the purpose and output levels. To measure extent to which the goal and purpose were attained, control data was used to estimate whether project outputs and results improved or not. Table 6, below, shows log frame indicators, outputs, control data and achievements towards those indicators. Findings show that the programme managed to perform exceptionally well in most indicators as compared with the control data information.

Table 6: Progress towards Log frame indicators

	Log frame Indicators	Control data		Progress in Intervention areas.		Remarks
		Rural	Urban	Rural	Urban	
<p>Purpose: young people in Tanzania are equipped to participate in and lead strategies from community to national levels which benefit young Tanzanians in the areas of SRH&R, wealth creation and decision making.</p>	% of Young People (YP) reporting cases of sexually transmitted infections (15-35 years)	7.7%	6.4%	4.3%	5.8%	YP reporting cases of STIs is less compared to control group
	% of reported YP earning incomes contributing to their household incomes.	37%	41%	66%	69.7%	Majority of YP in areas where Restless operates earn income contributing to their households
	% of YP participating in the development and implementation of local and national level policies	11.1%	19.8%	20.9%	31.9%	The number of YP participating in the development, implementation of and monitoring of local and national level is high but there is still room for improvement.
<p>Outputs 1:SRHR Young men and women are less vulnerable to SRHR risks through increased responsible behaviour, YP sensitive SRH policies and access to youth friendly SRH services.</p>	% of YP (in school and out of school) reporting safe SRH behaviours ¹³ .	31%	-	62.7%	-	We did not look at the figures in the urban programme but the results are impressive in placement schools
	% of schools and health centre implementing youth friendly SRH services	20%	-	50%	-	Most schools at the placements and health centres offer youth friendly services. Visits to health facilities also proved this fact.
	Average number of teenage pregnancies among girls in schools (primary and secondary).	4/year		1/year		We could not measure the percentage reduction, but the figures obtained show that there is a tremendous reduction of pregnancy in schools where Restless Development operates

¹³ Safe SRH behaviours include abstinence, being faithful to one partner and use of condoms.

	Log frame Indicators	Control data		Progress in Intervention areas.		Remarks
		Rural	Urban	Rural	Urban	
Output 2. LIVELIHOODS Young men and women have increased skills, access to opportunities and have contributed to policy development to build sustainable livelihoods for young Tanzanians	% of young people earning incomes through self employment or jobs	39%	39%	66%	59%	Most young people in youth camps and placement areas engage in income generating activities
	% of young people accessing credit/grants, technical support or job opportunities through referrals or support by Restless development	0	0	21.5%	34%	We could not get a comparison from the control.
	Number of young people trained and delivering development interventions using the non-formal peer-to-peer models of Restless development	-	-	-	-	<i>Data awaiting confirmation from Restless Development PQ Unit</i>
Output 3. LEADERSHIP Young men and women have the skills, commitment, networks and the positions to participate in and lead processes which will contribute to Tanzania's long term development.	Number of policy making forums taking action on implementing policies regarding youth SRHR, livelihood or youth participation in decision making	-	-	-	-	<i>Data awaiting confirmation from Restless Development PQ Unit</i>
	Number of local, regional and national government and civil society institutions increasing their engagement of young people as a result of capacity building and technical assistance from Restless development	-	-	-	-	<i>Data awaiting confirmation from Restless Development PQ Unit</i>
	% of young people reporting meaningful participation in decision making at family community and national levels	37%	42%	58.9%	68%	There seems to be many young people involved in decision making at the family level

	Log frame Indicators	Control data		Progress in Intervention areas.		Remarks
		Rural	Urban	Rural	Urban	
Output 4. ADVOCACY Young people and their networks have increased skills, linkages, voice/credibility and tools for evidence-based advocacy to influence the policy process from community to national level in Tanzania	Number of active partnerships and networks formed with youth focused organisations to influence policy processes in Tanzania	-	-	-	-	<i>Data awaiting confirmation from Restless Development PQ Unit</i>
	Number of advocacy initiatives prioritized and implemented that have resulted into changes on policies and processes at local and national level	-	-	-	-	<i>Data awaiting confirmation from Restless Development PQ Unit</i>
	% of YP reporting an increase in knowledge and awareness of selected local and national policies/laws/processes to facilitate their ability to participate in decision making processes	6.2%	26%	26%	38%	Very few young people in rural areas where Restless Development does not operate know about national policies/laws/pre-process that can enable them participate in decision making processes

3.6 Impact of Restless Development programme

To assess the impact of the rural programme, a review of the broader economic, social and political consequences of the project was undertaken. Specifically, changes that the project had brought to the target groups were assessed; whether the programme improved the attitudes and capacity of partners for youth engagement and promoting access to youth friendly services, the direct and indirect beneficiaries of the project and whether the programme interventions influenced policy and decision making structures at the local and national levels for youth engagement.

3.6.1 Impact of training on SRH

a) Increase in knowledge of HIV prevention methods

To determine the contribution of Restless Development's work in SRH in the regions where it has been operating, and nationally, a review of the Tanzania Demographic Health Survey 2010 (TDHS 2010) and the Tanzania HIV/AIDS and Malaria Indicator Survey 2007-08 (THMIS 2007/08) was necessary. According to the TDHS the percentage of women and men aged 15-49 years with knowledge of HIV prevention methods is stated to be high in 5 regions (Dodoma 89.7%, Dar es Salaam 80.7%, Pwani 87.2%, Mtwara 83.2% and Ruvuma 86.7%). This demonstrates that among the top 5 regions with high knowledge of HIV prevention methods, Restless Development have been operating in two (Dar es Salaam and Ruvuma). Mbeya and Iringa regions also have relatively high scores in this category, with 79.2% and 75.5% respectively. However, it should be acknowledged that other NGOs¹⁴ also operate in the Southern Highlands and undertake activities aimed at HIV prevention.

The statistics from TDHS are supported with the findings from community placements where Restless Development is currently operating and the control communities. Findings show that 94% of young people out of school in placements (rural) and youth camps (urban) could correctly identify at least 4 ways by which they could get infected with HIV and how to avoid being infected, compared with 65% among the control groups. A majority of young people in school also had high knowledge of HIV prevention methods; during FGDs, respondents were able to mention at least 3 preventive measures¹⁵ compared to the control students, with whom the majority could only mention one. Also, within the controls, an FGD on condom use revealed that almost 50% of those engaged had never seen a male condom, while 80% had never seen a female condom. This was compared to placements, where all participants had seen a male condom and only 10% had never seen a female condom. These findings are further supported by the fact that 98% of the respondents in the placements and youth camps had attended SRH education events organized by Restless Development.

b) Fewer men and women having 2+ partners in Southern Highlands

Comparing the two tables below (Tables 7 and 8), we can see that men and women with multiple partners are fewer in the southern highlands (Restless Development operating areas). Table 7 (TDHS 2010 statistics) show that women having 2 or more partners in the Southern highlands were the lowest in the country, standing at 2.7% against the Tanzanian mainland average of 3.6% and the Tanzanian mainland rural residency average of 3.8%. Men having 2 or more partners in the southern highlands are also among the lowest in the country, standing at 17.6% against the Tanzania mainland average of 21% and the Tanzania mainland rural residence average of 22.7%. This is also reflected in Table 8 where findings

¹⁴ The NGO in southern highlands undertaking activities aimed at HIV prevention are: AMREF, FHI, JHPIEGO

¹⁵ Preventive measures the majority of children are familiar with include; abstinence, having one uninfected partner and use of condoms.

from the field indicate that the majority of women and men in placements (73%) had one partner and only 17 % had more than one partner compared with the control group at 54% and 33% respectively.

These findings are particularly noteworthy because it is apparent that Restless Development has played a part in the changes being observed in the southern highlands; 98% of the respondents had said that they had attended training on SRH organized by Restless Development. With this evidence we can state that Restless Development’s work is likely to have made an impact in the southern highlands, changing young people’s attitude towards the number of partners they should have.

Table 7: Statistics from TDHS 2010 on partners’ women and men have in Tanzania

Partners	Southern highlands	Tanzania Mainland	Tanzania mainland rural residence
Women aged 15-49 having 2+ partners in the last 12 months	2.7%	3.6%	3.8%
Mean number of women’s sexual partners in a lifetime	1.7	2.3	2.2
Men aged 15-49 having 2+ partners in the last 12 months	17.6%	21%	22.7%
Mean number of Men’s sexual partners in a lifetime	3.8	6.8	6.8

Source: Data from TDHS 2010

Table 8: Number of partners women and men have in placements and youth camps.

Partners	YP in placements (n=209)	Control rural (n=81)	YP in youth camps (n=103)	Control urban (n=50)
Women and men aged 15-35 having only 1 partner in the last 12 months	73%	54%	60%	46%
Women and Men aged 15-35 having 2+ partners in the last 12 months	17%	33%	27%	51%
No partner	10%	13%	13%	3%

Source: Field Data

c) Reduction in teenage pregnancies

The results show a clear effect of the Restless Development programme. In particular, training on life skills and SRH has led to an enormous reduction in teenage pregnancy. In the schools that were visited where capacity building for both teachers and peer educators had occurred for educating on SRH needs, teenage pregnancy reduced substantially. As Table 9, below indicates; the difference between the placement schools and the controls is significant. In 2010 the number of teenage pregnancies in primary and secondary schools at the 12 placements schools where Restless Development was operating was just one. This was a marked difference to the 8 pregnancies from 8 control schools in the same year. According to stakeholders interviewed (Teachers and community leaders) and students involved in FGDs these results are attributed to many students understanding their SRH needs, being trained on life skills and condom use, and the availability of youth friendly services¹⁶ in health facilities. A teacher from Rungwe stated that;

“In schools, SPW [Restless Development] programmes [SRH education] helped to reduce the number of pregnancy cases. The situation before the programme was bad

¹⁶ According to FHI, Youth friendly services primarily focus on prevention of HIV, early diagnosis and treatment of STIs, family planning services, sexuality information, counselling. Safe abortion, services for those who experience emotional or physical violence i.e. rape, GBV, trafficking , FGM and access to condoms.

as a large number of students dropped out the school due to pregnancy. Thank you SPW [Restless Development] for bringing the programme to our school”
(Secondary school teacher – Rungwe, KI)

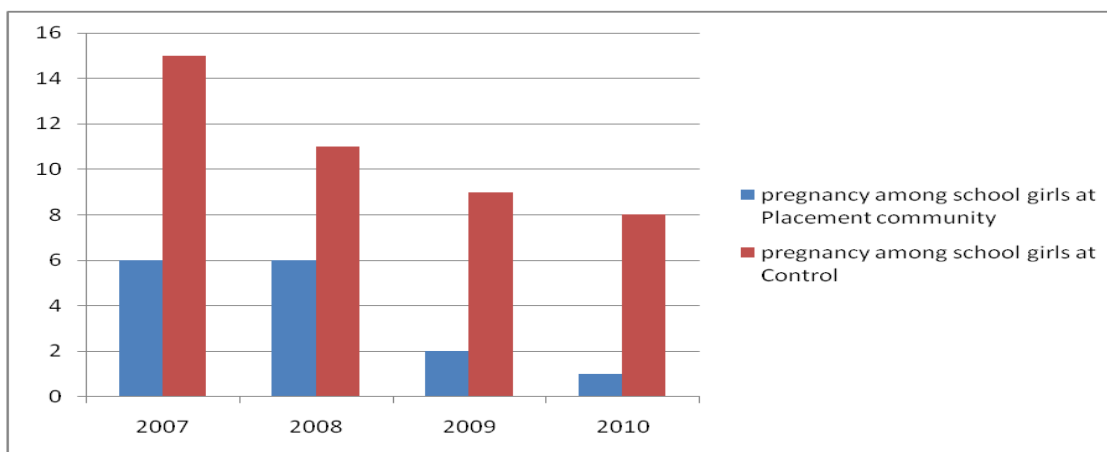
Table 9: Teenage pregnancies among girls in school in 2010

<i>Districts</i>	<i>Placement schools</i>	<i>Control schools</i>
Mufindi	0	1
Kilolo	0	2
Rungwe	1	2
Mbozi	0	3
TOTAL	1	8

Source: Field Data

Analysis of the trend of pregnancy cases over the years (see graph 2) also shows a reduction in teenage pregnancy cases in both the control schools and placement schools. This can, in part, be attributed to the general view that currently, the majority of school children in primary schools are too young to engage in sex, having not yet reached puberty. However, a review of the disparity of changes in pregnancy in placement schools showed a significant reduction from 6 in 2008 to one in 2010, compared to control schools where it was 11 in 2008 and 8 in 2010.

Graph 2: Young girls (in primary and secondary schools) dropping out as a result of pregnancy in four districts (Mufindi, Kilolo, Rungwe and Mbozi)



Source: Field Data

d) Reduction in STI infections, increase in VCT attendance and increase in condom use.

Young people out of school in both placements and youth camps were asked if they had ever received SRH services within the past 12 months (Table 10). The number of young people getting treatment for STIs in placements and youth camps was found to be less compared to the control groups. A considerable number of women are seeking family planning services in Restless Development operating areas compared to the control although not all the male respondents said whether they had received any family planning services. The results show that VCT attendance, at an average of 75% in placements, is very high; health personnel at the placements said this was due to availability of youth friendly services (see graph 3) and outreach services for VCT, initiated by Restless Development. Many respondents (90%) also concurred that they had been sensitized on the importance of VCT. Condom acquisition and use among young people in Restless Development intervention sites was very high. On average, 50% male and 49% female young people in placements compared to an average of 36% male and 21%

female in rural control groups acquired and utilized condoms. In youth camps 56% male and 48% female young people compared to 36% male and 32% females in urban control groups said they had acquired and used condoms.

Table 10: Percentage of young people (out of school) receiving SRH services

SRH services received	Rural programme				Urban programme			
	Placements		Control		Youth camps		Control	
	M (n=118)	F (n=91)	M (n=42)	F (n=39)	M (n=52)	F (n=51)	M (n=25)	F (n=25)
STI testing and treatment	4.6%	4%	9.6%	7%	5.8%	5.8%	6.8%	6%
Family planning services	-	25.8%	-	12.3%	-	13.6%	-	9%
Condoms	50%	49.6%	36%	20.8%	56%	48%	36%	32%
IEC Materials	5.4%	10%	2%	3%	1%	1%	0	0
VCT attendance	72%	78%	40%	46.4%	54%	54.8%	33%	33%
Other services	5%	5%	0	0		1%	0	0

Source: Field Data

Graph 3: Percentage of young people receiving youth friendly services (n=209)



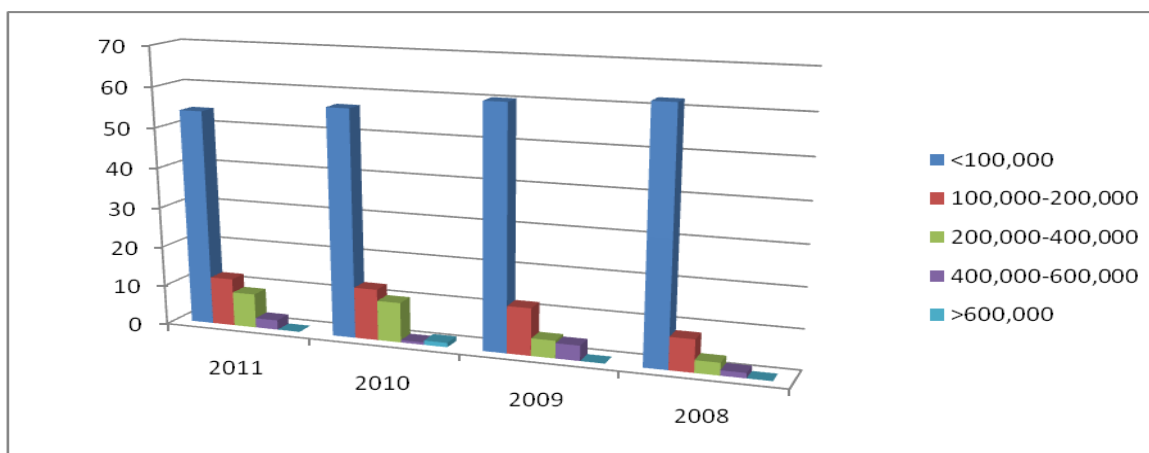
Source: Field data

3.6.2 Impact of youth engagement in livelihood and wealth creation activities

a) Increase in young people's income

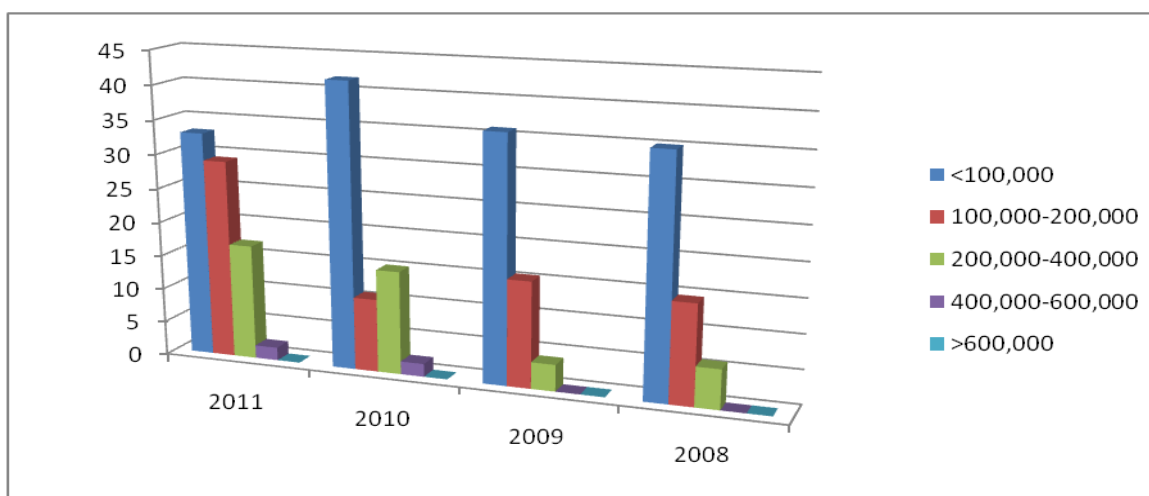
There was found to be an increase in the percentage of young people's income which translates into improvement in their household economy as shown in graph 4 and 5. The improvement was more marked in the youth camps. Findings show that young people's earnings have increased, from less than Tshs 100,000 to an average of Tshs 100,000 to 200,000 per month in placement. However, the impact was greater in youth camps where their income had increased over the years, with the majority now earning between 100,000 to 400,000 per month.

Graph 4: Percentage increase of young people’s income at placement over the years (n=209)



Source: Field data

Graph 5: Percentage increase of young people’s income at youth camps over the years (n=103)



Source: Field data

In the placements and youth camps, 45% of young people involved in this assessment said their capacity had been built, 27% had received entrepreneurship skills training, 12% vocational skills and 3% marketing skills. Almost half of those whose capacity had been built agreed that the skills they had obtained had, in a way, helped them to improve their lives and income, i.e. 4.8% established a business, 16.7% invested in agriculture and 4.3% added more stock to their businesses. When asked of any improvements they could suggest to make this aspect of the programme better, one of the comments was that Restless Development should understand the environment¹⁷ of each placement before initiating any activity aimed at capacity building. One of the village executive officer attested to this by his statement below.

¹⁷ Understanding their environment meant that Restless Development should consult them in any capacity building activity that is aimed at boosting their income as per specific placements i.e. those who are living in agricultural zones should be capacity built on good farming methods to boost yields.

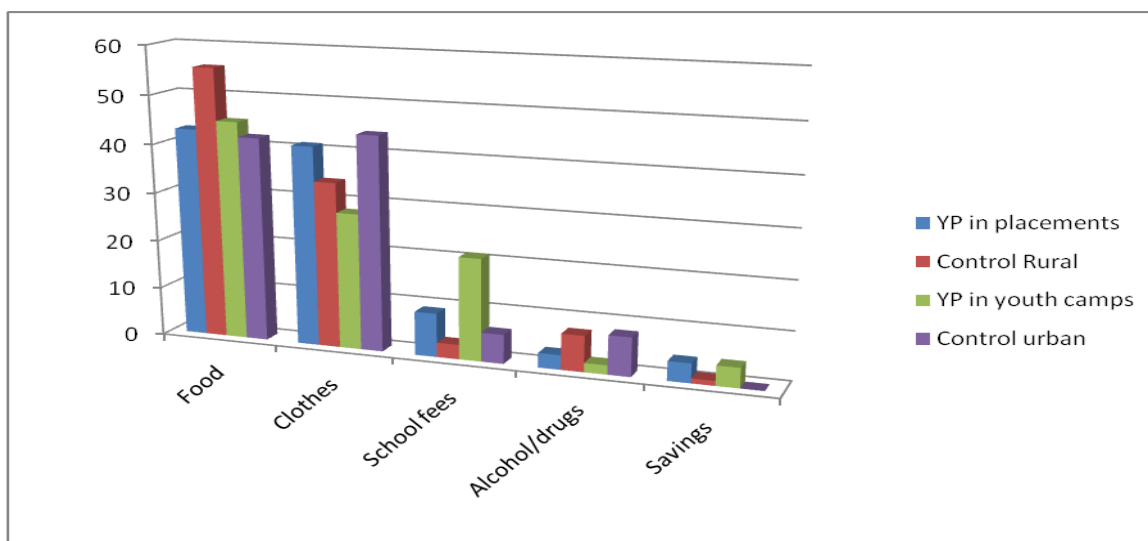
"Young people in this village have now managed to form groups for income generating activities and this is a result of the entrepreneurship skills received from Restless Development although we are yet to benefit fully"
(VEO, Kilolo district, KI)

b) Good management of young people's income

Restless Development's programme did not only help young people increase their income but also to better manage it. Young people in intervention areas are shown how to manage their income wisely (see graph 6). Of the young people in placements and youth camps, apart from spending on basic necessities (food, clothes and education), quite a number (86%) of young people are saving an average of 4% of their income while spending less on alcohol and drugs (2%), compared to their counterparts in the control areas who spend on average 8% of their income on alcohol and drugs and don't save their money. These findings are interesting as it highlights the fact that income generation alone does not affect how and what people spend their money on.

An observation made in the field revealed that young people spend their income on alcohol and drugs due to idleness, which was so rampant in control areas due to lack of any activity that young people could engage in during their spare time.

Graph 6: Percentage of expenditure of young people's monthly income



Source: Field data

3.6.3 Impact of youth participation in decision making

a) Increase in young people's knowledge and awareness of selected local and national policies/laws/processes

Table 11 shows that a number of young people know their Sexual Reproductive Health and Rights (SRHR) and no longer shy away from demanding them.

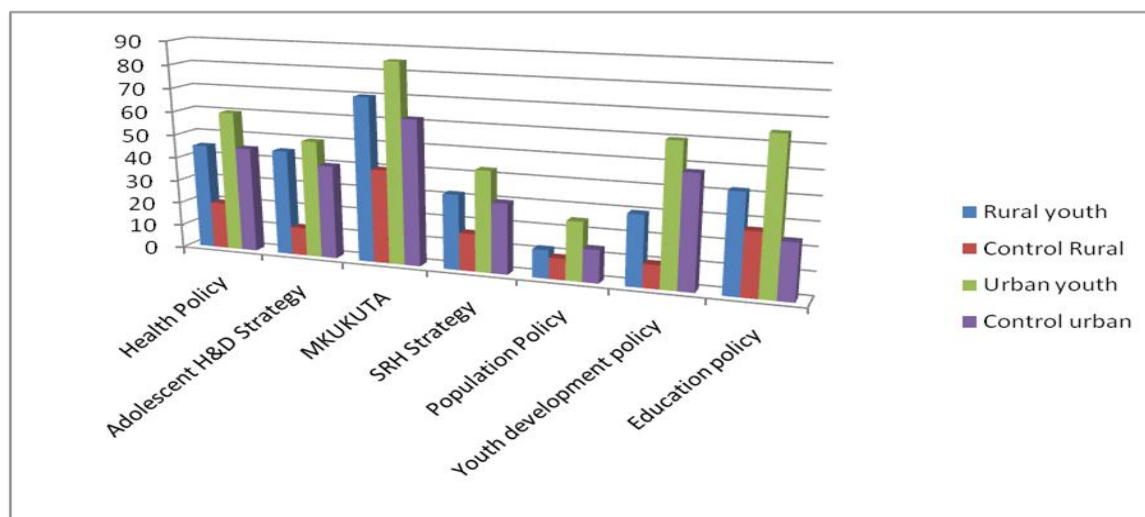
Table 11: Percentage of young people who can mention their SRH&R

SRH Rights mentioned	Rural programme				Urban programme			
	At placements		Control		At youth camps		Control	
	M (n=118)	F (n=91)	M (n=42)	F (n=39)	M (n=52)	F (n=51)	M (n=25)	F (n=25)

Right to access information	22%	20%	10%	9.8%	22%	26%	14%	10%
Right to quality and friendly services	21%	24%	14%	10%	23%	22%	13%	15%
Right to protect themselves and own their body	20%	21%	13%	13%	65%	65%	34%	30%
Right to non discrimination	11%	11%	6%	8%	21%	23%	14%	14%
Right not to take part in sexual acts	84.2%	92%	56%	52%	76%	76%	58%	58%
Right to confidentiality	7.8%	7.8%	7.4%	7.4%	12.7%	12.7%	13%	9%
Right to get sustainable services	10%	5.6%	3%	6.8%	4.8%	3%	2%	2%
Right to access SRH services without fear	78%	79.4%	12%	12%	66%	76%	36%	28%
Right to be respected ¹⁸	13%	13.2%	16%	8%	20%	28%	14%	10%
Right to be involved in decision making on SRH	88%	92%	9.9%	9.9%	80%	88%	50%	36%

Source: Field data

Graph 7: Percentage of young people reporting an increase in knowledge and awareness of selected local and national policies/laws/processes



Source: Field data

The percentage of young people reporting an increase in knowledge and awareness of selected local and national policies/laws/processes was also high (see graph 7). This impacted positively in facilitating their

¹⁸ Concerning right to be respected, 16% of the male population at the control mentioned that they know about their right to be respected compared with 13% of the male population of young people in intervention areas. This was due to government effort in all regions in Tanzania sensitizing young people on understanding their rights through media; the most prominent being right to be respected.

ability to participate in decision making processes and demand for their rights. One clinical officer was quoted as saying:

"...young people have been involved in decision making and are usually demanding for their rights concerning SRH in this village. Even when a District Medical Officer (DMO) comes over here, they say openly, for example, if their dispensary is out of condoms stock and they say it's their right to protect themselves and the next day we always receive cartons of condoms. Therefore I can say this is just one among many things they have learnt through SPW [Restless Development]"
 (Clinical officer, Iramba, KI)

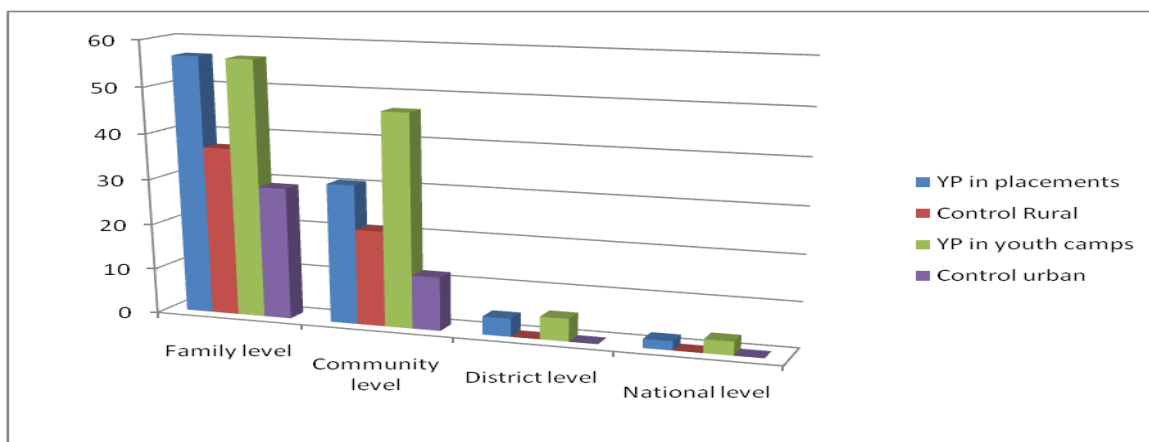
b) Increase in number of young people’s participation in decision making at family, community and national levels

Through CAGs/Ex-volunteers, 94% of boys and 92% of girls learnt about their role in leadership, including involvement in decision making at all levels. As graph 8 indicates, the number of young people involved in decision making at all levels in the placements and youth camps is considerable compared to the control areas and quite a number are playing a crucial role by engaging in policy making nationally. This evidence also supports findings from the literature that young people were involved during the development of MKUKUTA II.

A village chairman from one of the villages in Kilolo district said:

"...you know these young people now challenge us here in the community and even at the national level. They come for village meetings regularly and if there is a contentious issue that influences their lives, they refer to a national policy. I mean they know a lot about their rights and want to be involved in everything that influences their lives in one way or the other"
 (Village chairman, Kilolo, KI)

Graph 8: Percentage of young people reporting involvement in decision making at family, community, district and national levels



Source: Field data

3.7 Sustainability of Restless development's programme

3.7.1 Evidence of continuation of programme elements

The evaluation team visited 5 placements (Utengule, Ukumbi, Hangomba, Kamsamba, Katumba) where Restless Development had phased out. Findings (see table 12) show that most of the placement activities have continued to be implemented, for example SRH education. Teachers whose capacity had been built in primary and secondary schools in these phased out placements were found to be carrying on advising and supporting Classroom Peer Educators (CPEs) as well as teaching students on SRH. It was expressed, however, that they didn't have as much time to juggle between teaching examinable subjects and teaching SRH (a non examinable subject) and also, when the current peer educators graduate then they would not have the resources to train others.

Findings show that in programme elements where Restless Development had build the capacity of the target groups i.e. CPEs, VMACs, Teachers and CAGs, there was a continuation of activities, but there were a different cases of programme elements where resources in terms of equipment and other materials were needed and provided, for example; sports leagues had stopped due to lack of sports gear, Extra-curricular activities and essay competitions stopped due to lack of equipment, Community Information and Resources Centres (IRCs) existed but were poorly stocked and managed.

Table 12: Phased out placements and programme elements that are still continuing.

Placement	Ongoing Programme elements	Ceased programme elements	Observation
Utengule	<ul style="list-style-type: none"> CPEs still exist and provide peer education in classroom through SRH clubs Teachers still advise and support peer educators as well as teach SRH CAGs are still active and coordinate education, sensitization and advocacy at the placements VMACs are still active providing support to young people 	<ul style="list-style-type: none"> Sports leagues have stopped due to lack of sports gear Extra-curricular activities and essay competitions have stopped due to lack of equipment Community Information and Resource Centres (IRCs) are present, but poorly stocked and managed 	<ul style="list-style-type: none"> Although VPEs still exist they need refresher training as along with the teachers The equipment & materials that were distributed are all worn out causing some programme elements cease
Ukumbi	<ul style="list-style-type: none"> Extra-curricular activities in schools still active. CPEs still exist and provide peer education in classroom through SRH clubs Teachers still advise and support peer educators as well as teach SRH CAGs are active and supported by local leaders to continue operating 	<ul style="list-style-type: none"> VMACs are not active as majority of those trained have relocated Sports leagues have stopped due to lack of sports gear Community Information and Resource Centres (IRCs) are present but poorly stocked and managed 	<ul style="list-style-type: none"> It's one placement where local leaders support the CAGs work Young people are happy with the IRC but they claim the materials that are available are outdated.
Hangomba	<ul style="list-style-type: none"> CPEs still exist and provide peer education in classroom through SRH clubs Teachers still advise and support peer educators as well as teach SRH VMACs are still active providing support to young people 	<ul style="list-style-type: none"> Extra-curricular activities in schools not going well due to lack of equipment. Sports leagues have stopped due to lack of sports gear Community Information and Resource Centres 	<ul style="list-style-type: none"> Lack of equipment and materials is the only obstacle towards sustainability of the programme elements

	<ul style="list-style-type: none"> • CAGs are active and getting support from well wishers 	(IRCs) are present but poorly stocked and managed	
Kamsamba	<ul style="list-style-type: none"> • Extra-curricular activities in schools still active. • CPEs still exist and provide peer education in classrooms through SRH clubs • Teachers still advise and support peer educators as well as teach SRH 	<ul style="list-style-type: none"> • VMACs are not active • Sports leagues have stopped due to lack of sports gear • Community Information and Resource Centres (IRCs) are there but poorly stocked and managed • CAGs are not active citing lack of resources to continue operating 	<ul style="list-style-type: none"> • It's one of the placements where both VMACs and CAGs are not active, citing lack of resources to carry on with activities
Katumba	<ul style="list-style-type: none"> • Extra-curricular activities in schools still active. • CPEs still exist and provide peer education in classroom through SRH clubs • Teachers still advise and support peer educators as well as teach SRH • CAGs are active and supported by local leaders to continue operating 	<ul style="list-style-type: none"> • VMACs are not active • Sports leagues have stopped due to lack of sports gears • Community Information and Resource Centree (IRCs) are there but poorly stocked and managed 	<ul style="list-style-type: none"> • The CAGs are active but fear their work will cease in the long run due to lack of resources to carry out activities.

In an FGD with young people in schools at Utengule, Ukumbi, Kamsamba and Katumba, students confirmed that they were still being taught SRH. Although the subject was found to have had been incorporated into science lessons, it was still as comprehensive. Teachers were also reported as trying to be as comprehensive as possible so as not to reverse the gains that have been achieved i.e. preventing teenage pregnancy and truancy in schools from increasing again. A teacher from Rungwe was stated as saying:

“Restless Development informed us that they have phased out our placement and we were not happy because they have helped us reduce teenage pregnancy and truancy in school. But we have to move on because we don’t want to reverse these gains. Although we do have limited resources to carry out some activities that Restless Development used to do like education through sports because the sports kits left are all worn out”
(Primary head teacher Rungwe, KI)

3.7.2 Sustainability of programme activities

Evidence from the field showed that there was prospect for programme benefits being sustained after the end of the programme funding. This was seen from the commitment of stakeholders, economic gains through Restless Development motivating target groups, government /local leader’s commitment, replication of the programme approach and the collaboration/networks.

a) Commitment by stakeholders (Young people)

In all the 7 placements visited where Restless Development activities are still running under the rural programme, young people were said to be pleased and their commitment towards activities initiated by Restless Development was visible. Young people concurred that they were gaining skills that would help them enhance their lives, so even if the programme ended they would still need and use the skills acquired. One Ex-VPE said:

“We have been enlightened and there is no going back, I now can fend for, myself why not also teach my siblings what I have been taught”
(Ex-VPE male Mufindi, KI)

b) Economic benefits young people enjoy through good health and engaging in motivating entrepreneurship initiatives

The economic benefits young people are reaping due to the programme appears to be a key factor in their motivation; they are leading a healthy life because they know their SRH needs and seek medical attention whenever necessary and use most of their time undertaking economic activities. In the urban programme, the transformation from the youth camps to the formation of the community based organisation e.g. Yovopofi and Jitambua in Dar es Salaam is the initial step towards young people improving their lives and ensures sustainability of the programme.

c) Government/Local leaders’ commitment

The government of Tanzania has demonstrated commitment towards the welfare of young people. Young people are now involved in policy development and implementation, thanks in part to Restless Development’s role in ensuring that young people know their rights and are involved in decision making from the family level to the national level. In all the placements visited the community leaders, especially the Village Executive Directors and chairpersons, appeared committed to the cause of young people. They said they felt that the success of every village depended on young people. e The VEO and chairpersons of Mpapa, Ikama, Kapugi, Nyanyembe, Ukemele, Iramba, Kitelewasi concurred that the changes they have seen through Restless Development programmes will certainly continue even if funding was to stop. As a result of Restless Development’s support, some villages had enacted by-laws which encouraged self employment. For example, in Ukumele, every young man was required to have an acre of land cultivated and tended.

d) Replication of the project approach

There was found to be evidence of a spill over effect of similar activities to those initiated by Restless Development being implemented in other places that were not intervention sites. This was exemplified by teachers trained through the programme in placements initiating activities in other schools when they were transferred to neighbouring villages. Surrounding placement villages were also trying to imitate activities initiated by Restless Development. It was also noted that some partners such as FHI were replicating programme approaches for education through sports.

e) Collaboration/networking encouraging sustainability

Restless Development has managed to build some strong partnerships and networks in the course of its work. These partners include, among others; government ministries and departments, regional authorities and local councils, UN agencies¹⁹, international and local NGOs²⁰, donor agencies²¹, service providers (UMATI, Marie Stopes) and institutions of higher learning. These partners are very important in ensuring the sustainability of Restless Development programmes in the sense that they also understand what Restless Development is doing and can assist in its continuity.

3.8 Replicability

For programme sustainability we assessed how the programme was replicated elsewhere, what aspects of the programme were replicated elsewhere and whether there was any spill over effect of the programme. Findings indicate that the programme came up with good innovations, approaches and changes during implementation that can be, or were being replicated in similar projects. These include:

¹⁹ UN agencies include ILO and UNICEF.

²⁰ International and local NGO’s are; FHI, PSI, Femina, T-Mark, Oxfam.

²¹ Donor agency partners are Sida, DFID and GTZ.

a) The approach used by Restless Development (peer to peer education)

The approach used by Restless Development to implement the youth peer to peer programme - "*using young people to teach young people*" - has been very effective and could be (and is shown to have been) replicated by some partners and civil societies. The holistic approach adopted by the programme in which not only young men and women are being sensitized on their SRH needs, but also empowered to advocate for these rights by appealing to their own communities, service providers, gatekeepers and policy makers for the recognition of these rights and accessing SRH services is being replicated by civil societies in Tanzania. Examples of this include Watoto Salama, Kuleana and Mkombozi. Other partners, for example FHI, are using youth peer education²² in reproductive health and HIV/AIDs. Although there is no documented impact of the approach, findings indicate that it has the potential of reaching a wide range of project beneficiaries as when peers teach each other they tend to relate well because they share similar background, interests and age group.

b) Entertainment and sports as a means of educating young people

Edutainment is one of the innovative ideas developed by Restless Development which has caused many young people to learn a lot about SRH, life skills, rights to participate in decision making, and livelihood opportunities, and can be replicated in other programme areas and by partners. Results show that young people enjoy entertainment and sports; during field visits and FGDs with young people, they could remember what they had learnt on a particular day when there was an edutainment event organized by Restless Development. This innovative idea is now being adopted by many private and public schools in Tanzania, particularly where young people are taught through song, dance and drama. In one of the control schools, (Kidabaga primary school) students were found to sing songs promoting environment conservation.

c) Capacity building teachers and community leaders

The assessment found that training teachers (primary and secondary school) on young people's SRH needs contributed to the sustainability of programme activities in phased out placement communities and this could be replicated elsewhere. We also found that teachers who had been trained by Restless Development and transferred to other schools initiated similar activities within their new schools.

d) Community Information and Resources Centres (IRCs)

Establishing libraries and IRCs in villages was found to have encouraged the culture of reading among young people and increase the understanding of what is happening around them. The majority of young people (70%) in placement areas indicated that they had at least visited the youth resource centre once in the past 14 days where they read books and played games.

e) Youth camp graduation from one level to another

Transformation from the youth camps into Community Based Organisations (CBOs) is the initial step towards young people's successes in improving their lives and ensures sustainability of the programme e.g. Yovopofi and Jitambua in Dar es Salaam. The transition from youth camp to CBO is proven to be a simple process and one which is possible to be replicated in other programme areas i.e. graduating CAGs and VMACs to CBOs. This process is also highly effective in promoting sustainability.

f) Using sunlight to treat water

In all the schools we visited at the placements, Restless Development in collaboration with Solar Aid was implementing a simple innovation of using sunlight to treat drinking water. This project has since helped reduce cases of waterborne diseases. Due to its simplicity and affordability to the beneficiaries (both in terms of financial and time constraints) we found the same method was now being applied in control schools. A primary head teacher from Mufindi said;

²² In the youth peer education of FHI, they train representative adolescents by providing information on adolescents reproductive health or HIV. In turn these young people are expected to convey this information to their peers. The young people undertake informal or organized educational activities with their peers (those similar to them in age, background and interests).

“There is this innovative way that Restless Development initiated of treating water using sunlight which has helped the children to treat water and I can say even the waterborne diseases like diarrhoea have reduced. I think this is an innovation that can also be introduced in other schools”

(Head teacher Mufindi, KI)

3.9 Lesson learned from the Restless Development programme

Through interviews with programme staff, stakeholders and partners, the following lessons that the project had learner have been revealed.

a) Lessons learnt from programme staff

- A clear monitoring and evaluation system is required to ensure accountability and transparency in achieving the overall programme objectives. By assessing project progress and updating plans as well as experiences, the results can be shared effectively through regular monitoring team meetings therefore contributing to the programme’s effectiveness.
- Empowering peer educators through training and information can be an effective way to empower young men and women with SRH information and livelihood skills, especially in the rural areas.
- Outreach services have facilitated access to SRH services for young people residing in hard to reach areas.
- Information and education can be a powerful tool to effect change. Youth who had initially resisted information on SRH, such as condom use, have changed their behaviour and actively seek information on SRH issues.
- Restless Development field regional programme offices’ work is an important contributor in achieving the overall programme objectives.

b) Lessons learnt from beneficiaries (Young people)

- Capacity building CAGs ensures sustainability. In phased out placements CAGs are still very active and initiate activities using their own sources of funds.
- Youth friendly services are one of the effective ways of reaching youth. With SRHR education the majority of young people now access youth friendly services.
- Empowering young people with income generation activities and training on management of income reduces dependency and increases household income.
- Using local radios and edutainment activities are very effective in passing information to young people.
- Use of IRCs encourages dialogue among young people, a culture of reading and are an important component in accessing information that can enhance their lives

c) Lessons learnt from partners and stakeholders

- Collaboration, participation, networking and coalition with other stakeholders ensures the sustainability of Restless Development’s work. In phased out placements Restless Development’s collaboration with community leaders has ensured sustainability.
- Engaging young people in decision making at all levels has contributed to young people’s concerns being addressed by family members, community plans and national policies and strategies.
- Partnerships can enhance programme visibility and impact; as evidenced in the partnership created with media and other organisations.
- IRCs encourage dialogue among young people, a positive culture of reading and are important as a centre for accessing information that can enhance their lives.

4. Discussion

Based on the findings that have been presented in this evaluation, we can deduce that the programme approach was effective and efficient in delivering the envisaged outputs. The successful factors that facilitated this efficiency and effectiveness include the peer-to-peer approach, management arrangements and changes initiated during the course of implementation, partnerships with other actors and involvement of both direct and indirect beneficiaries of the programme. Such innovative factors were instrumental in the implementation of the programme.

The integrative approach employed by the programme has proven to be quite commendable. However, there is a clear need for Restless Development to identify and define quality assessment measures that will help capture the extent to which such an integrated system works towards promoting the effectiveness and efficiency of the programme. Lessons could be drawn from other actors such as Family Health International (FHI) who have developed a tool to measure the quality of their peer education approach. The tool is designed for project managers, supervisors and others to assess the quality of community based youth peer education (YPE) programmes. The toolkit provides instruments and a process that can assist in undertaking a quality assessment. It comprises of eight checklists that include stakeholder cooperation, parental involvement, youth involvement, youth-adult partnerships, peer educator cooperation, gender equity and equality, community involvement and technical frameworks.

Findings also demonstrated that the programme had contributed to improving the lives of youth in a number of aspects. It was noted that youth's ability to demand for and access SRH services had greatly improved when comparing those those exposed and those not exposed. Other aspects that have improved for the youth and can be attributed to the programme interventions include; increase in knowledge on HIV prevention, change in behaviour, an increase in income and participation in decision making at various levels. Development discourse argues that the participation of beneficiaries in the design and implementation of interventions supporting them is vital for the success of such interventions and fundamental right of a human being that has been enshrined in the Constitution of the country. Therefore, it is good practice to note that the Restless Development programmes have supported and facilitated participation of youth in their peer-to-peer programme.

This evaluation also noted that the programme, apart from aligning with several National policies i.e. The National Health Policy, National Adolescent Health and Development Strategy, National Strategy for Growth and Reduction of Poverty (NSGRP), has also assisted the government in implementing these policies. The involvement of Restless Development in leadership within the civil society consultation process for MKUKUTA II was a significant achievement which should act as an impetus for more involvement of young people in policy making. We see this as a positive trend of what's to come and Restless Development should not relent in its effort as per the strategic objectives.

The evaluation found that Restless development spent most of its time working with community leaders at the placement level and less with community leaders based at the district council headquarters. It is the case that specific personnel at district level, for example; District Executive Directors, District Education Officers, District Medical Officers and District Deelopment Officers are some of the major players in development at the district level and have vast amounts of expertise and support to offer. Restless Development should embrace these skills and find a way of reaching out and working with them for programme sustainability.

The Evaluation results also affirm that Restless Development should proactively take forward the organisation's best practices and learning. It is important for them to not just focus on the interest of its key beneficiaries, but also other indirect beneficiaries. Restless Development needs to come up with a strategy that adequately describes them as the organisation that their title suggests, but also works with guardians and parents of young people and not overlook them as important stakeholders. A dynamic identification of key stakeholders' needs and feedback are also essential in this respect. There are areas where Restless Development should decide to be doing more of a particular activity, because it is a

priority of key beneficiaries. Some of the new things might be done to fulfil Restless Development's purpose and moving along a continuum of its role, but their impact on the ground is limited. For example when providing capacity building on entrepreneurial skills they should ask themselves; do most beneficiaries need this? An innovative approach to capacity building will be essential to the long-term success here.).

5. Recommendations

Based on the evaluation and its findings, the following recommendations are proposed. These have been divided into programmatic and operational recommendations.

5.1. Programmatic recommendations

In this section we present recommendations that will inform future programming of youth peer-to-peer programmes.

What to do	How and why
i. Develop a standardised tool to measure the quality of the youth peer-to-peer approach, standards and means of testing them.	Lessons learned from partners, such as FHI who have developed a tool to measure the quality of peer education programmes can help in designing tools specific to peer-to-peer approaches.
ii. Strengthen the participation of youth at the district level and national fora.	<p>This can be strengthened by designing advocacy programmes targeted towards creating space for youth participation at both district and national levels.</p> <p>The other way could be to establish youth councils at district level to provide a platform through which youths can air out their views. The approach adopted by Save the Children who supported the Children's Councils in Temeke municipality can act as source of reference.</p>
iii. Undertake Young people needs assessment.	<p>A needs assessment is required to determine the gaps that need filling. This will inform the design of interventions needed by the target groups.</p> <p>This can be done through a participatory feasibility study prior to the programme design. Baseline data can also be gathered through a survey at the design stage.</p>
iv. Participatory annual planning and reporting that is inclusive of all stakeholders.	There is a need to have a joint annual planning and reporting review which includes all stakeholders. This can be done through workshops facilitated by beneficiaries themselves and with guidance from Restless Development staff.
v. Encourage full participation of all staff towards achievement of the organisation's overall objectives.	Staff at regional level should develop log frames to support the main programme log frame but is tailored to their own environment. This will promote ownership of the overall programme and enhance participation by both regional and national programme staff.
vi. Documentation of good practices, case studies and lessons learned.	The programme should develop a system that periodically captures good practices, case studies and lessons learned. This will enhance the learning experience of the organisation whereby good practices are continuously built on and improved at an ongoing basis.
vii. Develop outcome mapping.	Restless Development should undertake an outcome mapping exercise to understand what their partners within the regions they are working are involved in and how they can support each other.

	This will avoid unnecessary repetition and encourage the sharing of information and lessons learned.
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5.2. Operational recommendations

What to do	How and why
i. Strengthen communication between partners.	To enhance communication with stakeholders and partners, effective channels between them and Restless Development regional offices should be initiated.
ii. Strengthen the coordination, cooperation and relationship with local authority leaders at the district level.	Restless Development should take immediate steps to build a strong, cooperative relationship with district authorities and enter into regular feedback meetings with the relevant staff, such as DMOs, District Education Officers and CHAC. This will create a strong working relationship as they will understand the project and build a base for sustainability
iii. Encourage staff motivation.	For the current high rate of staff turnover to be reduced, the management should consider changing staff terms and conditions currently operating, as motivated staff is the key to success in the programme implementation. The work of different cadres of staff should be clarified and harmonized across the four regions. There is a need to have a human resources manager which, if possible, can be outsourced.
iv. Improvement on monitoring and evaluation systems.	Programme indicators should be feasible, SMART (Specific, Measurable, Achievable, Realistic and Time bound) and in line with national indicators to allow comparison and attribution. These indicators should be developed during project design and re-defined during project implementation to monitor relevance. A clear and simple system should be formulated to monitor innovation and change in project implementation and if possible incorporated in the Monitoring and Evaluation Framework of the project More efforts should be put into monitoring the changing needs of the main stakeholders (young people) and that innovative ways i.e. active networking and cooperation with young people are found to build their capacity. Capacity building should also ensure the mainstreaming of issues such as gender, age and disability in Restless Development operations.