

The Voices, Aspirations and Challenges of young people in three regions of Tanzania:

Recommendations for NGOs and Government.



Community volunteers at a debrief session in Mbeya, September 2011

A fact-based Monitoring & Evaluation exercise carried out entirely by young community volunteers with young people in the regions of Iringa, Mbeya and Ruvuma.

List of Acronyms:

CAGs	Community Action Groups
CMACs	Council Multi-Sectoral AIDS Committee
CPE	Community Peer Education
CVPE	Community Volunteer Peer Educators
IRC	Information Resource Centre
M&E	Monitoring and Evaluation
MoE&VT	Ministry of Education and Vocational Training
NGOs	Non-governmental Organization/s
RPO	Regional Programme Office
SPSS	Statistical Package for Social Science
SRHR	Sexual and Reproductive Health and Rights
TIE	Tanzanian Institute for Education
VMAC	Village Multi-Sectoral AIDS Committee
WMAC	Ward Multi-Sectoral AIDS Committee
YFS	Youth Friendly Services

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I. EXECUTIVE SUMMARY

In line with its partnership and evidence-based programming, a data-collection and monitoring exercise was undertaken by Restless Development-Tanzania¹. The assignment was entirely carried out by young community volunteers, with the support of Restless Development for methodology, training and editing.

The key issues that the organization should focus on in the framework of its 2011-2015 strategy have been identified as the following:²

1. Girls suffer from important school-drop out, this in part due to pregnancy:

Data from surveyed schools in Iringa, Mbeya and Ruvuma attest that, on average, only 1 out of 3 girls attending primary school then transfers to secondary school. This drop-out rate is often due to girls becoming pregnant and the fact that less than 10% of them are then allowed to return to class after delivery. This happens in spite of government representatives publicly stating that the policy on return to school should be implemented in the whole country.

- Restless Development will continue to advocate for implementation of the policy of return.
- Restless Development will work together with other education policy actors to influence review of the education act in order to be consistent with the return policy, by taking advantage of the on-going constitutional review consultations in Tanzania.
- Restless Development will further investigate the other reasons (apart from pregnancy) explaining the important school drop-out for girls

2. Classroom peer education on Sexual and Reproductive Health and Rights is threatened by lack of means and commitment:

A reasonable number of (mostly female) students in primary and secondary schools in the southern highlands are currently benefiting from classroom peer education³ on SRHR⁴ and life skills. However, the implementation of these programs is seriously affected by:

- A lack of SRHR and life skills references and teaching materials in the schools
 - Inadequate staff in the schools leaving teachers overstretched and under a lot of pressure
 - Poor or lack of commitment by some teachers to include these sessions as key components of their educational curriculum at the school
- Restless Development will work with GTZ-PASHA, MoE & VT, Tanzania Institute of Education, Femina and other partners to avail SRHR teaching and reference materials in schools, as well as providing support to teachers and classroom peer educators on SRHR and life-skills education. This will include technical support on mainstreaming SRHR training in curricula of teacher-training institutions
 - A genuine collaborative framework should be developed with government, especially through the ministry of Education, on commitments to sustainable implementation of class room peer education

1 Formerly SPW

2 The exercise was conducted between October and May 2011 in 67 out of the 72 placement communities where Restless Development operates (i.e. 93%). The objective was to monitor progress made and understand lessons learnt to improve the organization's rural programme.

3 Peer education programs on SRHR are implemented by Restless Development together with the Ministry of Education (MoE) and GTZ-Pasha

4 Sexual and reproductive health and rights

- Those reasons affecting completion of classroom peer education sessions should be considered by Regional programme Offices when planning support for CPE sessions

3. Young people are under-represented in Local Government committees but showing great promise in community action groups:

Youth participation in decision making in the development process of their communities is critical in development planning. Although the survey indicates promising improvements in the inclusion of young people at Village Multi-sectoral AIDS Committees (VMACs) in most regions, they are still inadequately represented in Ward Multi-sectoral AIDS Committees (WMACs) and Council Multi-sectoral AIDS Committees (CMACs). This seriously affects their meaningful participation in the important decision-making political organs.

- Restless Development will prioritize opening up spaces for increased representation and participation of young women and men in WMACs and CMACs. However broader focus will be on advocating for meaningful representation and participation of young people in decision making committees at district/council, regional and national levels

The willingness of youth to participate to their community's development is well illustrated in the relatively high proportion of youth, including girls, participating in Community Action Groups (CAGs). The youth membership to these groups is expected to increase, considering the shift of focus in priorities: recently promoted by the young people: CAGs were until now essentially focusing on awareness and education around SHRH; however, the newly set priorities of these groups are shifting to income generation and improvement in access to information, education and communication through Information Resource Centers (IRCs).

- Restless Development will build on the significant motivation of youth to be involved in public decision-making mechanisms by advocating for their participation in ward and council committees
- The five priority areas of CAGs (as recently determined by the young people) should receive adequate support from Restless Development and other players at the community level and should drive the strategies of working with Community Action groups.
- Young people in Matemanga and Itaka community action groups (Mbeya) are very keen to register as legal entities and should be supported especially within the Entrepreneurship programme so that they can improve income generation among young people.
- As support is available at the community level for CAGs (both in-kind and in-cash), Restless Development needs to focus its actions on helping these CAGs to become institutionally and financially sustainable, including through partnerships with state and non-state actors.
- The recent increase in women membership in CAGs (from 25% to 45% between October 2010 and May 2011) is a welcome trend that should be sustained, especially with the situation of disadvantage that women and girls find themselves in rural communities of the southern highlands.

4. Access of young people to youth friendly services at government health facilities is not optimal:

Although a large majority (80%) of young people surveyed believe that, government outlets provide youth friendly services of quality, few of them actually have access to these services.

- Restless Development will further investigate in order to focus appropriate action on this topic. There is a need to better understand the meaning of “quality” by young people and to potentially align their preoccupation with the efforts made by government and NGOs towards quality
- The health facilities in Ruvuma need to increase their level of quality, which is perceived as quite low by young people so far

5. Information Resource Centers/Community Resource Centers (IRCs) are under-utilized:

Although Restless Development continues implementation of IRCs in placements in the three regions to improve young peoples’ access to information, education and communication materials, the use of these resources is still low. This can be explained by various factors, of which:

- Only 5% of the IRCs are strategically placed
- 60% of IRCs lack adequate updated materials; therefore the information provided is not of appropriate quality.

Despite these shortfalls, 98% of young people still strongly believe that these IRCs are necessary and should be sustained.

- A sustainable framework should be developed by Restless Development in collaboration with other key actors in information, communication and education, both state and non-state that encourages ownership, use and support of community resource centers.

II. BACKGROUND:

The monitoring and survey information, was collected between February 2011 to May 2011 by Community Volunteer Peer educators (hereafter CVPEs) in Restless Development intervention placements (villages in Iringa and Mbeya, and wards in Ruvuma). It was commissioned as a response to the completed analysis of Retrospective baseline done in 2010, to provide insight into information and data that were incomplete or which had questions for further research.

It also contains an analysis of trends in some key variables between October 2010 to May 2011-a period when field monitoring and reporting system was blacked out as a result of funding constraints.

The report is divided into different chapters including: methodology, limitations, results and analysis of findings, discussion and recommendations.

III. METHODOLOGY:

A hybrid questionnaire, incorporating both closed-ended and open-ended questions, was developed by the Monitoring and Evaluation unit after mapping the information gaps from the Retrospective survey 2010.

The questionnaire was then translated into Swahili with support from programme offices, and reviewed again with the information needs required for capture. It was finally approved, for use, by community volunteers who were in placement.

The programme offices then briefed the community volunteers with guidelines on how to use and distribute the questionnaires during their placement support visits.

The questionnaire actually stayed in the field with the community volunteers between February 2011 and May 2011, to give them adequate time to collect and fill in the information required from the different sources. These questionnaires were returned to the Monitoring and Evaluation unit immediately after the first phase of VPE training in May 2011.

. Some questions were meant to be answered individually (when the respondent is a key informant of the group) or through focus groups, with all young people who are members or participants in the group. The following groups of people were identified to be sources of information for the questionnaire;

- Information Resource Center attendant and users
- Community Action Group (CAGs) members
- Classroom Peer Educators(CPEs)
- Teachers (Counselor-teachers and Head/Deputy Head teachers)
- Village/Ward Multi-sectoral AIDS Committees (V/WMACs)
- Young people not associated with any of the above as groups

III.1. Sampling:

Since CVPEs were used to collect information, all 72 placements where Restless Development works were selected⁵ however; information couldn't be retrieved from 7% of placements due to reasons explained in the "limitations" section.

The table below illustrates the % of placements where information was retrieved by region.

Region	Iringa	Mbeya	Ruvuma ⁶	Total
# of expected placements(N _E)	27	30	15	72
# of placements covered(N _A)	25	30	12	67
% coverage of placements	92.6%	100%	80%	93%

III.2. Limitations:

Even though sufficient time (i.e. 2 months) was available for the community volunteers to perform this work, the following were limitations to the survey:

- In Ruvuma, community volunteers were not yet in place at the time of the exercise, and the survey was therefore carried out by teachers, CAGs and other village authorities, which includes an element of individual bias. Only 80% of the placements in this region (Ruvuma) could in the end be considered to provide reliable data
- In Iringa, logistical problems with staff affected distribution, which resulted in some questionnaires being given to village authorities without community volunteers being informed. This affected the response rate for approximately 8% of placements in this region.
- Some sections in the questionnaires were wrongly completed by volunteers and have been excluded from analysis.
- Budgetary constraints from Regional Programme Offices (RPOs) affected the timing of collection of questionnaires and some data was returned back with delay

⁵Following the 2010 Readiness survey, 24 placements were phased out. The Readiness Survey is a routine annual survey conducted in Restless Development-Tanzania to determine whether placement communities are ready to continue with programme components within minimum standards and to what extent they are prepared for sustainability

⁶ Ruvuma placements cover a ward as opposed to placements in Iringa and Mbeya, which are village based. Village is the smallest administrative unit in Tanzania

IV. RESULTS AND ANALYSIS OF FINDINGS:

The variables within the questionnaire for analysis were mostly uni-variate and were analysed individually using Statistical Package for Social Science (SPSS) on the one hand and excel on the other hand, especially for aggregate-based data as well as qualitative information included in the filled questionnaire. No attempt was made at multivariate analysis due to the recognized potential quality issues with the data and information generated (refer to limitations and potential consequences above).

The following variables are itemized below. They were identified during the Retrospective Survey 2010. The analysis always keeps the information from different regions separately, in order to help RPOs⁷ plan differently based on their specific situation and contexts on the ground.

IV.1. Number of schools in placements considered per region divided into primary and secondary schools:

This variable represents the number of schools surveyed in the 67 placements for which reliable data could be retrieved. The table below represents the number of schools as recorded through the CVPE baseline tool:

Table 1: # of schools supported by Restless Development in Iringa, Mbeya and Ruvuma as of May 2011

Region	Iringa	Mbeya	Ruvuma	Total
# of primary schools	32	36	57	125
# of secondary schools	12	17	19	48
Total schools by region	44	53	76^b	173

IV.2. Reported population of girls in placement schools:

This variable represents the population of girls in the placements schools where records could be authenticated and verified from the head teachers (i.e. 92.5% of the cases).

Table 2: Population of girls in Restless Development-supported schools, as verified by CVPEs in May 2011

Region	Iringa	Mbeya	Ruvuma	Total
Population of girls in placement primary schools	4 536	6 420	11 894	22 850
Population of girls in placement secondary schools	2 291	3 247	2 772	8 310
Estimated ratio* of girls in placement primary to secondary schools	2:1	2:1	4:1	3:1

*calculated from data

⁷ Regional Programme Offices referred to here include Iringa, Mbeya and Ruvuma

⁸ Mores schools fall under RES jurisdiction in Ruvuma, since the placement unit in Ruvuma is ward based, in opposition to the two other regions, where it is village-based

The ratio calculated can be interpreted as a significant “drop out of school”-rate for young girls when they reach secondary level of education. While this phenomenon seems to affect 33% of girls in Iringa and Mbeya, it is even worse in Ruvuma, where we can interpret that about 80% of primary school girls do not transit to secondary school. On average, the transition rate is only of 25%.

IV.3. Reported school-girls' pregnancy in 2010 by primary or secondary schools and regions:

These numbers are reported by schools themselves and verified through the school records. This implies that those cases, which the school is not aware of or not reported to the schools may have been missed in the numbers indicated here.

The numbers in the table do not include placements outside Restless Development's operational areas as well as municipalities of the three regions.

Table 3: Reported⁹ school girls' pregnancy for all regions (Oct 2010-May 2011)

Region	Iringa	Mbeya	Ruvuma	Total
# of pregnancies reported in primary schools	0	0	21	21
# of pregnancies reported in secondary schools	18	30	53	101
Total cases reported	18	30	74	122

Table 4: Combination of tables 2 and 3

Region	Iringa	Mbeya	Ruvuma	Total
Total number of girls attending secondary school	2 291	3 247	2,772	8 310
Total number of reported cases of pregnancy in secondary schools	18	30	53	101
Total cases reported	0.8%	0.9%	1.9%	1.2%

One can see from these figures, that the number of school-pregnancies is higher in Ruvuma than in the other regions, and it can be interpreted as one of the reasons for higher school drop-out in this region. Actually, girls are already affected by pregnancy at primary school level in Ruvuma.

The following reasons provide some explanation to the relatively high rates of pregnancy in Ruvuma¹⁰.

- Early sexual debut in Ruvuma at 13 for girls compared to 15 in Iringa and Mbeya
- Relative novelty of Sexual and Reproductive Health education in Ruvuma (this started only in 2010) by Restless Development and the Tanzanian Institute of Education (TIE)¹¹
- Culture and traditions which encourage girls to get pregnant, especially in Tunduru district

⁹ Reported cases of school girl pregnancies in this survey are from school records, but only for those schools where Restless Development-Tanzania operates. It must be recognized that other sources which include community were not considered. Girls sometimes get pregnant and do not inform the school for fear of social and administrative consequences and thus not reflected in the school records. However, some schools also manipulate the records to allay fears that moral decadence may have been allowed in the school and, to be in the right books with the Ministry of Education inspectorate and district personnel (observation from monitoring by Restless Development-Tanzania).

¹⁰ Also refer to Ruvuma baseline discussion, 2010

¹¹ TIE=Tanzania Institute of Education, which runs an SRHR pilot programme in selected schools of Ruvuma in partnership with Restless Development.

It is important to note that the data reported here for Iringa differs greatly from what was reported in the papers in February 2011: i.e that between June 2010 and February 2011 (that is a somewhat similar timeframe as the one of the survey), 115 girls fell pregnant in Iringa alone¹².

Finally, one should consider the downward trend for both Mbeya and Iringa since the Retrospective survey report 2010: while pregnancy cases amount to 46 for both regions by end of 2010, these have fallen to 18 and 30 respectively by May 2011, a decrease of 60% in Iringa and 35% in Mbeya. However, an overall precise comparison will only be possible at end of 2011(as Ruvuma was not included in the 2010 survey).

IV.4. Number of girls who discontinued their education after pregnancy, whether they were or not allowed back by region:

The following records are also based on information from school authorities, and verified. Most of the reasons expressed below are opinions and perspectives of teachers and young people in placements, which were interviewed during this period of data collection.

Table 5: Number of girls discontinued, allowed or not allowed to return by region.

Region	Iringa	Mbeya	Ruvuma	Total
# Discontinued in primary schools	1 ¹³	0	17	18
# Discontinued in secondary schools	21 ¹⁴	30	43	94
# allowed to return in primary schools	0	0	2	2
# allowed to return in secondary schools ^S	2	0	6	8
# not allowed back in primary schools	-	-	28*	28
# not allowed back in secondary schools	12	27	35*	74

*These numbers do not aggregate as some cases are not recorded by schools because they are not reported, indicating that other sources of information aside from schools are available and will need to be explored-community sources etc.

The trends show that in 2010 alone, **94** pregnant secondary girls were discontinued from school compared to **18** primary school girls. Ruvuma alone constitutes 46% of the secondary and 94% of primary school girls discontinued.

Only 9% of secondary girls were allowed by the schools' administration to return to school after delivery. The rate of return (calculated) in Iringa and Mbeya for primary schools is 0% and 12% in Ruvuma, however for secondary schools; it still is 0% in Mbeya, 10% in Iringa and 14% in Ruvuma.

This shows that, Mbeya is the most intransigent when it comes to allowing girls to return after delivery; however, even though the problem is more acute in Ruvuma, their return rate is also significant at 13% average¹⁵.

What are the underlying reasons for girls to drop-out, and for school administrators to forbid them to return?

This question was asked to school administrators (Head teachers and their deputies) in all the schools covered in the survey. The results show that the main justification given by

¹² Refer to report by Mawazo Malembela 2011 in Nipashe newspaper

¹³ In contravention of previous data, which showed that no student in primary school was pregnant in 2010 in Iringa, however this may represent an unreported case.

¹⁴ The additional 3 here may not have been reported within the school system

administrators (in 80% and 47% of the cases in secondary and primary schools respectively) is their interpretation that the clauses of the 1978 education law prevail. These clauses foresee that girls should not be allowed back. Administrators assert that the law is very clear and there is no alternative law in Tanzania to this law. This is in spite of the regular reminders by the government to implement the “return to school policy”.

Other reasons identified were:

- Student’s own decision not to re-integrate into school after delivery (13% of cases). This could be because of shame, loss of interest in school and peer pressure. **However, a more in-depth analysis of these issues need to be done through either case studies or tracking surveys of those who have returned and those who haven’t.**
- Absence of someone to take care of the infant after delivery
- Pressure from parents who lose hope on their daughters after they get pregnant
- Community pressure, which does not allow girls who have delivered to go back to school

Further analysis into own decisions not to go back to school after delivery by regions showed that in Ruvuma, 30% of girls who do not return made personal decisions. This can be associated to cultural, traditional or social factors, which put pressure on them not to go back. This is an area for further research.

IV.5. Classroom peer education sessions in schools

a) Number of students attending Community Peer Education sessions

This indicator is also similar to the number of students reached in 2010 through CPE sessions.

As the table below indicates, more students attended the sessions in primary schools than secondary schools; this relates to the fact that the population and classes in primary schools are higher than secondary schools.

From data available from Mbeya and Ruvuma, more girls than boys attended the lessons in primary level (also attested by the fact that there are more girls than boys in primary schools) and more boys than girls in secondary schools (due to the fact that the population of boys is significantly greater than girls at the secondary school level). However, this is the inverse in Iringa.

Table 6: CPE lessons-Start and Completion among students in primary and secondary schools

Category	# starting CPE lessons		# completing CPE lessons		% completion rate	
	M	F	M	F	M	F
Primary schools	6015	6178	4588	4638	76%	75%
Secondary schools	4809	3993	8773	8738	182%	218%
Total	10824	10171	13361	13376		

The table above indicates the following;

- In primary schools, the completion rate of girls is lower than boys however the difference is not any significant. This illustrates that the importance of the lessons to young people in primary schools is not dispersed and significantly necessary and relevant to them.

- In secondary schools, there is a significant increase in the numbers of those who complete the lessons, which is higher among girls compared to boys. This shows that more interest in secondary schools is developed with time as the lessons continue and relevance is assessed. The relevance and necessity of the lessons to secondary schools motivates participation and consistent attendance. This motivation and consistency is very significant, but more in girls than boys, inasmuch as both are highly motivated to complete the sessions.

Table 7: CPE completion rate based on sessions in curriculum for the three regions in 2010

REGION Class/Form	IRINGA		MBEYA		RUVUMA		TOTAL	
	M	F	M	F	M	F	M	F
Std 5, n=39	330	316	836	769	197	199	1363	1284
Std 6, n=47	432	517	889	940	266	263	1587	1720
Std 7, n=44	478	494	916	914	244	226	1638	1634
Primary Total	1240	1327	2641	2623	707	688	4588	4638
Form 1, n=20	323	436	530	589	216	181	1069	1206
Form 2, n=22	293	363	668	622	207	144	1168	1129
Form 3, n=20	236	368	640	545	159	104	1035	1017
Form 4, n=19	265	303	512	329	136	112	913	744
Secondary Total	1117	1470	2350	2085	718	541	4185	4096
Sum Total	2357	2797	4991	4708	1425	1229	8773	8734

n=Number of schools for which data was available

The table shows that a total of 8 773 boys and 8 734 girls completed the CPE sessions following the manuals used in primary and secondary schools. Although girls and boys attend in similar numbers, and are quite successful completing these CPE sessions girls reach significantly higher rates of completion in secondary schools), indicating that they probably find these sessions more relevant.

Despite the high levels of completion rates the following were the major reasons which can explain failure to complete the sessions:

- Lack of materials for teaching classroom peer lessons as well as absence of or inadequate reference materials
- Too much pressure on teachers as well as CPEs to deal with academics at the same time
- Staffing issues in schools, where there are not enough teachers to support the CPE programme.

Other reasons, which came up included;

- Lessons are not reflected in the school calendar, implying that it is not prioritized.
- CPEs and teachers shifting from one school to another
- No trained CPEs in some cases (Ruvuma)
- Time is not enough time for the sessions and they have to compete with academic hours

IV.6. V/WMAC membership in Restless Development placements as of May 2011:

The membership of VMACs and WMACs was gathered through interviews with the Chairperson or Secretary of respective committees. Numbers were then confirmed after verifying with the records. Membership data was collected for the people aged between 14 and 29 years only, which correspond to the active target group for Restless Development's activities. This age group represents 27%, 58% and 65% of the overall membership for these committees in Iringa, Mbeya and Ruvuma respectively.

- a) The numbers of young people aged 14-29 who are current members of V/WMACs are presented in the table below;

Table 8: Membership¹⁶ of V/WMACs for people of age group 14-29 years old

Region	Iringa	Mbeya	Ruvuma	Total
WMAC members	0	11	3	14
VMAC members	21	56	34	111
Total	21	67	37	125

Gender disaggregation at VMACs shows that the membership at that age group is 50% girls/women in Iringa, 56% in Ruvuma and 43% in Mbeya respectively. The numbers in WMACs are too small for proper analysis; however in both Ruvuma and Mbeya, there are more girls than boys members (66% are girls in Ruvuma and 54% in Mbeya).

- b) The number of new members who joined V/WMACs in 2010 by gender, nomination procedures and focus priorities are reported in the table below:

The new membership into V/WMACs in 2010, shows incidences where V/WMACs were newly established. These placements include: Shikunga, Kapelekesi, Nsonyanga and Ibungila in Mbeya, and Udumka and Itowo in Iringa.

Table 9: new V/WMAC membership in 2010:

Region	Iringa	Mbeya	Ruvuma	Total
New members 2010(Male)	33	35	14	82
New members 2010(Female)	19	33	8	60
Total	52	68	22	142

From the total of 142 new members who joined V/WMACs in 2010, the table shows that a significant number of females joined this decision making body. In percentage, 42% of new members in 2010 were female, which is still comparable with the Retrospective survey 2010 data, which showed the exact same percentage.

IV.7. Number of government health outlets providing Sexual and Reproductive Health (SRH) services and proportion of these outlets providing Youth Friendly Services (YFS)

The table below shows the number of available government outlets providing SRH services and the proportion of these outlets providing YFS in all the placements where the survey was conducted (i.e.67).

Table 10: # of government health outlets providing SRH services and Quality YFS services

¹⁶ The expected membership (based on standards of TACAIDS) is that 2 young people(male and female) are expected to be represented in the V/WMACs however, since this was not clear to community volunteers t the time of the survey and most of these standards are not followed guesswork became a palpable constraint.

Region	Iringa	Mbeya	Ruvuma	Total
# of outlets with SRH services	26	26	16	68
# providing YFS	23	22	10	55
# with quality YFS*	16	20	3	44
% of quality YF SRH outlets	70%	90%	30%	80%

* represents the perceptions of young people on quality of YFS..

Although young people in Iringa and Mbeya perceive highly the quality of government outlets, which provide youth friendly and SRH services in the community, the perception is very different in Ruvuma. In this last region, only a small percentage consider the services to be of quality.

IV.8. Analysis of situation of Information Resource Centers (IRC) in all Restless development placements in May 2011

The following sub-variables have been considered within this variable and show the trends of IRCs in all 67 placements by region.

a) Functional IRCs in the placements

Table 11: # of IRCs which are functional in all the regions:

Region	Iringa	Mbeya	Ruvuma	Total
Total IRCs	26	22	5	53
# of functional IRCs	26	19	3	48

Iringa was reported to have 26 IRCs, all of which are functional. In Mbeya, 19 IRCs are functional and three others are not used frequently within the total of 22, whereas in Ruvuma, there are only 5 IRCs across the 12 placements (wards) and three of them are functional. This latter case for Ruvuma significantly impedes access to information by young people.

b) Weekly IRC attendance in the placements:

The estimated weekly attendance in IRCs during the survey varied with different regions. In Iringa, 989 young people attended 24 IRCs on average on a weekly basis, 322 young people attended 19 IRCs in Mbeya on average compared to 60 in Ruvuma in 2 IRCs¹⁷.

On average, therefore, the average numbers of weekly visits in an IRC are 41, 17 and 30 in Iringa, Mbeya and Ruvuma respectively, which are relatively low figures.

c) Strategic placement and adequacy of materials in IRC (user perception)

In Iringa, 17 of the 26 IRCs (65%) are strategically situated for young people to access services, however none of these IRCs have adequate materials that young people need. The other 9 IRCs, in addition to being inadequately locate, also lack materials according to young people. These IRCs are: Ilalasimba, Itowo, Kapelekesi, Kitelewasi, Kitumbuka, Lugarawa, Masimbwe, Iwawa and Matundasi.

In Mbeya, there is only one^{18*} IRC (Itagata) which has adequate materials and is situated where young people feel free to access (46.3% response rate), Fifteen IRCs are strategically

¹⁷ The scarcity in Ruvuma could be explained by the fact that the concept of IRCs has just been introduced in this region by Restless Development

¹⁸ Namumbo case is difficult to understand as it is also the only IRC Ruvuma with adequate materials and strategically placed according to the survey

situated but lack adequate materials. 10^{19**} IRCs neither have adequate materials nor are well situated.

In Ruvuma; out of the five IRCs available across the placements, only one (Namtumbo) has adequate materials and is also strategically well situated. Two are well situated but lack adequate materials, finally, two (Namabengo and Nsonyanga) neither have adequate materials nor are strategically situated.

In most of the cases though, young people still want the IRCs to continue operating (this wish was expressed by 100% of surveyed persons in Mbeya, and 96% in Iringa respectively). However people surveyed think the Mgombasi and Namtumbo IRCs in Ruvuma and the Kitelewasi IRC in Iringa should be closed.

d) Quality of information in IRCs

36% of all functional IRCs in Mbeya, 35% in Iringa and 20% of those in Ruvuma provide information which is of quality according to users as shown in the table below.

Table 12: IRCs providing quality information to young people:

Region	Iringa	Mbeya	Ruvuma	Total
# of IRCs providing quality info	9	8	1	18
# of functional IRCs	26	22	5	53
% providing quality info	35%	36%	20%	40%

The eight “quality” placement IRCs in Mbeya are; Hangomba, Ibungila, Ikama, Ilongo, Insani, Kafule, Lupasi, Mahongole.

In Iringa, the “quality” placements include: Ihanja, Iramba, Iwawa, Lugarawa, Luhunga, Lupasu, Mahongole, Mawambala, Msindo, Nyigo, Udumka and Ugabwa

The only IRC in Ruvuma, which provides quality information according to young people is Msindo.

However, it has to be noted that quality definition is a perception of the young people themselves who are users and may not reflect standards. The measure is thus more an association with satisfaction than quality in its standard sense.

e) Key materials needed by IRC users

Across all the IRCs in the three regions, the following are the major materials that young users need in their IRCs:

- a. Books on livelihoods, SRHR and in particular those books which are illustrated with pictures.
- b. New magazines which are updated including but not limited to FEMMA
- c. Playing cards
- d. Condoms
- e. Sports equipments (all sports including in-door and outdoor)
- f. Chairs and benches for users
- g. Video shows or venues for showing educational videos in the IRCs

19 Those IRCs are Ibaba, Idunda, Inyala, Itiji, Kapelakesi, Liparamba, Mahongole, Matundasi, Mbugani and Mbula

IV.9. CAG membership, contributions to young people and support received by region

This variable is sub-divided into sub themes, which show the following among CAGs in the different regions surveyed;

a) CAG membership

Table 13 a: CAG membership by May 2011

Region	Iringa	Mbeya	Ruvuma	Total
# of CAG members	198	340	94	632

Table 13 b: Membership by gender in May 2011

Region*	Iringa, n=19	Mbeya, n=23	Ruvuma, n=8	Total
# of males	77	134	50	261
# of females	79	98	33	210
% of female	51%	42%	40%	45%

* Data represents information from 70% (51 of 72) of the placements.

Disaggregation by gender shows that gender parity has been reached in Iringa at 51% of female; however percentages of female participation in Ruvuma and Mbeya still revolve around 40% and 42% respectively, and there is therefore a need to bridge the gap.

Analysis of membership by age group indicates that on average, 72% of CAG members are between the ages of 14-29 (or 85%, 54% and 70% in Iringa, Ruvuma and Mbeya respectively).

The average membership per CAG currently stands at an average of nine (more precisely eight in Iringa, and ten in both Ruvuma and Mbeya). It has to be noted though that some placements such as Iwawa, Nyigo and Iramba in Iringa have only one or two members as CAGs. Kitelewasi, Nyanyembe, Lwing'ulo and Itowo in Iringa have only between four and five members.

However when comparing average membership by gender between October 2010 (Retrospective survey 2010 reported **25%** participation whereas it was **45%** in May 2011), it has to be noted that a lot is being done to include girls and women to participate actively as members of Community Action Groups.

b) Contributions of CAGs to the development of young people at placement community:

The survey observed that, out of a response rate of 74% (representing 50 of the 68 placements which provided answers to this question), 90% believe that the contribution of CAGs has been more on education, awareness creation and sensitization of young people on a range of areas such as:

- Community education and awareness on livelihoods, HIV, sexual and reproductive health, condom programming and, drug and alcohol abuse.
- Provision of advice on unsafe sex, unwanted pregnancies and engagement of young people in exercise, sports and festivals to reduce idleness and risk behavior.
- Advocacy against harmful traditional beliefs and norms that mitigate against the gains made on sexual and reproductive health and rights.
- Improving awareness and commitments to sustainable environments through environmental education and campaigns.

c) Priority areas for CAG accomplishment in 2011:

At 83% response rate (58 of 70 placements), the following were the key priority areas of CAGs in 2011. As the table below shows, these are areas where the CAGs are willing to be held accountable in 2011.

Table 13d : Ranking of key priority areas for all CAGs in 2011

Key priority area	% of CAGs prioritizing	Ranking(by Number)
Establishing and improving Income generation Activities	46%	1
Establishing and improvement of the functioning of Information Resource Centers	17%	2
Expanding outreach into nearby villages	8%	3
Providing increased support to disadvantaged groups like Orphans and vulnerable children, people living with HIV/AIDS etc	7%	4
Improving relationships with local government and community in general	3%	5
Registering CAGs as legal entities and working in partnerships with other players	3%	5
Other(advocacy for condoms in health centers, Door to door sensitization etc)	16%	-

d) Potentialities for increase in membership:

The overall response rate to this question was relatively high in all regions with an average of 82% , however by regional desegregation 78%, 83% and 83% responded in Iringa, Mbeya and Ruvuma respectively.

Table 13e potential for increase or decrease in membership of CAGs in 2011:

Potential index	Iringa; n=18	Mbeya; n=25	Ruvuma; n=10	Avg%
Potential for increase in membership	78%	92%	80%	85%
Potential for decrease in membership	17%	8%	20%	13%
Don't know	5%	-	-	-

The following were reasons put forward as creating more confidence in the potential increases in membership in 2011:

- Young people are impressed by the rural programme
- Improvement in service provision and recognition of young people at placement level
- Successes and accomplishments already made by the CAGs in placements
- Recognition of the benefits of CAG membership by young people
- Increased mobilization and sensitization of young people to join CAGs
- Awareness of volunteerism and interest on peer-to-peer education by the youth.

In the same vein, there are placements where CAGs believe that their membership will diminish in 2011. These include; Kitelewasi, Nyanyembe and Lugarawa in Iringa, due to lack of motivation of CAG members and young people; Lupasu(Mbarali)-Mbeya, due to rural to urban migration and pursuit of further studies and Imezu(Mbeya), which cites lack of training for members reducing motivation. In Ruvuma, Liparamba and Ligoma expect a decrease in membership because of poor motivation, lack of materials for peer to peer education and little support from Restless Development.

e) Support received by CAGs from other players:

Over the operation period of the CAGs interviewed (refer to samples before), a number of support has been received both in kind and in-cash to assist in various community development initiative

Table 13f: % of CAGs who have received some support or not (64% response rate)

CAG and support	Number	%ge
CAGs supported	20	53%
CAGs not supported yet	18	50%
CAGs missing*	18	32%

* 32% of the 56 CAGs interviewed did not respond to this question

Overall, most support to CAGs originate from village government and leaders, and health centers in the community; however some CAGs have received support from NGO groups such as WAMATA, ADP, KIHUMBE, TASAF and BIOLANDS.

The support from village governments come in the form of collaboration in sensitization, subsidies on costs of transportation, support towards improvement of IRCs mostly in-kind, whereas cash support for projects are associated with the civil society organizations indicated above.

f) Lessons learnt by CAGs in working with and for young people in the community:

The following key lessons have been learnt by CAGs in pursuing development agenda in placement communities:

- Linking IRCs with sources of information like health centers makes materials needed by young people easily available and improves use of IRCs in the communities.
- Availability of livelihood opportunities added to the spirit of volunteerism reduces young people's involvement with bad peers and increases income generation.
- Exposure of young people to life skills improves self confidence, self awareness, self recognition and creativity.
- Team work is critical and very important in sustainability of community action groups.
- Sexually transmitted diseases can be treated if identified early and Restless Development is there to preserve the health of young people in different areas of the development continuum.

V. DISCUSSION:

The following are issues for discussions by programmes to decide on the best approach for programming:

- There is a strong confidence by CAGs that membership will increase in 2011. However, cases of lack of motivation and lack of adequate materials cited by those CAGs which project a decrease should be looked into on a case by case basis; there is also a need to better define what **motivation means** to CAGs.
- There is evidence that a lot of CAG members in Ruvuma are beyond the age group specified of 14-29 (46%). This may necessitate Restless Development's rethinking on the criteria for membership. If we are to start generating more gains in advance of rolling out the proposed programmes, this will improve dialogue between young people and adults as we move into serious advocacy that requires inter-generational cohesion and support.

VI. RECOMMENDATIONS:

Recommendations in this document are divided into strategic and programmatic recommendations. The strategic recommendations makes proposals on the way forward considering the new strategic dispensation in Restless Development, however, programmatic recommendations focuses more on programme improvement.

VI.1 STRATEGIC RECOMMENDATIONS:

- Restless Development needs to urgently develop an advocacy and policy influencing plan around the 'policy of return to school' that considers the allies, the process and objectives, especially when there is evidences of high cases of pregnancies as well as intransigence by school administrators on allowing young girls who have delivered back to school. This is especially critical at a time when there are on-going consultations on review of the constitution.
- There is an emerging need for Restless Development to clarify its partnership plan and approach to recognize mechanisms of support to placement-based partnerships as well as considering partnership arrangements that will ensure sustainability of information resource centers across the whole organization.
- Unless genuine collaborative framework is developed with government, especially through the Ministry of Education on commitments to implementation of class room peer education, sustainability will eventually be lost if the pressing problems with staffing in schools, reference materials and coordinated support of classroom peer educators is not prioritized by the government and other players.

VI.2 PROGRAMMATIC RECOMMENDATIONS:

- Support is available at the community level for CAGs in-kind and in-cash. Restless Development needs to focus its action on making these CAGs institutionally and financially sustainable. Areas of IRC linkages and coordination are: free provision of tree seedlings, capacity building and income generation, which can easily be done to move CAGs towards active sustainability. Some CAGs are already running projects in partnership with other NGOs and can be supported with skills in project management to run independently.
- There is a keen interest by CAGs to; develop income generating activities, to improve the management of IRCs, to expand into outreach villages as well as to provide support to disadvantaged groups. These interests also reflect Restless Development's strategy and therefore a coordinated approach to deal with them should be hatched with the CAGs, and support provided for success.
- The common statement that there are CAGs in all placements is a fallacy that interferes with data quality and reporting issues, which should be closely tracked.
- There is a bi-annual increase in women inclusion into CAG membership of 20% (from 25% to 45% between)Oct 2010 to May 2011, a gain which should be sustained
- There are cases identified in this report where IRCs are wrongly located (located where access is not possible for young people) and have no materials. These should be seriously looked into by RPOs and a plan developed to spur use and sustainability and, those which have adequate materials as well as best strategic placement should be identified for support as centers of excellence.

- On average, weekly attendance per IRC in Iringa stands at 41, 17 in Mbeya and 30 in Ruvuma. This figure is very low on a weekly basis. And serious efforts need to be made, as linked to the above to increase attendance and subsequent use.
- If young peoples' perceptions of quality of youth friendly services are anything to go by, then Ruvuma needs to focus highly on ensuring that government outlets providing youth friendly sexual and reproductive health services improve on quality service provision, through approaches which are effective and workable.
- Young people are adequately represented in V/WMACS in Mbeya and Ruvuma, yet not in Iringa, and efforts need to be made to improve their capacity to contribute towards changing the lives of young people in communities. However representation of this cohort in WMACs is still dismal and needs to be improved.
- There is need to improve support to teachers and classroom peer educators in schools to sustain the gains of classroom peer education through well coordinated efforts that recognize the pressure on teachers as well as the academic workload on classroom peer educators.
- Based on the data produced in this report and further understanding of Ruvuma baseline results, it would be more programmatically prudent to concentrate efforts on school SRH education, community sensitization on SRHR issues and Return to school advocacy for Ruvuma in Tunduru District.