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Youth Association Model Evaluation in Three Cities

Final Evaluation Report

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Acknowledgements

Executive Summary

Introduction

This evaluation has sought to determine the impact of the Youth Association Model, as a strategy for empowering street-working youth. The emphasis of analysis has been on the extent to which the model has achieved its objectives and/ or impact on the target group. The evaluation has centred on a backward-looking examination of six criteria, relevance; effectiveness; efficiency; impact; sustainability and gender, to measure the performance of the model; identify emergent learnings; and establish recommendations for future policy and programming.

Description of the Evaluation object, scope and objectives

The Youth Association Model is a participatory approach to transforming the lives of children and youth living and working on the streets (CYLWS), by equipping them with information and skills to become self-sustainable and productive individuals. It has been implemented over four levels of activity: Identification and Formation; Capacity-building; Empowerment; and Disengagement. Consequently, the evaluation scope has covered project implementation up to the mid-term point in three cities, Dar es Salaam; Iringa and Mwanza. Further, as its specific objective, the evaluation has aimed to assess to what extent the model has achieved its objectives and/ or impact on the target group.

Methodology

An inclusive and participatory technical approach was used to conduct this evaluation and was complemented by a combination of qualitative and quantitative methods (mixed methods) during data collection and analysis, and results interpretation. A client-approved evaluation matrix was further developed to articulate the main evaluation criteria. Purposive sampling, based on a sequential approach, was used to structure the evaluation around its key questions, in the interest of the accuracy, preciseness and relevance of collected data. The evaluation was, however, challenged by three factors: i) resource scarcity; ii) the unavailability of some stakeholders for consultations; and iii) a lack of access to some documents for review. Mitigation measures were, therefore, used to maintain procedural rigour and the validity of the emergent evaluation results.

Main findings

Relevance:

The relevance of the Youth Association Model was measured based on the extent to which the objectives of the model were consistent with: i) the needs of the intended project beneficiaries, primarily, CYLWS; and ii) the organisational policies and programming of the implementing partners and collaborators. It follows, that from a design perspective, the Youth Association Model was found to be relevant to country-level development goals, and strategic objectives across the implementation partnership. Nevertheless, while the implementation of the model, in the Tanzanian context, has been strongly informed by the specialised experience of RCA and the civil society implementing partners, there has been less evidence of input by the intended beneficiaries to the initial design

Effectiveness:

As a measure of model effectiveness, the evaluation examined progress towards the achievement of stated objectives at project mid-

term, taking into account the relative importance of each objective and the areas of focus that were suggested within the terms of reference. In this regard, the model has been used to make significant progress in enabling CYLWS to develop a portfolio of personal assets and livelihood skills to transform their lives, and has also engaged community members in a supporting role. The capacity of the model to initiate the anticipated transformation has been challenged, however, by several barriers to achievement, which range from resource limitations during capacity-building, to the unmet expectations of some project stakeholders.

Efficiency:

Efficiency was determined by how economically inputs to the implementation process, such as financial assistance; human resource expertise and time, were converted into results. Notably, therefore, the implementation of the model has been significantly and positively responsive to the need to engage CYLWS who are outside of the age range identified by the project design. Moreover, CYLWS have benefitted from life skills sessions that have been contributing to a change in their behaviours, and medical assistance to maintain their good health. The efficiency of the model has been challenged, however, by the lack of an approved life skills curriculum, which has led to a lack of uniformity during session facilitation across the implementation partnership. Medical assistance to CYLWS has also not been governed by measures to control access. Further, as behavioural change is anticipated for all CYLWS participants over a two-year period, this timeframe has challenged the attainment of value for money. Specifically, while the implementation timeframe has been theoretically feasible, it has not allowed for the attainment of value for money from a results

achievement perspective, given the difference in the rate of behavioural transformation across intended project beneficiaries.

Cross-cutting theme: gender:

In order to measure gender, the evaluation considered the extent to which gender equality considerations, including the elimination of discrimination on the basis of sex, were integrated into model design and implementation. It was noted, in consequence, that gender integration remains as a work in progress, given societal perceptions of gender roles in Tanzania and the implications for boys/young men to return to the streets.

Impact:

The impact of the Youth Association Model approach was measured in terms of its long-term effects on the lives of the intended beneficiaries and other relevant stakeholders. While it has been too early to determine impact, as the implementation of the Youth Association Model approach is at mid-term, there is evidence of the progress made by implementing partners towards the achievement of the targeted project impact. Notably, there has been ongoing advocacy for the adoption of a child-rights approach by municipal and local government to address the situation of CYLWS.

Sustainability:

As a measure of sustainability, the evaluation examined the potential for the continuation of benefits generated by the Youth Association Model, upon the expiration of donor funding. Consequently, the results of the evaluation have shown that while the model has provided opportunities for marginalised young persons, including CYLWS, to develop assets for personal growth and livelihood creation, results sustainability has been challenged by the unrealistic timeframe for results achievement.

Conclusions, Recommendations and Lessons learned

Conclusions

In spite of the emergent challenges to operationalisation, the Youth Association Model approach has been facilitating a positive turnaround in the situation of street connected young persons in major cities across the country.

Recommendations

Recommendation 1: The RCA Country Director (Tanzania), in collaboration with the RC Programme Director, should explore the potential for a new financial partnership before current project funding expires, to support project continuity in the medium term.

As funding for the DFID project will expire in April 2021, it is worthwhile for the RCA Country Director to engage in collaborative discussions with the RC Programme Director on potential sources of future financial partnerships.

Recommendation 2: With the support of project staff, and under the direction of the RC Programme Director, the RCA Country Director (Tanzania) should revisit the timeframe for results achievement beyond Formation Stage activities.

There has been some discrepancy between the time allocated for project implementation through to results achievement, and the actual time required for positive and sustainable behavioural transformation by intended project beneficiaries. The time allocation is insufficient.

Recommendation 3: It is recommended that the RCA Country Director (Tanzania), in close collaboration with senior implementing partner staff, should conduct periodic assessments of market needs at the municipal level, supported by an assessment of CYLWS interests and the needs of other beneficiaries, to better inform

vocational specialisations by CYLWS, and meet the material needs of other intended beneficiaries.

CYLWS have highlighted their concerns that vocational specialisations were being assigned to them and did not match their interests. Further, there have been concerns that in-kind support to families does not address all their needs.

Recommendation 4: The RCA Country Director (Tanzania), in close collaboration with the RC Programme Director, and with the support of senior project staff across the partnership, should explore the option of establishing small-scale industrial workshops, to provide training and employment opportunities for CYLWS.

Street-connected young persons have cited the challenge of unchanging public sentiments towards them, which has made them doubt their capacity to secure employment after graduating.

Recommendation 5: Senior RCA project staff, under the direction of the RCA Country Director (Tanzania), and with the support of youth workers across the implementing partner organisations, should continue to actively engage project graduates as role models and older young persons as influencers, to encourage project commitment and behavioural change among CYLWS.

Mentorship by former street-connected young persons, can encourage CYLWS towards project completion. Further, by continuing to engage older CYLWS, the project can benefit from their capacity to influence their younger peers.

Recommendation 6: Under the direction of the Country Director (Tanzania), with oversight by the RC Programme Director and support from project staff across the implementing partner organisations, RCA should revisit core elements

of the life skills sessions to enhance efficiency and ensure uniform instruction.

As life sessions are not guided by a universal project curriculum, the facilitation of sessions differs in approach and content across the implementing partner organisations.

Recommendation 7: RCA, with the support of its implementing partners and the Youth Forums, should continue to engage in advocacy at the level of municipal and local governments, in the interest of programming scale-up and policy changes for the national adoption of UN General Comment No. 21.

While the Tanzanian government has ratified the UN Convention on the Rights of the Child, it has not adopted UN General Comment No. 21. RCA continues to make progress, however, in advocating the rights of street-connected young persons.

Recommendation 8: It is recommended that the RCA Country Director (Tanzania), under the oversight of the RC Programme Director, and with support from RCA project staff, should explore the potential for an implementation partnership with municipal and/ or local government to institutionalise project activities, in support of efficient bureaucratic practice;, a change in public perceptions; and results sustainability.

Results achievement under the Youth Association Model is hindered, in part, by bureaucratic requirements that are out-of-reach for several CYLWS.

Recommendation 9: RCA, under the direction of its Country Director (Tanzania), and with the support of senior project staff, should continue to invest in its parenting programme, in the interest of scale-up, to accommodate other municipalities and communities, as well as the training-of-trainers, to support results sustainability.

Project activities for the implementation of the model have been supported by the introduction of RCA-facilitated parenting workshops in select municipalities, with positive feedback from participants.

Recommendation 10: The RCA Country Director (Tanzania), with the support of senior administrative staff, should examine available options for CYLWS to gain access to medical care at local health institutions outside of RCA working hours.

As medical referrals are inaccessible outside of formal working hours, CYLWS are compelled to await the next working day before making a request for the same.

Lessons learned

- Facilitating CYLWS access to opportunities for life skills acquisition and technical vocational training does not automatically lead to income generation through wage employment or small-business start-up.

- The theoretical allocation of time for project implementation and results achievement does not necessarily align with the timeframe required for individual behavioural transformation.

- Access to training opportunities becomes ineffective if it does not consider the effects of the unique contextual circumstances of individual trainees on their capacity to assimilate new learnings.

Acronyms

CSO	Civil Society Organisation
CYLWS	Children and Youth Living and Working on the Streets
DFID	Department for International Development
IDYDC	Iringa Development of Youth Disabled and Children Care
KISEDET	Kigwe Social Economic Development and Training
OECD - DAC	Organisation for Economic Co-operation and Development – Development Assistance Committee
RBM	Results Based Management
RC	Railway Children
RCA	Railway Children Africa
ToR	Terms of Reference
UK	United Kingdom
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
USAID	United States Agency for International Development
VfM	Value for Money
VETA	Vocational Education and Training Authority
VTC	Vocational Training College
YAM	Youth Association Model

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1.   Introduction

1.1   Overview

This report presents the results of the **Youth Association Model Evaluation in Three Cities**, and is submitted to Railway Children Africa (RCA) by Ms Halcyon Louis, independent external evaluator. The evaluation was commissioned by signed contractual agreement, dated December 17, 2019 and responds to the requirements of the evaluation terms of reference (ToR).

As its main purpose, the evaluation has sought to determine the impact of the Youth Association Model, as a strategy for empowering street-working youth. The emphasis of analysis has been on the extent to which the model has achieved its objectives and/ or impact on the target group. In line with ToR specifications related to performance, therefore, the evaluation has centred on five OECD-DAC[1] criteria, relevance; effectiveness; efficiency; impact and sustainability. Further, given the interest of RCA in: i) the learnings that have emerged from model implementation, including under the cross-cutting area of gender, and ii) recommendations for future policy and programming, three additional criteria were addressed during the evaluation, gender; lessons learned and recommendations.

RCA is a subsidiary of the United-Kingdom-based international charity organisation, Railway Children (RC), which fights for vulnerable children who live alone and are at risk on the streets. From its operational headquarters in Dar es Salaam, Tanzania, RCA advocates a Three Step Change agenda to transform the lives of children and youth who live and work on the streets (CYLWS)[2], involving: i) meeting the immediate needs of this target group of young persons; ii) shifting local perceptions; and iii) holding governments responsible for change. RCA aims to create positive sustainable change in the lives of CYLWS, including those who live alone and / or are at risk of entering the streets.

1.2   Report Structure

The evaluation report is structured as follows:

- Section 1 provides an overview of the evaluation purpose;
- Section 2 describes the evaluation object, as well as its scope and objectives;
- Section 3 draws reference to the approved evaluation methodology;
- Section 4 presents the main evaluation findings;
- Section 5 identifies the emergent conclusions, recommendations, and lessons; and
- Appendices I to XI provide supporting material that adds clarity to issues discussed in the main report.

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[1] OECD-DAC – Organisation for Economic Co-operation and Development – Development Assistance Committee

[2] CYLWS is also referred to as Children and Youth Living and Working on the Streets

2. Description of the Evaluation object, scope and objectives

2.1 The Youth Association Model

The Youth Association Model is a participatory approach to transforming the lives of CYLWS. It aims to equip young persons from the target group with information and skills that would enable them to become self-sustainable and productive individuals within their communities and nation. The model advocates and is grounded in the principles of youth participation; a rights-based approach; youth empowerment; and peer-to-peer approaches. In the interest of interim behavioural change that extends into sustainable, longer term results, the model has been used to engage young persons from the target group in leadership trainings and capacity enhancement. Within the context of Tanzania, the intention has been to empower CYLWS with entrepreneurial and technical vocational skills to enable them to secure earnings from paid or self-employment, thereby supporting an improvement in their standard of living.

Using a phased approach, the implementation of the model occurs over four levels/ five stages of activity (see side bar). While the estimated implementation timeframe for Levels 1A and 1B is three to six months, Levels 2 and 3 are designed to be completed within one to two years. During Level 4, young persons graduate from the programme, although they have the option of remaining in contact with programme staff and group members, as well as mentoring new groups. In theory, therefore, youth association groups are sustainable beyond the formal programme.

> **Levels/ Stages of the Youth Association Model**
>
> 1. **Level 1A: Identification** – Recruitment of potential programme participants
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>   **Level 1B: Formation** – Young persons receive guidance and assistance to form youth association groups
>
> 2. **Level 2: Capacity-building** – Group members are given access to information and skills for behavioural change
>
> 3. **Level 3: Empowerment** – Programme input is minimised as group members are encouraged to take the lead to live improved, stable lives
>
> 4. **Level 4: Disengagement** – Young persons graduate from the programme
>
> Source: Association Model Training and Facilitation Manual; Standard Operating Procedures for Youth Association Model Work

RCA has implemented its Youth Association Model with financial assistance from the United Kingdom Department for International Development (DFID), as provided for the three-year period, 2018 – 2021. DFID funding has been used to apply the model to the USAID Kizazi Kipya project, in support of additional project elements, in particular, legal support; access to alternative family-based care; short-term housing for CYLWS; and advocacy initiatives to improve the situation of CYLWS. As such, the implementation of the DFID-funded component of the Kizazi Kipya project, with its focus on the Youth Association Model, is identified, here, as the DFID project.

The DFID project is being implemented in six cities across Tanzania, based on partnerships between RCA and a civil society implementing partner in each city (see Appendix II for a list of implementing partner organisations). RCA, through its office at Mwanza, is also involved in the direct implementation of the model through one of its own projects, the Kivuko project.

2.2   Evaluation Scope

The scope of the evaluation covers project implementation, as of the mid-term point of the DFID project, in three cities, Dar es Salaam; Iringa and Mwanza. Evaluation activities have centred on:

1.) Assessing the impact of the Youth Association Model approach on transforming youth living and working on the streets;

2.) Identifying key lessons; recommendations and action points to guide future policy and programme work, particularly in relation to the RCA youth programme and related advocacy work; and

3.) Comparing how the model is being implemented across the three cities of focus, including whether there are any differences and/ or similarities in the issues that are specific to each city.

In order to facilitate this process, data was collected from primary and secondary sources, namely, project stakeholders who had been involved in all stages of implementation (primary sources) and relevant project documentation and literature (secondary sources).

2.3   Evaluation Objectives

The main objective of the evaluation has been to determine the impact of the Youth Association Model, as a strategy for empowering street-working youth. As its specific objective, therefore, the evaluation has aimed to:

- Assess to what extent the model has achieved its objectives and/ or impact on the target group

(ToR, Section 2.1)

3.   Methodology[3]

3.1   Technical Approach

The technical approach to the evaluation was inclusive and participatory, and was supported by utilisation-focused principles; mixed-methods; and a client-approved evaluation matrix. Purposive sampling was also applied to the selection of project stakeholders and relevant documentation, for consultation and review, respectively, and project communities for field visits.

An inclusive, participatory approach was used to conduct a pragmatic and ethical evaluation, by engaging all categories of stakeholders who had been involved in project design and implementation. Project stakeholders were, therefore, perceived to be key informants who were entitled to contribute to a process that had implications for their work. This approach was used to support the collection of better-quality data, through increased understanding of the same, to inform greater accuracy during data analysis and results interpretation. By extension, the approach taken was used to formulate more appropriate recommendations, thereby increasing the potential for organisational uptake during future policy design and programming.

As a complement to the technical approach, a combination of qualitative and quantitative methods (mixed methods) was applied to data collection and analysis, and results interpretation. The aim was to ensure the suitability of all methodological techniques for generating the type of evaluation data and results that were required. Mixed methods were further used to cross-validate the collected data, by creating synergies across data collection, analysis and interpretation, to produce credible evaluation results.

In response to ToR specifications, the client-approved evaluation matrix was further developed to articulate the main evaluation criteria, in the form of key questions and sub-questions; performance indicators; and means of verification. Based on ToR requirements, therefore, the evaluation matrix was conceptualised under eight criteria: relevance; effectiveness; efficiency; impact; gender; sustainability; lessons learned and recommendations (See Appendix IV for the definition of each criterion). It was finalised in collaboration with RCA and was used to inform all evaluation enquiry (The client-approved evaluation matrix is presented in Appendix V).

To accord with this process, purposive sampling, through a sequential approach, was applied to the selection of all relevant project stakeholders; communities; and documentation. This approach was used to structure the evaluation around its key questions and allow for ongoing data collection, as required, in the interest of the accuracy, preciseness and relevance of collected data.

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[3] This section provides a summative overview of the evaluation methodology. A detailed description of the methodological approach, including the methods that were applied to the evaluation, is presented in Appendix III.

3.2 Implementation and Analysis

This evaluation was implemented over five distinct, but overlapping, phases: Inception; Data collection; Data Analysis and Results synthesis; Reporting; and Assignment management.

A start-up discussion during the Inception Phase was used to launch the evaluation and facilitate greater understanding of client expectations. The main deliverable of this phase was the finalised Inception Report and Work Plan, which outlined the detailed evaluation methodology, and was used as a client-approved guide throughout the evaluation.

Data was collected from primary sources through key informant consultations, and from secondary sources through an in-depth desk review of relevant documentation. Both processes were supported by a country mission to Tanzania. Key informant consultants were conducted in-person or remotely using Skype, through interviews or focus group discussions. Consultations were guided by data collection protocols that were tailored to each category of key informant and were informed by the client-approved evaluation matrix. Similarly, the in-depth desk review was guided by the key questions that were articulated within the evaluation matrix, which drew on the questions that had been recommended by the ToR. Data analysis combined qualitative and quantitative forms of analysis, involving descriptive; content; and comparative analyses (qualitative) and the analysis of quantitative data, where applicable.

Overall, the evaluation was managed by applying the international evaluation standards of the United Nations Evaluation Group (UNEG); Bond and OECD-DAC. All evaluation activities were also conducted in compliance with the child safeguarding policies of RCA and its civil society implementing partners.

3.3 Limitations

The evaluation was challenged by three factors: i) resource scarcity; ii) the unavailability of some stakeholders for consultations; and iii) a lack of access to some documents for review.

Resource scarcity, in the form of limited human resources and time to implement all required activities, is a common limitation to the evaluation process. In the interest of mitigation, purposive sampling based on a sequential approach was used for the selective identification and engagement of all relevant project stakeholders, to structure data collection around the key evaluation questions. The aim, here, was to generate response accuracy, relevance and preciseness in response to the objectives of the evaluation.

Although evaluations are factored into organisational agendas, they are usually in conflict with emergent work priorities. It follows, that another challenge to this evaluation was the unavailability of some stakeholders, at the level of RCA and its civil society organisations, to accommodate requests for consultations. Similarly, inadequate access to project documentation, in particular, on the progress made towards results achievement, was an initial limitation during the analysis. In order to mitigate both challenges, the evaluation delved deeper into the consultations that had been scheduled, as well as the documents that were accessible for review. An extended data collection timeframe was also used, with success, for email follow-up with stakeholders who had been unavailable for in-person consultations. Through purposive sampling, alternative stakeholders were also selected for consultations and additional project documentation and relevant literature was acquired for review.

4.   Main Findings

4.1   Overview

The main findings of the evaluation have derived from the analysis of collated data and the synthesis of emergent results. With emphasis on the summative component of the evaluation, this section presents a backward-looking synopsis of the DFID project, with specific reference to the performance of the Youth Association Model. The focus of Section 4.2 through 4.7, therefore, is on the first six evaluation criteria, namely, relevance; effectiveness; efficiency; gender; impact and sustainability.

4.2   Relevance

In line with OECD-DAC specifications, the relevance of the Youth Association Model was evaluated in terms of the extent to which the objectives of the model were consistent with: i) the needs of the intended project beneficiaries, primarily, CYLWS; and ii) the organisational policies and programming of the implementing partners and collaborators. To support this process, data was collected by key informant consultations, including interviews and focus group discussions, and in-depth document review.

Finding 1:   From a design perspective, the Youth Association Model has been relevant to country-level development goals, and strategic objectives across the implementation partnership.

At the core of the Youth Association Model is its inherent aim of transforming the lives of the groups of stakeholders that have been targeted for engagement in tailored project activities. In this regard, the model has been primarily designed to empower street-connected young persons[4] in Tanzania, to enable them to transform their lives and build their capacity to become self-sufficient, productive citizens. By extension, the model has been geared towards challenging and transforming negative societal perceptions about CYLWS.

The aim of the model, to facilitate behavioural change relative to street connected young persons, is of relevance for the national priorities of Tanzania, given the status of the country as a signatory to international development agreements. Notably, in 1991, Tanzania ratified the United Nations (UN) Convention on the Rights of the Child (UNCRC 1990), which is underscored by four guiding principles pertaining to the rights of all children/ young persons (see side bar). UNCRC is applicable to all children/ young persons, including CYLWS, as clarified by UN General Comment No. 21,

UNCRC Guiding Principles
1.   **Non-discrimination/ equality:** Entitlement to the same rights without discrimination
2.   **Best interests of the child/ young person:** Primary consideration given to the best interests of the individual child/ young person
3.   **Survival and development:** Right to survival and development
4.   **Participation/ Inclusion:** Right of children/ young persons to express views in all matters concerning them
Source: UNCRC 1990

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[4] Street-connected youths/ young persons is used interchangeably with CYLWS

which provides guidance for the development of comprehensive national strategies on street-connected young persons, based on a child rights approach. Of importance, therefore, the 2009 Tanzania Law of the Child Act has established the rights and welfare of all children in Tanzania, including CYLWS, and cites the need for governmental support to enforce these rights.

Relatedly, given the mandates of RCA and its implementing partners for the DFID project in Dar es Salaam, Iringa and Mwanza, the Youth Association Model approach is also directly relevant to the strategic vision and/ or mission of each organisation. As noted in Section 1.1, the work of RCA is founded on facilitating sustainable positive change in the lives of children and youth who live alone, including CYLWS. In Dar es Salaam, Baba Watoto Organisation seeks to empower marginalised children and youth, including street-connected young persons, to overcome the challenges they face. Similarly, the mission of the Iringa Development of Youth Disabled and Children (IDYDC) includes improving the living standards of disadvantaged people, including needy persons. Moreover, through its Most Vulnerable Children/ Orphans and Vulnerable Children Programme, IDYDC aims to reduce the total number of street children in the municipality. Further, Cheka Sana Tanzania is dedicated to reducing the number of children on the streets of Mwanza and reuniting them with their families.

Finding 2: **While the implementation of the model in the Tanzanian context has been strongly informed by the specialised experience of RCA and the civil society implementing partners, there is less evidence of input by the intended beneficiaries to the initial design.**

The Youth Association Model has been embedded in the USAID Kizazi Kipya project, the objective of which is the reintegration of CYLWS into their families and communities through a permanent transition. Given the difficulty of reintegrating CYLWS who have a strong street connection, especially young persons over the age of 15 years, the model has been applied to a participatory process of transforming the lives of street-connected young persons in Tanzania. The intention has been to facilitate self-sufficiency among CYLWS, such that they become productive individuals.

Indeed, as the USAID Kizazi Kipya project (June 2016 – June 2021) predates the DFID project (April 2018 – April 2021), the financial partnership between Railway Children and DFID was used to further streamline the project focus. Consequently, the DFID project has concentrated on advocacy for the implementation of UN General Comment No. 21 in Tanzania, to change the lives of street-connected young persons. In support of this process, Railway Children assumed the role of lead applicant for matched financial assistance from DFID, eventually becoming the grant holder for DFID funding. Further, RCA was identified as a lead implementing partner in-country, based on its prior involvement in Kizazi Kipya, and the opportunity that could be created for scaling up its methodologies for engaging CYLWS and facilitating their transformation through behavioural change. Moreover, the proposal to DFID was informed by the concerted contributions of RCA's six implementing partners (three of which are the focus of the current evaluation), which were brought together for a three-day planning session in March 2017. PACT Inc., the grant holder for the funding provided by USAID, was also engaged during this session. In March 2017, RCA facilitated an additional session to review the feedback provided and held additional discussions with several stakeholder organisations in Tanzania.

It is to be noted, however, that the contribution of the intended beneficiaries of the DFID Project, namely, street-connected young persons and their families, is not apparent. Specifically, there is no evidence to

show that an assessment was used to collate the views of the target group to inform proposal design and subsequent intervention. A question arises, in consequence, as to whether the DFID project, and in particular, the implementation of the Youth Association Model, has reflected the expressed needs of CYLWS. Notably, there are implications for project impact, given the conflict between perceptions of what the young persons need and what they actually want based on their situational context.

4.3   Effectiveness

The effectiveness of the Youth Association Model was measured as the extent to which progress has been made towards achieving its stated objectives, as of project mid-term, taking into account the relative importance of each objective. As the aim of the evaluation has not been to evaluate the USAID or DFID project per se, the objectives of focus for determining effectiveness have been informed by the intended outcome of the DFID project, as well as the areas of focus that were recommended by the evaluation ToR.

Data collection for this evaluation criterion involved key informant consultations across the project partnership and in-depth document review.

Finding 3:   Although project implementation has experienced unanticipated challenges to results achievement, the implementation of the Youth Association Model has allowed vulnerable young persons to develop requisite interpersonal skills for enhancing their social and emotional wellbeing, as well as positive health behaviours.

As indicated in Section 2.1, the DFID project has been implemented through the collaborative efforts of the RCA implementing partners and has, thereby, supported the operationalisation of the Youth Association Model. The main project outcome has quantitative and qualitative elements, and pertains to the social and emotional well-being of street-connected young persons and adults from their families, as well as their access to food and education needs (see side bar).

> **Project Outcome – DFID Project:**
>
> - 12,465 vulnerable children and youth on the streets, or at risk of going to the streets, have improved social and emotional well-being, including access to food and education, along with at least 2,970 adults from their families
>
> Source: Project logframe

Consultations with key informants at the level of the civil society implementing partners, supported by the review of quarterly project reports and results monitoring data, have reflected the progress that has been made towards achieving the project outcome (see Appendix VI). Specifically, street-connected young persons have received support to form youth associations, within which they have gained access to information and skills to build their capacity for positive behavioural change. Of further importance, though, the young persons and adult representatives from their families have identified the transformational effects of the project on their lives, with a particular focus on their social and emotional health. During consultations with the sample of youth associations that were engaged by the evaluation, young persons from all 16 groups especially noted that the life skills session was the project element they liked the most.

Exhibit 4.1 provides selected examples of the feedback received, from existing and former street-connected youth, on the effects of the DFID project on their lives, with emphasis on the workings of the Youth Association Model.

Exhibit 4.1 Examples of the transformative effect of the model on CYLWS social and emotional wellbeing

Young Persons[5]	Stated project effect
William, 17 years (male)	*"After failing primary school, I did not continue with my education. I came to Dar es Salaam from the north of Tanzania and started to sell bags in the market and began using drugs. The teachers from the organisation met me on the streets and told me about the programme, after which I enrolled and joined a Youth Association. The project has changed my life. I am about to graduate and I no longer use drugs."*
Imani, 18 years (female)	*"Before joining the programme, I was just on the streets and not sure of who I was as a woman. I just used to have any man who would seduce me and did not know about HIV/AIDS. If a man told me to go to the hospital and get a check-up, I would not go.* *After joining the group and receiving training, I gained confidence and learned to say no to men. This is different from before when I was only saying yes. Now I can advise others to say no and get tested for HIV. I understand about HIV/AIDS and now I can take care of myself. I am now aware and confident and can stand up and talk about anything."*
Margarita, 17 years (female)	*"Before I joined this programme, I was so sad because I had lost all the relatives I had. That sadness also brought me some other diseases, so after joining the programme I met other people and learnt to be happy. I find myself changing because of the interaction, and so now I am happy."*
Amidah, 15 years (female)	*"My life was very difficult. I would wake up and go to the dump to pick up bottles and trash. I am so grateful because after joining this group it helped me to develop self-awareness. I came to be aware that what I was doing in the past was so wrong, so I am so grateful."*
Rashid, 17 years (male)	*"This project has provided us with a lot of information. I realise now that the community does not give birth to a child. The name the community has used to describe us 'street kids' has caused us to be abused, but it can be one of the ways to fight against the abuse. Our trainers have told us that we, and children in other houses, are the same, all equal, with no difference."*

Source: Focus group sessions with CYLWS in Dar es Salaam, Iringa and Mwanza

Notwithstanding the positive effects of the model on the lives of street-connected children and youths, as reported by the young persons themselves, unanticipated challenges to results achievement have contributed to unintended results. Of particular note, some young persons have dropped out of the project, and in some instances, youth associations have become inactive. CYLWS and implementing partner staff explained that the main reasons for these emergent issues have been: i) a mismatch between beneficiary expectations and the rate of transformation facilitated by the model; and ii) a strong connection by CYLWS to the influence of the streets. CYLWS have added that as meals/ snacks and support for transport are not provided during the sessions held at the Formation Stage, this is a disincentive to their participation. They explained that some young persons travel longer distances to attend meetings and, at times, do so without having had a meal. Further, the young persons noted that the unsuitability

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[5] All names indicated are pseudonyms used to protect the identify of the young persons

of the meeting space for discussing sensitive issues or accommodating large groups can deter their continued participation. Within this context there has been a possibility for delays to results achievement as a result of project drop-out by some CYLWS.

Finding 4: **The Youth Association Model has facilitated CYLWS access to technical vocational education and apprenticeships to enhance their livelihood prospects and social contribution. CYLWS access to entrepreneurship and employment continues to be hampered, however, by discrepancies in the training medium; public sector bureaucracy; and community stereotypes.**

In addition to providing CYLWS with access to life skills, to foster their social and emotional health, the Youth Association Model approach has afforded them the opportunity to develop livelihood skills for improved self-sufficiency. During the Capacity-building Stage of the model (Level 2), young persons receive encouragement and support to enrol in technical vocational training and also gain access to apprenticeships that facilitate hands-on learning. As a central component of this stage of implementation, the young persons are engaged in a trade-choosing workshop, which is used to establish their livelihood trajectory, largely through the selection of vocational specialism.

CYLWS are provided with a range of vocational areas from which their specialism can be selected, which entails formal training and an apprenticeship. Several issues are worth noting, however, as they pose a challenge to CYLWS learning, as well as post-training business start-up or wage employment. First, the young persons have expressed concerns that they are being assigned to vocational areas that do not match their interests. Indeed, this situation can lead to project drop-out because of demotivation, as well as individual inability to secure employment or establish successful businesses as a result of disinterest.

Second, the technical vocational training is offered through the Tanzania Vocational Educational and Training Authority (VETA), in vocational training colleges (VTCs) within the project municipalities. The language of instruction of the VTCs is English, which is not the native language of most CYLWS. Further, there is a marked variation in the learning capacities of CYLWS, as they entered the streets at different points in their formal education, for example, before completing primary school, or were born on the streets and have had no access to education. As a direct result, street-connected young persons who are enrolled in VTC trainings are placed at a disadvantage when their learning needs are not addressed during the trainings. These needs pertain especially to language comprehension by CYLWS and their capacity to assimilate instruction.

Third, from as early as the Formation Stage (Level 1B), the youth associations are guided towards establishing group savings, for use in addressing emergent group needs. Savings habits are further encouraged during the Capacity-building Stage (Level 2), when the young persons are trained in the area of entrepreneurship and business management. At this stage, as well as during Empowerment (Level 3), the young persons are encouraged to register their youth associations with the municipal authority, to enable them to access loans from local government. Of interest, however, the ability to access loans is also contingent on fulfilling specific bureaucratic requirements, in particular, providing proof of identity and a permanent address. Yet, these requirements are not easily met by most street-connected young persons, which reduces the ability of their groups to access public funding.

Fourth, an ongoing challenge to the transformation of CYLWS is public perception towards this category of young persons. While the Youth Association Model has been designed to support CYLWS and their families, and equally challenge social stereotypes about street-connected young persons, consultations across the RCA project partnership, including those held with municipal and local government representatives, indicate that the stereotypes persist. CYLWS also note that they are sometimes treated harshly by the general public, as well as during VTC trainings, and receive low wages for the work they complete. During data collection for this evaluation, several CYLWS had also been beaten and incarcerated by the police in one municipality, to clear the streets for a visit by a prominent public figure. A question remains, therefore, about the effectiveness of the model in changing public perceptions of street-connected young persons, within the limited timeframe that has been allocated for results achievement.

> **Perceptions of public attitudes towards CYLWS:**
>
> *"The public is not happy with the street children. They come to our department and to see what is the plan to get rid of street children."*
>
> Representative, Municipal Government
>
> *"RCA is helping us psychologically, but not changing our lives … the community still does not trust us … and the police still chase us"*
>
> Street-connected young person, Mwanza
>
> Source: Key informant consultations

Finding 5: Although the model has facilitated resource access by CYLWS (to transport, food and accommodation), to enhance their potential for improved livelihoods, it has been unable to traverse all the barriers to CYLWS acquisition and application of their new life skills.

To encourage their participation and full commitment to project activities, the implementation of the Youth Association Model facilitates access by street-connected young persons to the resources they require to attend trainings during the Capacity-building Stage. With the support of DFID funding, CYLWS who have enrolled in the project are provided with access to short-term accommodation for six months, to cover the duration of their training and apprenticeship. CYLWS are further provided with a stipend, ranging from 2,000 to 2,5000 Tanzanian shillings, to meet food and transport requirements during this period. In some instances, however, food vendors receive direct payment from the implementing partners to address the meal requirements of the young persons.

Of interest, no financial support is provided to enable the young persons to attend project sessions during the earlier project stages, namely the Identification Stage (Level 1A) and the Formation Stage (Level 1B). The expectation is that these sessions will be facilitated in an easily accessible location within the locality of the young persons. Nevertheless, given the frequent mobility of CYLWS, this policy does not take into account the need for some young persons to make their way to the sessions across longer distances, while foregoing their income-earning potential on the streets. Consequently, the possibility for project drop out during Identification and Formation is high, and particularly so for young persons with a strong connection to the streets, such as CYLWS who are substance abusers. Moreover, as payment for accommodation does not continue beyond the training and apprenticeship period, the likelihood for young persons to be evicted because of an inability to pay the rent post-training/ -apprenticeship, is also high. Consultations with the young persons have, therefore, identified a tendency for them to return to sleeping on the streets for short periods, where they make efforts to raise the required rental funds.

As indicated in Finding #3, street-connected young persons have confirmed being equipped with life skills, for example, self-confidence, awareness of self; and knowledge of good health, to transform their existing behaviours. This finding has equally noted, however, that there is a mismatch between the expectations of the young persons, regarding the rate at which their lives will be visibly changed, and the reality of their progression through project stages. Unsurprisingly, the young persons anticipate a rapid change in their situation through their involvement in the youth associations. Given the possibility of CYLWS disappointment, discouragement and project drop-out when this does not occur, the Youth Association Model approach continues to be challenged by its inability to fully meet the expectations of the young persons around results achievement. As a direct result, implications arise for behavioural transformation by street-connected young persons.

> *"It is not possible to get all street children off the streets. Last year the department was successful for some time, as a big budget had been created to assist street children, but after a few months, we saw them on the streets again."*
>
> Representative, Municipal Government
>
> Source: Key informant consultations

Finding 6:   While the implementation of the Youth Association Model has specifically targeted improved social, emotional and economic wellbeing among its intended beneficiaries, it has equally supported the reduced street presence of young persons through sessions for improved parenting within local communities.

By imparting life skills to street-connected young persons who have enrolled in project activities, the Youth Association Model approach has sought to facilitate their social and emotional wellbeing to inform a positive change in their behaviours. Further, the model has been used to enable the young persons to gain marketable technical vocational skills, to support an improvement in their livelihoods through increased revenue earning potential. The combination of information and skills is geared towards reducing the street presence of CYLWS.

In addition to its direct support to CYLWS, the Youth Association Model has been used to contribute towards a change in parenting behaviours at the individual household level. Based on its origins within the Kizazi Kipya project, the model has been embedded in a context of family reunification. In essence, efforts have been made to reunite younger street-connected children with their families, through situational assessment and the provision of therapeutic support followed by reunification. For the older young persons, however, conceivable difficulties are encountered during attempts at reunification, because of the sense of independence and firmly assimilated behaviours that derive from the life on the streets. Indeed, key informant consultations across the DFID project partnership, supported by the review of relevant documents, have shown that multiple factors can contribute to the gravitation of children to the streets, including, for example, domestic abuse; poverty; orphan status; and peer influence.

To stem the effects of these factors and the lure of the streets, a core component of the Youth Association Model approach has been the facilitation of parenting workshops to communities, including the parents/ guardians of street-connected young persons. The workshops are based on the ACT Raising Safe Kids Programme, a World Health Organisation approved parenting programme. Sessions are provided over nine weeks, are facilitated by the implementing partners, and are open to men and women. Participants meet once per week at a central location within their communities, such as a community centre or church

hall, and explore diverse subjects, ranging from anger management to childcare. Importantly, consultations with parents/ guardians at these workshops have not only confirmed their acquisition of new learnings for improved parenting, but have also indicated the willingness and self-expressed capacity by the participants to share their new knowledge with other parents.

Finding 7: **Project implementation based on the Youth Association Model approach has aimed to engage CYLWS who are substance abusers or HIV positive, but there has been minimal reporting on results attained. Interventions have responded to situational contexts and have been challenged by the expectations of the intended beneficiaries.**

Included within the project target group of CYLWS are young persons who are/ have been substance abusers or are HIV positive. Of note, the Kizazi Kipya project, which has been supported by the DFID project and the Youth Association Model, has aimed to mitigate the impact of HIV/AIDS among vulnerable young persons, especially CYLWS, and their families. Further, during the Identification Stage of the model, an individual profile is created for each street-connected young person, to gauge the level of support and timeframe they would require to successful complete all project activities. This profile includes information on the abuse of drugs and other substances, which is identified as a risky behaviour, given its propensity to encourage young persons to return to the streets. Relatedly, during the Capacity-building Stage of the model, each youth association is engaged in a forum on drug and substance abuse. The young persons also receive access to medical care at local healthcare institutions, based on referrals issued by the civil society implementing partners.

Of note, the logical framework (logframe) for the DFID project articulates the results targeted by the project, and by extension, the implementation of the Youth Association Model. As discussed above, health behaviours, with emphasis on HIV/ AIDS status; the abuse of drugs/ other substances; and related behavioural change, are also central elements of project activities under the model. Moreover, the evaluation ToR has specified a need for information on behavioural changes displayed by street-connected young persons, including in the area of health behaviours. It is of interest, therefore, that results on health behaviours have not been established at the outcomes level for the DFID project, to measure the quality and extent of support provided to CYLWS and their families. While Output Indicator 3.3 refers to quantitative evidence of improved health by the young persons[6], it has not been linked to a similarly articulated results area. Consequently, results reporting by the implementing partners on changes in health behaviours has been minimal.

Key informant consultations with the implementing partners and target beneficiaries have indicated, however, that information sessions on drug/ substance abuse during the Capacity-building Stage are facilitated by external actors to guide the young persons towards a change in their behaviour. In-kind support to the families of children with HIV positive status is also provided approximately every two months, in the form of dry goods (e.g. rice; beans; maize flour; etc.). The families also receive access to therapeutic support and medical insurance, for regular health checks for the young persons, and where applicable, support from doctors who are affiliated with the implementing partner organisations. These doctors accompany the families during healthcare check-ups at local clinics. The young persons are also

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[6] Number of youth that demonstrate improved health, emotional and social wellbeing since joining the programme

enrolled in psychosocial sessions that are facilitated by social workers from the implementing partner organisations, to monitor their psychological health and guide their contributions to their families and communities. Importantly, the families also receive access to start-up capital (approximately 200,000 Tanzanian shillings) to establish a small-business of their choosing, to increase their revenue-generation potential and preclude the need for them to request financial support for transportation to the medical clinics. In support of this process, families receive guidance during a business training workshop. Further, to encourage good practice for self-sustainability, families are required to return a portion of their start-up capital to the implementing partner as savings, while the remaining portion is treated as a low-interest loan that has to be repaid. After repayment, the savings that have been set aside are returned to the family. In the event of non-repayment, however, families receive advice on money management instead of the money that was saved. Overall, this process has been used to build the potential and confidence of families to apply for loans from commercial banking institutions.

While the financial and in-kind support to families is standardised, therapeutic support is tailored to identified needs. There are instances, however, where in-kind and financial support do not meet the expectations of the recipient families, as in when the supplies that are provided are thought to be insufficient or provided irregularly. As this situation can be an ongoing challenge to the intervention, it raises a question of whether there is need for closer collaboration between families and the implementing partners to increase the effectiveness of the support that is provided for contextual needs.

4.4   Efficiency

The efficiency of the Youth Association Model, and its associated project activities, was measured based on how economically inputs to the implementation process, such as financial assistance; human resource expertise and time, were converted into results. During the evaluation of this criterion, data was collected by key informant consultations and in-depth document review.

Finding 8:   Although the Youth Association Model was initially designed to engage street-connected young persons aged 15 to 19, for whom family reintegration was not an option, it has been significantly responsive to CYLWS who are outside of the target age range.

In general, the Youth Association Model approach has targeted the engagement of street-connected young persons between the ages of 15 and 19 years for whom, conceivably, reunification with their families would have been difficult, given their long-term affiliation with the streets. This selection criterion was further informed by the observation that the young persons within this age range were likely to have adopted several risky behaviours during this period. The underlying perception, by default, was that these young persons had stronger ties to the streets.

Project activities in all three municipalities of focus for the evaluation have engaged street-connected young persons whose ages were external to the target age range. Notably, key informant consultations engaged CYLWS as young as age 14 and as old as age 29. As the model allows for the flexible engagement of young persons, it is identified, here, as being highly responsive to the diversity in their ages. Drop-in centres were established in each municipality to provide respite to CYLWS, providing them with basic necessities (a meal; place to rest; showering facilities; etc.), as well as temporary accommodation for young persons referred by the municipal Department of Social Welfare prior to family reunification. Of

interest, while the drop-in centres in each municipality can cater for girls and boys, the drop-in centre that is managed by the civil society implementing partner in Mwanza, Cheka Sana Tanzania (CST) caters for boys only. The rationale for this approach is informed by the situational context of the young persons who have been engaged by CST project activities. Specifically, while the boys usually live on the streets, the girls either live at home or in their own accommodation, 'ghettoes,' thereby foregoing the need to use drop-in centres.

Importantly, the core principles that underlie the Youth Association Model include a rights-based, peer-to-peer approach to implementation. Consequently, the model has responded to the entitlement of older street-connected young persons to support services that can help them leave the streets and lead more stable, self-sufficient lives. Further, the model has sought to capitalise on the influence of these young persons on the younger CYLWS as peer leaders, in terms of the respect they commandeer among existing CYLWS and the newer arrivals to the streets. For RCA Mwanza, in particular, the successful implementation of the Youth Association Model is dependent on the acknowledgement and engagement of these street dynamics.

Finding 9: **While the timeframe for project implementation activities under the Youth Association Model approach is theoretically feasible, it poses a challenge to the attainment of value for money from a results achievement perspective.**

Drawing on the DFID 3E conceptualisation of value for money (VfM), the VfM of the Youth Association Model approach has been estimated based on the capacity of the model to facilitate economy; efficiency; and effectiveness during project implementation. Essentially, VfM can be determined by the extent to which the model has maximised the impact of monies spent on achieving its overarching objective, namely, to transform the lives of street-connected young persons in Tanzania, with a focus, here, on the municipalities of Dar es Salaam; Iringa and Mwanza.

As noted in Section 2.1, the average timeframe for results achievement under the Youth Association Model approach is two years beyond the completion of the Formation Stage. In theory, anticipated results are achievable over this expanse of time, given the provisions made to schedule and support capacity building and formal life skills sessions for CYLWS, followed by their empowerment and gradual disengagement from project activities. Indeed, the evaluation has identified evidence of the progress that has been made towards attaining VfM through results achievement, during the implementation of the model (see Exhibit 4.2).

Exhibit 4.2   Youth Association Model - Value for Money

VfM Criteria	Definition	Evidence
Economy	The extent to which required inputs are purchased at the right quality and at suitable prices	• Youth Association Model implementation has been strongly supported by: – The hiring and appointment of highly qualified staff in line with available financial resources and project needs

VfM Criteria	Definition	Evidence
		− Implementation partnerships with civil society organisations that work with and for vulnerable young persons, including CYLWS − Capacity-building for project staff across the implementation partnership to enhance the understanding and implementation of the model
Efficiency	How well project inputs are converted into anticipated outputs	• Civil society implementing partners have conducted successful outreach to CYLWS, for enrolment in project activities under the Youth Association Model approach • Parents/ guardians of CYLWS have gained access to: − Parenting workshops for establishing a caring and safe household environment for child wellbeing − In-kind support for food supplies − Business developing training sessions and start-up capital • Implementing partners have successfully established Youth Associations in the project municipalities to support improved self-esteem and improved livelihoods of CYLWS • Municipal governments have engaged in ongoing collaboration with RCA and the civil society implementing partners to create a supportive legal and policy environment for CYLWS e.g. through the operationalisation of the Gender and Children Desk in police stations to ensure the rights of CYLWS • Project implementation has been informed by an assessment of risk, supported by a risk mitigation plan
Effectiveness	How well outputs are converted into anticipated outcomes	• Vulnerable young persons, comprising CYLWS on a part-time or full-time basis have gained access to: − Opportunities for developing life skills to improve their social and emotional well being − Technical vocational trainings and apprenticeships to improve their revenue-earning potential; livelihood sustainability; and capacity to become self-sufficient − Resources (financial resources; accommodation; and food) to facilitate their access to opportunities for skill-building to transform their lives • Street champions have been given the responsibility of organising social campaigns to change public perceptions and attitudes towards CYLWS − There is some evidence of changing perceptions of community members towards CYLWS, e.g. through the

VfM Criteria	Definition	Evidence
		offering of apprenticeships to street-connected young persons
		• Efforts to reunite street-connected young persons with their families are ongoing, with examples of successful reunifications being reported
		• CYLWS have been given a voice to raise their concerns about issues that affect them through the establishment of youth platforms at the local government level

Source: DFID's Approach to Value for Money (2011); Review of evaluation data

Notwithstanding the progress that has been made towards results achievement, the timeframe for realising behavioural transformation, two years after group formation, is unrealistic. This reasoning is based on several factors, but in particular, the significant length of time that is required for behavioural change following long-term exposure to risky practices/ behaviours. The Youth Association Model Training Manual notes, especially, that the time required to complete all stages of the model depends on the contextual circumstances of each young person, as well as their commitment to project activities. Guidelines within the manual further observe that young persons

> *"Change is a gradual process, plus if you deal with 20 youths, not all will change."*
>
> RCA Youth Facilitator
>
> Source: Key informant consultations

affected by challenges related to drugs or substance abuse are more likely to progress through each stage of activity at a slower pace. Inadequate support by community members, for providing viable opportunities for CYLWS, has also been identified as an external factor that has implicated the achievement of project results. Moreover, consultations with the implementing partners and CYLWS have indicated that some young persons are ill-equipped to start their own business or seek employment after graduating because of knowledge gaps. Based on this context, there is a question around the capacity of the model to provide complete VfM from an effectiveness perspective, given the limited timeframe for results achievement.

Finding 10: The Youth Association Model has facilitated access by CYLWS to information and medical assistance for maintaining good health. This facility is a work in progress, however, given the inadequacy of control measures to govern access.

In line with advocating the adoption of healthy behaviours by CYLWS, the Youth Association Model approach has entailed facilitating access by CYLWS to general or specialist medical care. Further to providing informational sessions on health awareness during Formation and Capacity-building, implementing partners provide CYLWS with referrals that allow them to access medical services at local healthcare institutions. Where available, supporting services, in the form of initial assessments and basic first aid, are also provided by medical personnel based within the implementing partner organisations.

Of note, however, the facilitation of CYLWS access to healthcare services has been challenged by the lack of adequate control measures to ensure efficiency of process. To illustrate, given that the services are cost-free to eligible CYLWS (i.e. those who are enrolled in DFID project activities), on some occasions,

young persons have abused the system by seeking medical assistance for members of their communities. In other instances, CYLWS have been unable to access first aid or referrals for healthcare when the offices of the implementing partner organisations are closed. While the overall quality of the healthcare services is not being questioned, the issue to consider is whether the administrative mechanisms underlying access need to be reviewed to increase levels of efficiency. In this regard, the facilitation of medical assistance to CYLWS is a work in progress.

Finding 11: Life skills sessions provided in support of the Youth Association Model have contributed towards intended behavioural change among targeted project beneficiaries. In the absence of an approved life skills curriculum, however, there has been no uniform approach to instruction.

Following the identification of each youth association, group members are engaged in a series of forward-looking activities during the Formation Stage of the Youth Association Model. These activities include, informal life skills sessions, inter alia, which are facilitated by staff members of the implementing partner organisations. During the next stage of the model, which focuses on capacity-building, formal life skills sessions are facilitated by subject-matter experts who are external to the implementing partner organisations. Examples of the subjects that are addressed during both sets of life skills sessions are: self-awareness; self-confidence; goal-setting; savings; substance abuse; sexual and reproductive health; and self-defence. There have been questions, however, of whether the sessions should be facilitated by external stakeholders who are not intimately familiar with the contextual situation of CYLWS.

Importantly, consultations with the youth associations have shown that the young persons have acknowledged the importance of the life skills sessions on their lives. Moreover, they have been able to provide examples of positive changes in their behaviour that have resulted from the information provided, as well as their interaction with other young persons in their groups (see Exhibit 4.3).

Exhibit 4.3   Examples of the contribution of Life skills Sessions to behavioural change

CYLWS perceptions of the contribution of life skills sessions to behavioural change
The life skills sessions have allowed me to:
− *Become involved in family decision-making after being asked to share my opinion*
− *Understand what boys face and have discussions with them*
− *Prepare myself for my responsibilities*
− *Learn how to protect myself from diseases and help myself as a young person*
− *Become empowered to speak in front of people*
− *Increase my self-esteem and self-confidence*
− *Learn to save the little that I have*
− *Understand who I am, my responsibilities and save money*
− *Learn about HIV and makes efforts to change my life*
− *Gain awareness of who I am and what I am supposed to do*

CYLWS perceptions of the contribution of life skills sessions to behavioural change
– *Become aware, gain confidence, express my feelings and understand what is meant by the term 'community'*
– *Identify challenges in my community and solve them as a youth*
– *Learn about self-awareness and how to live in the community*
– *Gain leadership skills*
– *Read myself and others*
– *Aware of how to take care of children and myself*

Source: Key informant consultations with CYLWS

It is to be noted, though, that the Training Manual for the Youth Association Model only provides a schedule of life skill sessions and examples of the subjects that should be addressed. Specifically, no approved universal curriculum has been disseminated across the implementation partnership, to support session facilitation. This resource gap has contributed to some variation in the format of the life skills sessions that are offered by the implementing partners. As an example, during the Formation Stage, the camp that is hosted for informal life skills sessions ranges from one day to three days based on the implementing partner organisation. Interestingly, CYLWS in all municipalities have suggested that the length of time allocated for the camp is too short to effectively cover the informational material and facilitate complete assimilation by camp participants. The question to be asked, therefore, is whether the standardisation of the life skills sessions, through the development of an approved, universal, programme curriculum, supported by more appropriate selection of facilitators and allotment of time, needs to be addressed.

4.5   Cross-cutting theme: Gender

In considering the extent to which gender informed the Youth Association Model approach, the evaluation made efforts to identify evidence of the integration of gender equality considerations into model design and implementation. Evidence of the elimination of discrimination on the basis of sex was also sought. Data collected by key informant consultations and the review of project documentation and the literature was used to examine this evaluation criterion.

Finding 12: Gender equality considerations have been central to the design and implementation of the Youth Association Model. The integration of gender remains as a work in progress, however, given societal perceptions of gender roles in Tanzania, and the implications for boys/ young men to return to the streets.

As indicated in the preamble to this section, gender, from an evaluation standpoint, pertains to the integration of gender equality considerations into development interventions. From a definitional point of view, however, gender reflects societal views on the roles, behaviours and power differentials that are/

should be ascribed to individuals on the basis of sex. [7] In the current context, therefore, the Youth Association Model has thrived on steps that have been taken across the implementation partnership to integrate gender equality considerations into its design through to implementation stages. Consequently, it is of importance that gender mainstreaming/ integration was identified as being integral to project operations, within the funding application to DFID, and has been explicitly informed across all project activities (including the implementation of the Youth Association Model) based on the RCA Gender Policy. By default, the need for integrating gender into the model has strongly informed activities pertaining to staffing; street work; informational and capacity-building sessions for CYLWS; and the formation of youth associations, as illustrated in Exhibit 4.4.

Exhibit 4.4 Examples of gender equality integration

	Activity	Evidence
1.	Selection of project staff	• Staff hiring and appointment at the level of RCA and the civil society implementing partners, to facilitate the engagement of CYLWS and their families, reflects a diverse mix of qualified men and women for the positions of: Youth workers; Street workers; Youth facilitators; Family workers; etc.
2.	Timing of street work	• In order to reach a greater number of girls/ young women during street work, the timing of this activity has been concentrated during the late evening/ night to engage girls/ young women who are involved in the commercial sex trade − It has been easier to locate boys/ young men during the daytime, and easier to locate girls/ young women during later hours
3.	Formation of youth associations	• The formation of youth associations has, largely, respected pre-existing groupings of CYLWS, which are often differentiated by sex. As such, most Youth Associations are populated by boys/ young men only or girls/ young women only
4.	Facilitation of group sessions	• Group sessions align with the composition of Youth Associations, although, at times, they accommodate both sexes

Source: Key informant consultations; document review

Key informants from both the implementing agencies and youth associations have indicated that the measures taken to integrate gender into project activities have contributed to fruitful interaction among CYLWS. They have further identified positive gender relations between the young persons and the staff of the implementing organisations. Yet, the response of the young persons to group segregation has been

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[7] Definition has been informed by UN Women Gender Equality Glossary (https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=) , and Fletcher, G, 2015. Addressing Gender in Impact Evaluation: What Should be Considered (https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9934.pdf)

mixed; while some have expressed indifference towards gender-specific sessions, others have seen the benefit of this approach. For some boys/ young men, however, the facilitation of mixed sessions on sensitive subjects, such as sexually transmitted infections can lead to feelings of embarrassment.

Of note, the prevailing gender norms in Tanzanian society associate the position of being female with household duties, and that of being male with income-generation in the 'world of work.' [8] Consequently, as girls/ young women are seen as being at greater risk of exploitation and discrimination on the streets, they often 'settle' in temporary accommodation instead of sleeping on the streets. In light of this context, it is of interest that key informant consultations with project staff and street-connected young persons, have shown that boys/ young men have a greater tendency to return to the streets on a temporary or longer-term basis, while it appears as though girls/ young women have been more committed to transforming their lives through the project. While the commitment of girls/ young women to leaving the streets is note disputed, it is important to point out that boys/ young men who have enrolled in VTCs, followed by apprenticeships (see Finding #4), are provided with limited access to paid accommodation by the project. As the project has only provided access to short-term housing, and as this facility has been mainly used by boys/ young men, it is a possible explanation for their decision to return to the streets.

The limited access to paid accommodation is based on the assumption that the boys/ young men would assume responsibility for payment at the end of their training/ apprenticeship. This raises a question of whether gender norms, linked to the obligation of men to generate income and societal perceptions of the ability of street boys to mirror this action, has led to an expectation that boys/ young men will automatically gain access to income to meet rental requirements upon completing their apprenticeships. Yet, as discussed under Finding #4, public perception of CYLWS continues to challenge the capacity of the young persons to transform their lives, including through employment or small-business start-up. Further, while some young persons have acquired employment at the business places where they completed their apprenticeship, others have not been presented with such an opportunity. Based on the context that has been described, gender integration is categorised as a work in progress.

4.6   Impact

The impact of the Youth Association Model approach was measured in terms of its long-term effects on the lives of the intended beneficiaries and other relevant stakeholders. All types of possible effects were considered (positive; negative; primary; secondary; intended; and unintended) and were examined through data collected by key informant consultations and document review.

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[8] Evans, R, 2016. Negotiating social identities: the influence of gender age and identity on young people's 'street careers' in Tanzania. *Children's Geographies*, DOI: 10.1080/14733280600577533

Finding 13: **As the DFID project, including its Youth Association Model, is at implementation mid-point, it is too early to determine overall project impact against set targets. Implementing partners have, however, demonstrated evidence of ongoing advocacy for the adoption of a child-rights approach to address the situation of street children, at the levels of municipal and local municipal government.**

The DFID project is at implementation mid-term and is scheduled for completion in April 2021. As such, the identification of project impact, including the impact of the Youth Association Model, can be appropriately determined on or beyond the project completion date. Within the context of project implementation, however, early evidence of the progress that is being made towards impact achievement can be determined against the target established by the logical framework (see side bar). In this regard, there has been noticeable progress towards impact achievement.

> **Project Impact:**
>
> The rights of Children and Youth Living and Working on the Streets (CYLWS) in Tanzania are respected, through implementation of the UN General Comment no. 21 on children in street situations.
>
> Source: Project logframe

Advocacy by RCA and the civil society implementing partners has contributed to several positive actions that are in the interest of adherence to a child-rights approach at the municipal and local levels. Examples of the actions that have been taken are as follows:

- **Communication during police round ups:** When the police forcibly remove young persons from the streets, they make contact with the civil society implementing partners, based on an increasing realisation that the rounding up of CYLWS contravenes their individual rights. The approach taken by the police to communicate with the implementing partners is the result of ongoing advocacy by RCA and the implementing partners on child-rights;

- **Legal analysis:** RCA has conducted a legal analysis of Tanzanian law and policies, to determine the extent to which they support or hinder the adoption of General Comment No. 21 at the country-level. This course of action has been supported by the Consortium for Street Children, an international non-governmental organisation that is an advocacy partner of the DFID project and is dedicated to the rights of children, and the multinational law firm, Baker Mackenzie. As the report produced from the analysis has been accepted by the Ministry of Health, there is an expectation that its recommendations will lead to future policy reform to ensure the rights of CYLWS;

- **Gender and children desk:** RCA has influenced the investment by the Government of Tanzania in the operationalisation of the Gender and Children Desk at police stations throughout the country. The responsibilities of the desk include ensuring access to rights by CYLWS who are arrested, by granting bail for bailable offences and arresting the perpetrators of violence against CYLWS. Under the Fit Persons Programme, the Gender and Children Desk has also been responsible for granting permits to enable RCA to provide temporary shelter and accompaniment for street children during family reunification processes that occur over long distances. The Fit Persons Programme is the result of a workshop that was facilitated by RCA, to advocate the use of the organisation by government to provide temporary shelter to CYLWS. RCA has also received

permission from the Gender and Children Desk to provide safeguarding services to CYLWS during interviews and court sessions, in alignment with the Law of the Child Act, 2009;

▪ **Headcounts:** Based on headcounts conducted by RCA for identifying street children, the data is being used by government regional offices in Mwanza to support service delivery to CYLWS, thereby recognising them as the members of a vulnerable group;

▪ **Comprehensive Social Welfare Planning Tool:** RCA has facilitated the incorporation of issues pertaining to CYLWS into the Council Comprehensive Health Planning Tools. This tool has been used by Social Welfare Officers since 2019 in the planning of social welfare interventions;

▪ **Budget lines:** Based on the ongoing advocacy by RCA and its civil society implementing partners, some local Councils, in particular, those that are located at Ilala and Ilemela Districts, have started to establish budget lines for addressing the situation of street-connected young persons. At the level of Government, there has also been an acknowledgement of the need for greater investment in the Departments of Social Welfare, to address the needs of CYLWS;

▪ **Youth platform/ forums:** RCA has supported the development of youth platforms at the local government level, to give CYLWS a voice for advocacy on issues that affect their lives. Government authorities have been very supportive of the platforms, which hold monthly meetings. It is anticipated that the platforms will allow CYLWS to contribute to decision-making processes, such as the issue of budgeting for service delivery to CYLWS at the District and Council levels.

The actions listed above are identified as being precursors to the implementation of UN General Comment No. 21 (2017) on children in street situations. As such, they reflect the initial contribution of the Youth Association Model to project impact.

4.7   Sustainability

In the results area of sustainability, the evaluation examined the potential for the continuation of the perceived benefits of the Youth Association Model upon the expiration of donor funding. The analysis of data under this results area was supported by key informant consultations and the in-depth review of relevant documentation.

Finding 14: The Youth Association Model approach has provided opportunities for marginalised young persons, including CYLWS, to develop assets for personal growth and livelihood creation. Results sustainability has been challenged, however, by the model's unrealistic timeframe for achieving target results.

By way of comparison, the project municipalities of focus for this evaluation have taken similar approaches to implement the Youth Association Model in project activities. Differences have only been observed in the duration of camps for informal life sessions (which ranges from one to three days) and the lack of a parenting programme in Dar es Salaam. As discussed under Finding #9, there is a general expectation that project activities for the Youth Association Model will be completed within a two-year timeframe beyond group formation. It has been further anticipated that the behaviours of the primary intended beneficiaries, namely street-connected young persons, will be transformed within this period. Undeniably, the approach advocated by the model has contributed to the development of personal assets

among CYLWS, as well as skills for the establishment of sustainable, self-sufficient livelihoods. Moreover, key informant consultations at the level of the implementing partners, as well as with former street-connected young persons, have provided evidence of CYLWS lifestyle transformations that have fostered mentors and small-business owners, who are willing to provide mentorship and employment to young persons who wish to leave the streets.

The timeframe for results achievement remains unrealistic, however, given a multiplicity of factors, such as the diversity in the rate of transformation of the young persons; differences in their situational contexts; possible long-term exposure to risky behaviours and traumatic experiences; etc. It follows, that as limited time has been allocated for results achievement, there are implications for the sustainability of emergent results. Specifically, if the young persons are not at the level of behavioural transformation or skills acquisition required for securing wage employment or establishing small businesses, they will be unable to follow the development path that is anticipated for project graduates. It is of interest, therefore, that after having completed the programme, some young persons have been re-approaching implementing partners to enrol in another cycle of programming. This observation leads to questions in several areas, including the effectiveness of the trainings; the adequacy of perceived transformation; and individual capacity for self-sufficiency after graduation.

Finding 15: As the operationalisation of the Youth Association Model has been largely dependent on donor funding, in the absence of secure, long-term, financial support, the potential for the scaling-up of project activities will be significantly reduced.

The implementation of the DFID project has been made possible through matched funding that was acquired (from DFID) to support the incorporation of additional elements into the USAID-funded Kizazi Kipya project. Financial assistance has been provided for a set time period, with no guarantee of additional funding for project continuity and results achievement. Of importance, therefore, the ongoing implementation of the Youth Association Model, is not tied to a secure source of funding for the medium-into long-term period. The implication for programme delivery is noted as being a significantly reduced potential for programme scale-up. There has been an awareness of this eventuality at the level of RCA and the implementing agencies. Moreover, project activities have been limited by the scarce availability of funding to facilitate further investment in project implementation. In some instances, street connected young persons with an expressed interest in forming youth associations have had to be turned away because of budget limitations. More importantly, it has been difficult for the implementing partners to offer paid accommodation to young persons enrolled in VTCs and apprenticeship programmes beyond the period of training/ apprenticeship. The issue to be considered, in consequence, is whether additional funding can be secured beyond the current financial partnership, to support project continuity on a larger scale, as well as the achievement of anticipated project results based on a and more realistic timeframe.

5.   Conclusions, Recommendations and Lessons learned

5.1   Conclusions

Insofar as the implementation of the Youth Association Model has contributed to behavioural transformation, by CYLWS that reduces their street presence in Tanzania, it has and continues to make an important contribution to national development goals. The model is, in effect, equipping street-connected young persons with personal assets and livelihoods skills, to secure a stable and sustainable future for themselves and their families, while making a viable contribution to society. Conversely, within the context of DFID project activities, the operationalisation of the model has not been without its challenges. Project implementation has been faced with emergent issues that range from inadequate resource availability during trainings and apprenticeships, to limited mechanisms for results sustainability. Indeed, the sustainability of the model is also challenged by the financial constraints that impede large-scale implementation in the project localities, as well as other communities in Tanzania.

In spite of the extant challenges to project implementation and results achievement, the Youth Association Model approach has been facilitating a positive turnaround in the situation of street connected young persons in major cities across the country. The self-reported feedback from CYLWS at different stages of the intervention, as well as from former street-connected young persons, has shown that project activities support gradual, albeit significant, lifestyle changes that are founded on individual willingness-to-change and peer-to-peer support. Consequently, key considerations for the remaining period of project implementation are strongly linked to how the implementation of the Youth Association Model can be best supported, to facilitate the achievement and sustainability of anticipated results.

5.2   Recommendations

In this section, strategic and operational recommendations are provided to guide project activities during the remaining implementation timeframe. These recommendations are further intended to inform the future enhancement of the Youth Association Model, subject to the renewal/ extension of the existing financial partnership or the acquisition of a new source of project funding.

Recommendation 1:   The RCA Country Director (Tanzania), in collaboration with the RC Programme Director, should explore the potential for a new financial partnership before current project funding expires, to support project continuity in the medium term (Related to Finding #1; #3; #5; #7; #8; #10 and #15).

As funding for the DFID project will expire in April 2021, it is worthwhile for the RCA Country Director to engage in collaborative discussions with the RC Programme Director on potential sources of future financial partnerships. It is critical that these discussions should commence before the funding period ends and be followed by the formal submission of applications for funding. To support the continuation of project activities for results achievement, based on the implementation of the Youth Association Model, a secure source of funding should be acquired in the medium-term, in the first instance. The results of the evaluation have highlighted the diversity in the rate of behavioural change across all intended project beneficiaries (CYLWS; their families; the general public) and have also identified a need for further

advocacy for the adoption of UN General Comment No. 21. In addition to supporting results achievement in these areas, access to new project funding can be used to address emergent financial needs during the intervention. Examples of issues requiring financial assistance include: the accommodation needs of VTC attendees and apprentices during capacity-building; CYLWS transport needs and meals/ snacks during the Formation Stage; and the need for a greater allocation of days for the informal life skills camp.

Recommendation 2:   With the support of project staff, and under the direction of the RC Programme Director, the RCA Country Director (Tanzania) should revisit the timeframe for results achievement beyond Formation Stage activities (Related to Finding #1; #3; #5; #9; #10 and #14).

The results of the evaluation have shown that there has been some discrepancy between the time allocated for project implementation through to results achievement, and the actual time required for positive and sustainable behavioural transformation by intended project beneficiaries. The grant holder, and by extension the lead implementing agency, is under pressure to achieve anticipated results, and report on the same, within the timeframe allocated for project implementation and results achievement. Yet, the evaluation has shown that the time allocation is insufficient for the effective achievement of sustainable project results. In alignment with the actions described under Recommendation #1, therefore, there is need for RCA to revisit the timeframe that has been earmarked for results achievement under the Youth Association Model approach. This activity should be led by the RCA Country Director, under the direction of the RC Programme Director, and requires close collaboration with project staff across the implementation partnership, to support accurate input for timeframe and/ or strategy revision.

Recommendation 3:   It is recommended that the RCA Country Director (Tanzania), in close collaboration with senior implementing partner staff, should conduct periodic assessments of market needs at the municipal level, supported by an assessment of CYLWS interests and the needs of other beneficiaries, to better inform vocational specialisations by CYLWS, and meet the material needs of other intended beneficiaries (Related to Finding #1; #2; #3; #5; #7 and #8).

Feedback provided by some CYLWS has highlighted their concerns that their needs are not being met during trade-choosing workshops. The young persons have specifically expressed the perception that vocational specialisations were being assigned to them and did not match their interests. Further, there have been concerns expressed by families in receipt of in-kind support, that this assistance does not address all their needs for material supplies.

In the interest of CYLWS commitment to project activities, as well as increased potential for results sustainability, it is important for capacity-building to meet market requirements and align with the interests of the young persons. Similarly, it is critical for the material needs of intended project beneficiaries to be met. It is recommended, therefore, that the RCA Country Director should collaborate with senior project staff, across the implementing partner organisations, to periodically assess the needs of the market and those of the intended project beneficiaries. On one hand, this approach should be used to create greater alignment between trade selection and the individual interests of CYLWS, as well as facilitate better understanding by CYLWS of staff recommendations for trade specialisations. On the other hand, the periodic assessment of the material needs of families should be used to ensure that the support they receive directly addresses their requirements.

Recommendation 4: The RCA Country Director (Tanzania), in close collaboration with the RC Programme Director, and with the support of senior project staff across the partnership, should explore the option of establishing small-scale industrial workshops, to provide training and employment opportunities for CYLWS (Related to Finding #1; #; #4; #5; #8; and #12).

Included among the ongoing concerns expressed by street-connected young persons is the difficult learning environment of the VTCs, given the use of the English language medium, combined with the limited timeframe for instruction and learning. In addition, the young persons have cited the challenge posed by unchanging public sentiments towards them. They have equally expressed doubts about their capacity to secure employment after graduating.

The support provided by implementing partners to street-connected young persons, for food, accommodation and transport, automatically ends upon their completion of training/ apprenticeship. While there is an expectation that the young persons will assume responsibility for all their financial needs, there is no automated guarantee of income-generation from employment or small-business start-up. It is recommended, therefore, that the RCA Country Director (Tanzania), in close collaboration with the RC Programme Director, and with the support of senior project staff within the implementing partner organisations, should explore the possibility of establishing small-scale manufacturing workshops to provide training to CYLWS and project graduates. The expectation, here, is that instruction will be tailored to the abilities of the young persons, and the workshops will facilitate easier business start-up or initial wage employment.

Recommendation 5: Senior RCA project staff, under the direction of the RCA Country Director (Tanzania), and with the support of youth workers across the implementing partner organisations, should continue to actively engage project graduates as role models and older young persons as influencers, to encourage project commitment and behavioural change among CYLWS (Related to Finding #1; #3; #5; and #8).

One of the challenges to project implementation has been the continual lure of the streets to the young persons who are targeted as intended project beneficiaries. By implication, there has been a real possibility for project drop out, with some young persons opting to return to income-generating opportunities or other risky practices that have been associated with their life on the streets. The incidence of early project drop-out has been further influenced by perceptions among street-connected young persons that their lives are not being transformed at the rate they would prefer.

In the interest of encouraging full project commitment by CYLWS to stem drop-out rates, it is recommended that, under the direction of the RCA Country Director (Tanzania), senior project staff across the implementing partner organisations should continue to enlist the support of project graduates as mentors, with support being provided by the youth workers during this process. While there is a possibility that CYLWS will direct their frustrations towards former street-connected young persons, it is anticipated that mentorship by the latter, based on their experience, can encourage CYLWS towards project completion. Further, by continuing to engage older street-connected young persons in project activities, the project can benefit from their capacity to influence their younger peers. In both scenarios, it would be necessary to continuously monitor group dynamics to minimise contention and negative influence, as applicable.

Recommendation 6: **Under the direction of the Country Director (Tanzania), with oversight by the RC Programme Director and support from project staff across the implementing partner organisations, RCA should revisit core elements of the life skills sessions to enhance efficiency and ensure uniform instruction (Related to Finding #1; #3; #11; and #14).**

Street-connected young persons have rated the life skills sessions among the more popular and beneficial components of the Youth Association Model approach. The contribution of these sessions to the gradual transformation of attitudes and behaviours was cited by young persons from all the youth associations that were consulted during the evaluation.

It is to be noted, however, that the life sessions are not guided by a universal project curriculum and associated guidelines. As a result, the sessions conducted during the Capacity-building Stage are facilitated by diverse individuals, all of whom are external to the implementing partner organisations and are not necessarily familiar with the contextual situation of CYLWS. Of further note, some of the sessions are challenged by the unsuitability of physical infrastructure for comfortably hosting large numbers of young persons and/ or facilitating discussions on sensitive topics.

To continue to meet CYLWS expectations of project activities, as well as enhance the quality of delivery, it is recommended that collaboration between RCA and project staff across the implementing partner organisations should be used to revisit and enhance core elements of the life skills sessions. Collaborative discussions should be facilitated under the direction of the RCA Country Director (Tanzania), with oversight being provided by the RC Programme Director. It is anticipated that discussions will be held on curriculum development; physical space; and session facilitators, as well as other pertinent issues that might emerge during the collaboration. The foreseen result of this process is enhanced service delivery based on increased efficiency.

Recommendation 7: **RCA, with the support of its implementing partners and the Youth Forums, should continue to engage in advocacy at the level of municipal and local governments, in the interest of scale-up, to support policy changes for the national adoption of UN General Comment No. 21 (Related to Finding #1; #3; #5; and #13).**

The Youth Association Model has been significantly informed by the need to ensure the rights of CYLWS. Yet, while the Tanzanian government has ratified the UN Convention on the Rights of the Child, it has not adopted UN General Comment No. 21 on children in street situations. In addition, opportunities for CYLWS to transform their lives and enforce their rights are constrained by negative public perceptions about them. RCA continues to make progress, however, in advocating the rights of street-connected young persons, to the extent that gradual changes are being observed at the municipal and local levels. It is recommended, therefore, that RCA should continue its work in the area of advocacy, in collaboration with its implementing partners and street-connected young persons within the youth forums. The anticipated result is gradual change in policy at the municipal and local levels, with the potential for a scaling-up of advocacy efforts to inform further policy changes and national adoption of UN General Comment No. 21.

Recommendation 8: It is recommended that the RCA Country Director (Tanzania), under the oversight of the RC Programme Director, and with support from RCA project staff, should explore the potential for an implementation partnership with municipal and/ or local government to institutionalise project activities, in support of efficient bureaucratic practice; a change in public perceptions; and results sustainability (Related to Finding #1; #3; #4; #5 and #12).

Results achievement under the Youth Association Model is hindered, in part, by bureaucratic requirements that are out-of-reach for several CYLWS. To illustrate, it is difficult for CYLWS to gain access to government loans if they lack basic identification and a permanent address. Similarly, project continuity for results sustainability beyond DFID funding is challenged by the lack of an alternative source of long-term funding. The persistence of public stereotypes about street-connected young persons further deters progress towards self-sufficiency for lifestyle transformation.

Given the importance of behavioural change by street-connected young persons to effectively redress their contextual situation, it is worthwhile for RCA to explore possible options for: i) the provision of effective support to CYLWS, to enable them to meet bureaucratic requirements for financial assistance; ii) the continuation of project activities; and iii) endorsement of campaigns by municipal/ local governments to change the public attitude towards street-connected young persons. Project continuity into the medium- and/ or longer-term would not only allow for the engagement of new groups of street-connected young persons, but would allow the current cadre of project participants to make further progress towards achieving anticipated results to transform their lives. Further, access to loans would support business start-up for project graduates, and governmental endorsement of campaigns to change the public perception of CYLWS can contribute towards the social reintegration of street-connected young persons.

It is recommended, therefore, that RCA, through its Country Director, should engage in discussions with municipal and local government authorities to determine whether there is scope for the institutionalisation of project activities at these levels, to support results achievement and sustainability. This course of action should be initiated under the oversight of the RC Programme Director and should be supported by RCA project staff.

Recommendation 9: RCA, under the direction of its Country Director (Tanzania), and with the support of senior project staff, should continue to invest in its parenting programme, in the interest of scale-up, to accommodate other municipalities and communities, as well as the training-of-trainers to support results sustainability (Related to Finding #1; #3 and #6).

Project activities for the implementation of the Youth Association Model have been further supported by the introduction of RCA-facilitated parenting workshops based on the ACT Raising Safe Kids Programme in select municipalities, including Iringa and Mwanza. Emergent feedback from workshop participants has indicated that they have been gaining skills to enhance their parenting skills, creating the potential for a reduction of the domestic conflict that can lead to street entry by young persons. As workshop participants have expressed that they feel empowered to share their learnings with other parents/ guardians in their communities, it is recommended that RCA, through its Country Director and with the support of senior project staff, should continue to invest in these workshops, with the intention of scale-up to other municipalities and communities. In the interest of results sustainability, it is further

recommended that workshop 'graduates' should receive support and coaching, to enable them to conduct similar workshops in their communities.

Recommendation 10:   The RCA Country Director (Tanzania), with the support of senior administrative staff, should examine available options for CYLWS to gain access to medical care at local health institutions outside of RCA working hours (Related to Finding #1; #3; and #10).

CYLWS who are enrolled in DFID project activities are afforded the opportunity to access free specialist medical services at designated healthcare institutions, upon producing a referral from RCA Administration or the implementing partner organisations. As referrals and immediate access to firstaid are inaccessible outside of formal working hours, the young persons are compelled to await the next working day before making a request for the same, with the situation becoming more compounded over the weekends. To support easier accessibility by CYLWS to healthcare services outside of working hours, therefore, it is recommended that the RCA Country Director (Tanzania), in collaboration with its senior administrative staff, should explore the possibility of facilitating CYLWS access to healthcare when its offices are closed. By default, it would be necessary for RCA to liaise with its affiliate healthcare provider, to determine the feasibility of service delivery in the absence of a referral. Once a workable agreement has been established between RCA and the healthcare institution, other implementing partners can be guided towards issuing similar requests to the healthcare providers in their respective municipalities/ communities.

5.3   Lessons learned

Facilitating CYLWS access to opportunities for life skills acquisition and technical vocational training does not automatically lead to income generation through wage employment or small-business start-up. While CYLWS have gained access to capacity-building opportunities to enhance their livelihoods and develop sustainable, positive behaviours, lifestyle transformation has been challenged by multiple project-related and external societal barriers, particularly, the insufficiency of project resources; negative public stereotypes; and the transition period between training/ apprenticeship and sustainable revenue generation.

The theoretical allocation of time for project implementation and results achievement does not necessarily align with the timeframe required for individual behavioural transformation. The rate of behavioural transformation of street-connected young persons differs by individuals, given varying levels of exposure to risk factors and individual response to therapeutic intervention.

Access to training opportunities becomes ineffective if it does not consider the effects of the unique contextual circumstances of individual trainees on their capacity to assimilate new learnings. Gaps in the learning curve for CYLWS enrolled in VTCs emerge in response to differences in their learning abilities, and the difficulties they face in adapting to English medium instruction.

Appendix I Terms of Reference

CONSULTANCY OPPORTUNITY

Title: Youth Action Model Evaluation

Location: Dar es Salaam, Mwanza, Arusha, Iringa,

Mbeya and Dodoma

Responsible to: Country Director

Vision, Mission and Values

Vision

We believe in a world where no child has to live on the streets.

Mission

We create and enable sustainable change for children living on the streets.

We do this in three ways:

- **On the streets** - We seek to reach a child on the streets before abusers, drug dealers and traffickers do. Finding them shelter, food and support is the first step.

- **In communities** - We work with families, neighbours and wider communities to raise awareness, change perceptions and to help all children get the support they need to stay safe.

- **With Governments** - If the system doesn't change, nothing does. We lobby governments, pressurise and campaign until we get the policy changes that keep children safe, well and off the streets forever.

Values

- **Effectiveness** - Our work is constantly judged on results and impact and then assessed to ensure maximum return on investment, both in our programme outputs and financially. Every penny of donors' money is invested with care and attention to detail.

- **Innovation** - We think outside the box and are constantly reviewing our work to find new and improved ways of doing the best for our beneficiaries. We are a leader, not a follower and constantly push ourselves to deliver sector leading work.

- **Bravery** - We are not afraid to push the boundaries, ask the tough questions, try new things or challenge the norm in order to change the world.

- **Honesty & Integrity** - We will always act with integrity towards our supporters, partners and peers, acting in the best interests of our beneficiaries at all times.

TERMS OF REFERENCE (TOR) FOR YOUTH ASSOCIATION MODEL EVALUATION

BACKGROUND AND PROJECT DESCRIPTION

Railway Children Africa (RCA) is a subsidiary of Railway Children UK. As an organization, our primary aim is to enable and create positive sustainable change in the lives of children and youth living alone and at risk on the streets. Our 'Three Step Change Agenda' embodies our vision of real change being achieved through success in three interwoven areas:

1.) Meeting the immediate needs of children on the streets

2.) Shifting local perception

3.) Holding governments responsible

RCA has been awarded a three-year grant (April 2018 to April 2021) from the UK Department for International Development (DFID) Aid Direct. Within this grant RCA is working in partnership with six civil society organizations namely: Baba Watoto Center in Dar es Salaam, IDYDC in Iringa, CARITAS in Mbeya, Amani Center in Arusha, KISEDET in Dodoma, Cheka Sana Tanzania in Mwanza. Also, RCA is implementing its own project in Mwanza under the same DFID grant.

This funding aims to strengthen services provided to Children and Youth Living and Working on the streets (CYLWS) under the USAID Kizazi Kipya project with a number of additional elements such as legal support, provision of alternative family-based care, provision of short-term housing for youth and a number of advocacy initiatives including lobbying for increased government investment in services for CYLWS, and developing a national Standard Operating Procedure for working with CYLWS.

Specifically, the DFID project aims to enforce the rights of street-connected children and youth in Tanzania as laid out in the UN General Comment on Children in Street Situations (GC).

1.1 Project Impact

The rights of Children and Youth Living and Working on the Streets (CYLWS) in Tanzania are respected, through implementation of the UN General Comment no. 21 on children in street situations.

1.2 Project Outcome:

12,465 vulnerable children and youth on the streets, or at risk of going to the streets, have improved social and emotional wellbeing, including access to food and education, along with at least 2,970 adults from their families.

1.3 Specific Project output related to this exercise

60 youth associations have been established across six cities in Tanzania that enable 1,200 young people to be supported to improve their self-esteem and enhance their livelihoods and look after their 135 infants.

2. PURPOSE OF THE EVALUATION AND OBJECTIVES OF THE EVALUATION

The purpose of the evaluation is to assess the impact of transforming youth living and working on the streets using the youth association model approach. The evaluation will also identify key lessons,

recommendations and action points to guide and inform future policy and programme work particularly in relation to the youth programme and to the advocacy work.

In addition, the evaluation will draw a comparison on how the youth association model is being implemented across the cities and if there are any differences and/or similarities in issues specific to each city.

2.1. OBJECTIVES

The main objective of the evaluation is to determine the impact of the Youth Association Model, as a strategy in empowering street working youth. Specifically, the evaluation will seek to: Assess to what extent the model has achieved its objectives and/or impact on the target group, in relation to:

- What kind of changes have been brought about by the project, intended and unintended?

- Which life skills among the youth have improved and what project activities were responsible for such improvements?

- What behaviours among the youth reflect the application of the acquired life skills and what benefits do the youth associate with those skills?

- What barriers inhibit the application of the acquired life skills and what do the youth do to overcome those barriers? Which of those barriers and coping resources are found within the project activities and which are found outside?

- Have there been any negative experiences with the project activities and with what consequences?

- What support is provided for the youth on substance abuse and HIV/AIDS?

- Responding to emerging changes in the operating environment (identified gaps, constraints and opportunities)

2.1.1 Assess the relevance, effectiveness and efficiency of the Programme in relation to:

- Are the objectives and results of the project in line with the needs of the beneficiaries?

- Are the activities relevant with regards to the development problems?

- Is the project relevant in the context of Tanzania's development policy?

- Have RCA and its partners been flexible in their activities in response to the youth needs and aspirations?

- Is there a group of street youth whose needs are not being addressed by the youth association model, and of so why?

- To what extent are the members of the youth association groups supporting in rescuing young children on the streets?

2.1.2 Sustainability - How sustainable are the results and impact achieved?

- Do the youth who have acquired skills from the project activities demonstrate having developed personal assets including financial (such as the ability to start up and sustain income generating

activities) social (such as the ability to form supportive networks with friends, family and other relatives), human (the ability to maintain good health and demonstrate healthy behaviour, and the ability and skills to participate/engage in everyday activities), personal (motivation, self-confidence, self-esteem, assertiveness) and physical (including access to information, banking and related services, the ability to travel, care for the sick/dependents) skills.

- Does the youth association model mitigate the impact of street experience based on how the young people parent their own children?

- Have there been any challenges/issues (legal, structural, institutional, management, governance, networking, referrals, systems etc) and how have they been overcome?

- Is there opportunity for strengthening the implementation of the youth platforms to cement the gains under the youth association model?

- Are the youth who have acquired skills from the project activities accessing financial support from other financial institutions or LGA funds?

- How many youths have been linked or supported to secure employment or begin self-employment?

3. SCOPE OF THE EVALUATION

The evaluation will cover the implementation of the youth association component across the six civil society organizations. The timeframe of the current funded project that will pay for this assignment is three years, of which we are halfway through, however the intervention to be evaluated was running for approximately 9 months prior to this grant in all sites and for several more years in Mwanza.

3.1 EVALUATION SITES:

The project has been implemented in six cities namely Arusha, Mwanza, Dodoma, Dar es Salaam, Iringa and Mbeya. The consultant will visit at least two (or more if budget allows) sites one of which should be Mwanza given the longevity of the intervention there. Desk-based analysis and interaction on the telephone with project staff and possibly beneficiaries can take place in relation to all six sites.

3.2 EVALUATION APPROACH

The consultant will be responsible for designing the methodology, with input from RCA. To fulfil the objectives of this exercise we expect a range of assessment methods to be employed.

RCA Safeguarding Policy will be strictly followed in all contacts with beneficiaries. Ethical considerations must be applied in evaluation of any activities related to reported cases of abuse or violation of CYLWS rights.

1. **DELIVERABLES**

- The consultants should deliver the following outputs and services:

- Detailed evaluation framework/design and implementation plan agreed with the programme team

- Development and finalization of the evaluation tools

- Orientation/training of the evaluation team, if applicable.

- Undertake all evaluation activities

- Present the findings and initial recommendations of the evaluation to the RCA team in Dar es Salaam.

- Produce final Consolidated Evaluation report of the project (report shall be written in English and shall not exceed 30 pages, excluding annexes).

2. EXPECTED OUTCOMES

An external results analysis report based on existing data, interviews and analytical work, with, but not limited to, the following content:

- Executive summary – summary of the evaluation with emphasis on the main findings.

- Outline of methodology used.

- An analysis of results achieved, in relation to expected results and objectives of the project/intervention.

- Any unintended results, positive as well as negative, and possible reasons for results not being achieved

- Lessons learnt – general conclusions that are likely to have a potential for RCA, DFID and wider application use as per scope of work.

- Recommendations – how results and experiences from the project can be used by RCA in terms of its future programming and policy work.

3. ANTICIPATED TIMEFRAME

- The methodology and tools to be used must be agreed by the end of December 2019

- Field work must be completed and initial findings presented to the RCA team by end of January 2020.

- A first draft report shall be submitted to RCA electronically by 14th February 2020.

- RCA will provide comments by the end of February 2020.

- The final consolidated evaluation report shall be submitted by 14th March 2020 to be written in English and shall not exceed 30 pages, excluding annexes.

- The evaluation report must be presented to a standard that enables publication without further editing.

4. SPECIFICATIONS

7.1 EXPERIENCE REQUIRED

- Demonstrated experience in evaluation of development programmes

- Sound experience in institutional and organizational development assessment. Proven capacity in working across the levels of institutions from policy, to legislation and organizations

- Excellent analytical skills to document experiences and report progress against objectives

- Excellent facilitation and presentation skills

- Excellent report writing and good communication skills in English.

- Excellent communication skills in Swahili or budget allocation for translator during field visits.

- Applications for the consultant can be undertaken separately or as a team or by a firm. If the consultant plans to undertake the evaluation together with co-consultant (s) the CV (s) shall be presented during application.

8. SUPERVISION AND MANAGEMENT

The overall supervision of the evaluator will rest with RCA. The consultant will report to the **Country Director**. The consultant will be expected to work closely with and interact with implementing partners and advocacy steering group partners. The overall management will be provided by RCA. The Country Director based in Dar es Salaam will provide day-to-day supervision and support to the consultant.

1. **APPLICATION REQUIREMENTS**

All expressions of interest should include:

- Cover letter: A short (maximum three pages) letter addressing the evaluation criteria.

- Technical Proposal (maximum eight pages) highlighting: brief explanation about the consultant(s) with emphasis on previous experience in this kind of work; profile(s) of the consultant(s) to be involved in undertaking the evaluation; understanding of the ToR, the task to be accomplished as well as a draft evaluation framework and plan.

- Financial Proposal: The financial proposal should provide cost estimates for services rendered including daily consultancy fees and all travel costs for the consultancy team; costs related to persons that will take part from RCA and implementing partners and government authorities during evaluation process do not need to be included.

- Data collection and data processing costs are on the account of the consultant. The consultant should also use his/her own computer and any other equipment required to carry out the assignment.

- CVs of all consultants that will work on the assignment and an outline of what role each person will carry out.

- Three examples of previous work and contact details of contracting agencies for each piece of work.

How to apply

To apply for this consultancy work, send all the application requirements to jobs.mwanza@railwaychildren.or.tz

At Railway Children, we are committed to the safeguarding and protection of all those who come into contact with us in our work. We follow a range of procedures to ensure that only those who are suitable

to work with children and vulnerable people are recruited to work for us. This post is subject to a range of vetting checks including criminal records check.

Closing date: **Thursday, 14th November 2019 at 5pm East African Time.**

Due to the number of applications often received, only those to be invited for interview will be informed of the outcome of their application. Applicants who have not heard within two weeks of the closing date should assume they have been unsuccessful.

Appendix II Youth Association Model Implementation Partnerships

	site/ city of focus	Civil society implementing partner / project
1.	Arusha	Amani Centre
2.	Dar es Salaam	Baba Watoto Centre
3.	Dodoma	KISEDET
4.	Iringa	Iringa Development of Youth Disabled and Children Care
5.	Mbeya	Caritas
6.	Mwanza	Cheka Sana Tanzania Kivuko Project (RCA-implemented)

Source: Technical Brief: USAID Kizazi Kipya, May 2018

Appendix III Approved Methodology

Technical Approach

In order to meet the requirements of the ToR and adhere to standard UNEG[9] guidelines for evaluations, the technical approach to the evaluation was inclusive and participatory, and was supported by utilisation-focused principles; mixed-methods; and a client-approved evaluation matrix.

Inclusive Participatory Approach:

Given the specific objectives of the evaluation, combined with its focus on determining the impact of project activity that has resulted from the use of the YAM Approach, there was an expectation that the evaluation would engage members of the project target groups in each implementing city. In this regard, the application of an inclusive, participatory approach was appropriate for two reasons. First, it facilitated a pragmatic evaluation by engaging all categories of relevant stakeholders in the design and implementation stages, as key informants of the focal project activities. Second, from an ethical perspective, key informants have a right to be involved in decision-making that affects them.[10] It follows, that the engagement of relevant stakeholders/key informants in the evaluation, from the design through to preliminary results interpretation stage, built on their knowledge and experience of project activity. By using an inclusive, participatory approach, the evaluation served to benefit from better quality data; more appropriate recommendations; and greater uptake of the evaluation results, through a better understanding of collated data, and greater accuracy in data analysis and results interpretation. [11]

Utilisation-focused Evaluation Principles:

The use of utilisation-focused evaluation principles complemented the inclusive, participatory approach, as it was based on the understanding that the evaluation should be useful to its end-users[12]. Utilisation-focused evaluation principles use participatory methods to determine what the end-users want from the evaluation, and thereby support ownership of the evaluation by its intended users. The benefit of this approach is an increased uptake of the evaluation results to enhance strategic planning and follow-on programming. In order to ensure that the evaluation was owned by its intended end-users during design and implementation, therefore, the consultant engaged all categories of stakeholders who were involved in the project implementation process. The intention was to capture the unique experiences and perspectives of all relevant stakeholders, who were recognised as being key informants of the implementation process, as well as its effects. Importantly, however, the evaluation maintained its independence and impartiality, as the consultant was responsible for the final analysis of data and the interpretation and synthesis of the evaluation results.

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[9] United Nations Evaluation Group

[10] United Nations, 2003. *The Human Rights-based Approach to Development Cooperation: Towards a Common Understanding among UN Agencies*. Available at: http://hrbaportal.org/the-human-rights-based-approach-to-development-cooperation-towards-a-common-understanding-among-un-agencies [Accessed online 18 December 2019].

[11] Guijit, I, 2014. *Participatory Approaches*. Florence: UNICEF.

[12] Patton, M.Q., 2010. *Utilisation-focused evaluation*. 4th edition. Thousand Oaks, California: Sage Publications.

Mixed Methods:

Based on the specifications of the ToR, it was anticipated that data collection and analysis would generate qualitative and quantitative results, thereby requiring a mixed-methods approach comprising qualitative and quantitative techniques. The use of mixed methods supported: i) the application of methodological techniques that were suitable for collecting and analysing the type of data that was being generated; ii) the cross-validation of data from multiple sources, to increase results credibility for developing the main evaluation findings; and iii) enhanced data collection and analysis through the synergies created across different methods, whereby a given method can generate data or results to inform another.[13]

Evaluation Matrix:

Using the logical framework approach[14], an evaluation matrix was developed in response to ToR requirements to articulate the main evaluation issues (see Appendix V), which were supported by key questions and sub-questions; performance indicators; and means of verification. In line with the ToR, the evaluation issues were conceptualised under five main criteria (relevance; effectiveness; efficiency; sustainability and impact), which were informed by ToR specifications and the definitions advanced by OECD-DAC.

Given the emphasis placed on learning within the ToR, two additional criteria were incorporated into the evaluation matrix, namely lessons learned; and recommendations. In addition, the cross-cutting theme, gender, was included as a third criterion, to support the exploration of implementation similarities and differences across cities and the implementing civil society organisations.

The draft matrix was informed by the examples of evaluation questions that were provided in the ToR, and the preliminary review of the project logical framework. Following the incorporation of the draft evaluation matrix into the draft Inception Report and Implementation Plan, the report was submitted to the RCA Country Director in Dar es Salaam for internal dissemination and review, to inform its finalisation. The final selection of evaluation criteria, including the articulation of the evaluation matrix, involved collaborative discussion between the evaluator and RCA during the Inception Phase of the evaluation.

Sampling:

Given the anticipated diversity across documents and stakeholder groups during data collection, purposive sampling based on a sequential approach was used to select relevant documents and key informants for inclusion in data collection activity. The rationale for this approach was linked to one of the main limitations to the evaluation, resource scarcity, which is a common challenge during data collection. Purposive sampling was used to mitigate this limitation and achieve the level of rigour required for a robust evaluation. This approach to sampling was structured around the main evaluation criteria and questions, to support greater accuracy and preciseness during data collection. When purposive sampling

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[13] Nagy- Hesse-Biber, S., 2010. *Mixed Methods Research: Merging Theory with Practice*. London: The Guilford Press.

[14] United Nations Development Programme, 2011. *Outcome-level Evaluation: A Companion Guide to Handbook on Planning, Monitoring and Evaluating for Development Results for Programme Units and Evaluators*. Available at: http://web.undp.org/evaluation/documents/guidance/UNDP_Guidance_on_Outcome-Level%20_Evaluation_2011.pdf [Accessed online 18 December 2019].

is supported by a sequential approach, it has the further advantage of allowing data collection to evolve alongside emergent findings, by creating the flexibility for additional data collection at any stage of the evaluation.

Preliminary criteria for the selection of the evaluation sample, comprising cities; key informants and documents, were established following an initial review of relevant background documentation during the Inception Phase of the evaluation. The final list of criteria was also determined in collaboration with RCA during this phase. Consequently, the following criteria were selected for the evaluation:

1.) **Document availability:** All documents of relevance for this evaluation were included in the desk review sample subject to their availability;

2.) **Category of project stakeholder/ key informant:** Key informants were selected for consultations based on the main selection criterion, *category of project stakeholder*. The sample of key informants was, therefore, selected from categories of stakeholders involved in project design and implementation, as applicable;

3.) **Site predetermination:** The sites/ cities of focus for data collection were predetermined during internal discussions held at RCA and were applied to the sampling process. Key informants were engaged at:

- Dar es Salaam, the city in which RCA is located;

- Mwanza, the city in which the project has been implemented for the longest period of time; and

- Iringa, a city in which the mandate of the implementing partner involves engaging youth and children living with disabilities.

Methods

The evaluation was implemented over five distinct but overlapping phases: **Phase 1:** Inception; **Phase 2:** Data collection; **Phase 3:** Data analysis and results synthesis; **Phase 4:** Reporting; and **Phase 5:** Assignment management. The methodological approach to the evaluation adhered to international standards established by OECD-DAC; Bond; and UNEG, and respected the organisational standards established by RCA. All data that was collected was to remain the property of the RCA as its custodian, and no part of this study was to be reproduced or used to inform subsequent work without the written permission of the RCA. A description of each phase of evaluation activity is provided below.

Phase 1: Inception (4.75 days): Following the finalisation of contractual details for the assignment, the Inception Phase of the evaluation commenced with an initial Start-up meeting, between the consultant and RCA. The consultant also used this meeting to acquire a greater understanding of the evaluation context and client expectations. To support this process, the consultant requested background documentation on the focal project, including the Youth Action Model Approach, for preliminary review. The main deliverable during the Inception Phase was the Inception Report and Implementation/ Work Plan, a draft version of which was submitted to RCA through the Country Director in Dar es Salaam, for internal dissemination, review and comment. Feedback received was used to inform the finalisation of this document, for use as the client-approved guideline for the evaluation. The final Inception Report and

Implementation Plan comprised the approved evaluation methodology, including the technical approach; the evaluation matrix; sampling strategy and data collection tools.

Phase 2: Data Collection (11.25 days): Data collection involved the desk review of relevant documents; key informant consultations and a country mission to Tanzania. The selection of potential sources of data, in particular, key informants and documents, was based on purposeful sampling using a sequential approach. This approach allowed for the identification and selection of additional data sources throughout the evaluation, for follow-up data collection, as applicable.

Desk review:

An in-depth desk review of relevant documents was guided by the key questions and sub-questions of the client-approved evaluation matrix. Additional documents acquired during the country mission were also be subject to desk review.

Key informant consultations:

Consultations with key informants were conducted by individual and/ or small group interviews (in-person or Skype); focus group discussions; and interactive child-friendly method, where applicable. Each consultation was guided by data collection protocols that were tailored to each category of key informant.

Country mission:

In line with ToR requirements, and further clarification received during the Start-up discussion and planning meeting with RCA, data was collected from three implementing cities, including their respective implementing civil society organisations, during a country mission to Tanzania. As RCA is based in Dar es Salaam, in addition to the consultations held within the client organisation, in-person consultations were conducted with the civil society organisation that is based in this city. As the intervention to be evaluated was implemented for the longest period of time in Mwanza, a field visit was also conducted in this city for the purpose of in-person consultations. In order to expand the reach of in-person consultations, a third city, Iringa, was selected during the Start-up discussion and planning meeting for the evaluation.

Phase 3 – Data Analysis and Synthesis (1.5 days): The analysis of data was aligned to the approved technical approach to the evaluation and complied with the international evaluation standards of the OECD-DAC; Bond and UNEG. Data validity was assured through cross-referencing and triangulation from multiple data sources. In order to purposefully influence analysis through triangulation, and produce credible evaluation findings, the following methods of analysis were used:

- **Descriptive analysis** of the Kizazi Kipya project and the Youth Association Model Approach, to understand and describe the main components of the project and the model, including related activities; partnerships; modalities of delivery across cities and implementing organisations; etc. Descriptive analysis was used as a first step that preceded more interpretative approaches during the evaluation;

- **Content analysis** of documents, and notes arising from key informant consultations, to identify common trends and themes, and patterns for each of the key evaluation issues (as the main units of analysis). Content analysis was also used to flag diverging views and opposite trends and determine whether there might have been need for additional data collection. Emerging issues

and trends were synthesised to inform each stage of the reporting process (validation; draft and final evaluation reports);

- **Quantitative analysis** of data on the achievement of quantitative targets, as applicable, and resource use during design and implementation processes. Simplified analyses were conducted on all quantitative datasets using spreadsheet software (Excel), to generate summary statistics. The statistics that were generated were further used to develop emergent findings and inform comparative analysis; and

- **Comparative analysis** to examine findings across emerging themes, and to identify good practice and innovative approaches, where applicable, and lessons learnt. Information was organised according to hypotheses generated. The main evaluation findings were generated through this process. Case study vignettes were also developed, here, to document examples from project design and implementation, including lessons learned and good practice, relative to the established evaluation criteria. The case study vignette is a short, descriptive, summary example of the effects and workings of programming.[15] Vignettes vary in length and detail according to the specific example and the amount of data available. They are not intended to be aggregated or consolidated into an account of overall impact. Rather, they are intended to provide rich qualitative data on selected examples in given settings.

In line with the use of utilisation-focused principles, the initial findings from data collection, as well as considerations for formulating the evaluation recommendations, was shared with RCA post-country mission. Consolidated feedback received was used to initiate further data collection, where required, as well as inform further reporting, as outlined below.

Phase 4 – Reporting (10.25 days): Phase 4 of the evaluation included an initial report on the emergent evaluation results to support validation. Feedback received was used to inform the draft evaluation report, which was submitted to RCA, for internal dissemination and review. The feedback that was provided on the draft report was used to inform the Final Consolidated Evaluation Report, which was written in jargon-free language and followed all guidelines specified in the ToR.

Phase 5 – Assignment management (0.25 day): Assignment management will occur throughout the evaluation and will be informed by RCA Child Protection Policy and the international evaluation standards of OECD-DAC; Bond; and UNEG. This phase of the evaluation was used to safeguard the well-being of all key informants and ensure the timely implementation of all evaluation activity. To support this process, the evaluator submitted a signed copy of the RCA Safeguarding Policy Code to the RCA Country Director before commencing fieldwork. The evaluator also abided by the Safeguarding Policy of the implementing partner agencies.

Informal updates on the progress of the evaluation will be submitted to the RCA Country Director at scheduled intervals. The Country Director was also immediately informed of emergent incidents that had bearing on the evaluative process.

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[15] Patton, M. 2001. Qualitative Research and Evaluation Methods. California: Sage Publications.

Appendix IV Evaluation Criteria

Evaluation criteria	Definitions
1. Relevance	The extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies
2. Effectiveness	The extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance
3. Efficiency	A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results
4. Cross-cutting theme: Gender	Achieving gender equality and eliminating all discrimination on the basis of sex
5. Impact	Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended
6. Sustainability	The continuation of benefits from a development intervention after major development assistance has been completed The probability of continued long-term benefits; the resilience to risk of the net benefit flows over time
7. Lessons learned	Generalizations based on evaluation experiences with projects, programs, or policies that abstract from the specific circumstances to broader situations; frequently, lessons highlight strengths or weaknesses in preparation, design, and implementation that affect performance, outcome, and impact
8. Recommendations	Proposals aimed at enhancing the effectiveness, quality, or efficiency of a development intervention; at redesigning the objectives; and/or at the reallocation of resources.

Source:

– OECD DAC Glossary of Key Terms in Evaluation and Results-based Management, #1 - #3; #5 - #7

– UNDG RBM Handbook 2009 (last modified 2019), #4

Appendix V Evaluation Matrix

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis

1.0 Relevance	1.1 To what extent is the Kizazi Kipya project, including its Youth Association Model Approach, relevant at the country-level?	1.1.1 How relevant is the project in the context of Tanzania's development policy?	• Country Strategic Plan
			• National Development Policy
			• Sector-specific Investment Plans
			• Project document and training manual
			• Project logical framework/ Theory of change
			• Project assessments/ evaluations
			• Consultations with key informants at the level of:
			  - Government
			  - RCA
			  - RC UK
				• Review of relevant documents
				• Consultations with key informants:
				  - Interviews (individual; small group)
					• Evidence of alignment between project objectives and national development policy/ priorities
					• Key informant perceptions
						• Desk review, including:
						  – Descriptive analysis
						  – Content analysis
						  – Quantitative analysis
						  – Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			• Civil society implementing organisations			
		1.1.2 In what way is the project relevant to the local implementing cities?	• Country Strategic Plan • National Development Policy • Sector-specific Investment Plans • Local Development Plans • Project document and training manual • Project logical framework/ Theory of change • Project monitoring reports/ assessments/ evaluations • Consultations with key informants at the level of:	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group)	• Evidence of alignment between project objectives and local development policy/ priorities • Key informant perceptions	• Desk review, including: – Descriptive analysis – Content analysis – Quantitative analysis – Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			- Local government - RCA • Civil society implementing organisations			
		1.1.3 How responsive are project activities to development problems at the national and local levels?	• Country Strategic Plan • National Development Policy • Sector-specific Investment Plans • Local Development Plans • Project document and training manual • Project logical framework/ Theory of change • Project monitoring reports/ assessments/ evaluations	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group)	• Evidence of alignment between project activities and local/ national development issues • Key informant perceptions	• Desk review, including: – Descriptive analysis – Content analysis – Quantitative analysis – Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			• Consultations with key informants at the level of: - Local government - Government - RCA - RC UK • Civil society implementing organisations			
	1.2 What is the relevance of the project to the civil society implementing organisations?	1.2.1 To what extent do project activities align with the vision and mission of the civil society implementing organisations?	• CSO vision/ mission/ mandate • Project document and training manual • Project logical framework/ Theory of change • Project assessments/ evaluations • Consultations with key informants at the level of: - RCA	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group)	• Evidence of alignment between project activities and the mandate of civil society implementing organisations • Key informant perceptions	• Desk review, including: - Descriptive analysis - Content analysis - Quantitative analysis - Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			• Civil society implementing organisations			
	1.3 How relevant is the project to its target beneficiaries?	1.3.1 What evidence is there to show that the project design, including its main activities, has addressed the needs of the intended beneficiaries?	• Project document and training manual • Project logical framework/ Theory of change • Project monitoring reports/ assessments/ evaluations • Consultations with key informants at the level of: − RCA • Civil society implementing organisations	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group) - Interactive child-friendly sessions	• Evidence of: − Consultations with intended beneficiaries during project design − Reflection of expressed needs of beneficiaries in project activities − Key informant perceptions	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis
	1.4 What is the relevance of the project to its international partners?	1.4.1 In what way does the project align with the mandate of: - RC UK? - DFID?	• Project document and training manual • Project logical framework/ Theory of change	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group)	• Evidence of alignment between project objectives/ activities with: − RC UK/ RCA vision and mission − International donor development priorities	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			• Project assessments/ evaluations • RC UK/RCA Organisational mandate • Donor Strategic Plans • Consultations with key informants at the level of: – RC UK/ RCA • Financial partners		– Key informant perceptions	– Comparative analysis
2.0 Effectiveness	2.1 What progress has the project made towards achieving its target outcomes, as of the project mid-term?	2.1.1 Has there been any improvement in the social and emotional well-being and skillset of vulnerable CYLWS (or at risk of going to the streets)?	• Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change • Consultations with: – RCA – Civil society implementing organisations	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group)	• Achievement or surpassing of 2019 project milestone, i.e. – 419 youths (107 females; 312 males) receive support to return to a safe family environment and remain home after a year • Young persons have gained portable skills and personal assets in the following areas: – Ability to start-up and sustain income generating activities	• Desk review, including: – Descriptive analysis – Content analysis – Quantitative analysis – Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			• Target project beneficiaries and their families/ friends/ other relatives		− Ability to form supportive networks with friends/ family/ other relatives − Ability to maintain good health/ healthy behaviour − Ability and skills to engage in everyday activities − Motivation/ self-confidence/ self-esteem/ assertiveness − Access to information/ banking/ related services − Ability to travel − Ability to care for the sick/ dependents − Portable skills • Key informant perceptions	
		2.1.2 Have CYLWS become able to sustain their own livelihood and secure safe accommodation?	• Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group)	• Evidence of progress towards 2020 milestone of 480 youths with: − An improvement in their income as a result of the project − Active youth businesses or employment as a result of the project • Key informant perceptions	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			• Consultations with: − RCA − Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives			
		2.1.3 Is there an increased number of people with positive perceptions of CYLWS?	• Project monitoring reports/ assessments/ evaluations • Project logical framework/ Theory of change • Consultations with: − RCA − Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group)	• Achievement or surpassing of 2019 milestone of 38 persons with improved perceptions of CYLWS	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
		2.1.4 Has the Government of Tanzania committed to the implementation of UN General Comment 21 on children in street situations?	• Project monitoring reports/ assessments/ evaluations • Project logical framework/ Theory of change • Consultations with: − RCA − Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group)	• Evidence of: − Full engagement by Government in developing Standard Operating Procedures − Legal analysis of UN General Comment 21 by Tanzania Consortium for Street Children for use in advocacy − Initial lobbying/ advocacy by the Tanzania Consortium for Street Children − Government receipt of UN General Comment 21 from the UN	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis
	2.2 To what extent has the project contributed to improved access to social and emotional well-being, education and food among its target groups?	2.2.1 Have vulnerable CYLWS (or at risk of going to the streets) gained improved access to food and education?	• Project monitoring reports/ assessments/ evaluations • Project logical framework/ Theory of change • Consultations with: − RCA	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group) - Interactive child-friendly sessions	• Number/ Percentage of young persons demonstrating improved access to food and education by target project beneficiaries • Key informant perceptions	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			− Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives			
		2.2.2 Have adults from the families of CYLWS (or at risk of going to the streets): - Improved their social and emotional well-being? - Gained improved access to food and education?	• Project monitoring reports/ assessments/ evaluations • Project logical framework/ Theory of change • Consultations with: − RCA − Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group)	• Number/ Percentage of adults from the families of CYLWS (or at risk of going to the streets) demonstrating − Improved social and emotional well-being − Improved access to food and education • Key informant perceptions	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis
		2.2.3 How have specific project activities	• Project monitoring reports/	• Review of relevant documents	• Evidence of direct alignment between project activities and improved skillset and	• Desk review, including:

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
		contributed towards improved life skills among the target groups of youths?	assessments/ evaluations • Project logical framework/ Theory of change • Consultations with: − RCA − Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives	• Consultations with key informants: - Interviews (individual; small group) - Interactive child-friendly sessions	personal assets among young persons − Key informant perceptions	− Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis
	2.3 How effective is the Youth Association Model in transforming the lives of children and youth living and working on the streets?	2.3.1 How has the support being provided by the youth association group helped to rescue young children from the streets?	• Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change • Consultations with: − RCA	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group) - Interactive child-friendly sessions	• Attribution of specific project activities/ support to youth decision-making on leaving the streets • Description of ways in which project activities/ support helped youths to leave the street • Number/ Percentage of youths who left the streets because of project activities/ support • Key informant perceptions	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			− Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives			
		2.3.2 How does the model mitigate the impact of the street experience on the way in which the youths parent their own children?	• Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change • Consultations with: − RCA − Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group) - Interactive child-friendly sessions	• Attribution of specific project activities to improved parenting by street youths/ rescued street youths • Key informant perceptions	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis

		2.3.3 How has the support provided to street youths helped:
		
		• Young persons on substance abuse?
		• Young persons diagnosed with HIV/ AIDS?
			• Project monitoring reports/ assessments/ evaluations
			• Project document and training manual
			• Project logical framework/ Theory of change
			• Consultations with:
			  − RCA
			  − Civil society implementing organisations
			• Target project beneficiaries and their families/ friends/ other relatives
				• Review of relevant documents
				• Consultations with key informants:
				  - Interviews (individual; small group)
				  - Interactive child-friendly sessions
					• Evidence of improved access to skills and personal assets by youths on substance abuse; youths diagnosed with HIV/ AIDS
					• Key informant perceptions
						• Desk review, including:
						  − Descriptive analysis
						  − Content analysis
						  − Quantitative analysis
						  − Comparative analysis

	2.4 To what extent has the project been challenged by unintended effects?	2.4.1 What are the unintended effects of the project, whether negative or positive?	• Project monitoring reports/ assessments/ evaluations
			• Project document and training manual
				• Review of relevant documents
				• Consultations with key informants:
				  - Interviews (individual; small group)
					• Evidence of unanticipated negative challenges to project
					• Evidence of unanticipated positive effects of project
					• Key informant perceptions
						• Desk review, including:
						  − Descriptive analysis
						  − Content analysis
						  − Quantitative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			• Project logical framework/ Theory of change • Consultations with: – RCA – Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives	- Interactive child-friendly sessions		– Comparative analysis
		2.4.2 Is there any evidence of a group of street youth whose needs are not being met by the youth association?	• Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change • Consultations with: – RCA	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group) - Interactive child-friendly sessions	• Number/ Percentage of youths unreached by project • Number/ Percentage of youths with needs unmet by project • Key informant perceptions	• Desk review, including: – Descriptive analysis – Content analysis – Quantitative analysis – Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			− Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives			
		2.4.3 What evidence is there of barriers to the project, whether internal or external, that prevent youths from applying the life skills they learnt?	• Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change • Consultations with: − RCA − Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group) - Interactive child-friendly sessions	• Number/ Percentage of youths identifying barriers to the application of acquired life skills • Description by youths of project-specific/ external barriers that prevent them from applying acquired life skills • Key informant perceptions	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
		2.4.4 How has the project addressed its unintended effects to date, and what has been the effect?	• Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change • Consultations with: − RCA − RC UK − Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group) - Interactive child-friendly sessions	• Evidence and description of steps take to mitigate project challenges • Effects of coping strategies/ mitigating measures used by the project • Key informant perceptions	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis
		2.4.5 How do the youths address the barriers they face in applying the life skills they learnt, and what	• Project monitoring reports/ assessments/ evaluations	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group)	• Evidence of coping strategies/ mitigating measures available to youths through the project • Evidence of coping strategies/ mitigating	• Desk review, including: − Descriptive analysis − Content analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
		has been the effect?	• Project document and training manual • Project logical framework/ Theory of change • Consultations with: − RCA − Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives	- Interactive child-friendly sessions	measures developed by youths externally • Effects of coping strategies/ mitigating measures used by youths • Key informant perceptions	− Quantitative analysis − Comparative analysis
3.0 Efficiency	3.1 To what extent has the project been managed efficiently across the implementing cities and civil society organisations?	3.1.1 What evidence is there of efficient resource allocation and use during project implementation?	• Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change • Consultations with:	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group)	• Evidence of: − Adequate project resources (human; time; financial; material) − Timely dissemination of required project resources − Use of internationally approved procedures for project management, including financial management; results monitoring; troubleshooting; etc.	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			− RCA − RC UK − Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives		• Key informant perceptions	
		3.1.2 To what extent has the project been able to successfully address emergent challenges/ issues, including within its operating environment?	• Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change • Consultations with: − RCA − RC UK − Civil society implementing organisations • Target project beneficiaries and	• Review of relevant documents • Consultations with key informants: - Interviews (individual; small group)	• Evidence of design and incorporation of mitigation plan • Evidence of successful mitigation of emergent issues during project implementation • Key informant perceptions	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			their families/ friends/ other relatives			

		3.1.3 What evidence is there of flexibility by RCA and its implementing partners during project activities, in response to youth needs and aspirations?	• Project monitoring reports/ assessments/ evaluations
			• Project document and training manual
			• Project logical framework/ Theory of change
			• Consultations with:
			− RCA
			− Civil society implementing organisations
			• Target project beneficiaries and their families/ friends/ other relatives
				• Review of relevant documents
				• Consultations with key informants:
				  Interviews (individual; small group)
				  Interactive child-friendly sessions
					• Evidence of project responsiveness to the expressed/ emergent needs and aspiration of youths
					• Key informant perceptions
						• Desk review, including:
						− Descriptive analysis
						− Content analysis
						− Quantitative analysis
						− Comparative analysis

		3.1.4 To what extent does the project provide value for money?	• Project monitoring reports/ assessments/ evaluations	• Review of relevant documents • Consultations with key informants:	• Evidence of use of indicators for monitoring delivery of value for money • Evidence of production of intended outputs	• Desk review, including: − Descriptive analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			• Project document and training manual • Project logical framework/ Theory of change • Project financial reports • Consultations with: − RCA − Civil society implementing organisations	- Interviews (individual; small group)	• Evidence of outcome achievement • Cost of inputs/ resources relative to outputs • Capacity to produce quality outputs at least cost • Capacity to produce quality outputs on time and within budget • Key informant perceptions	− Content analysis − Quantitative analysis − Comparative analysis
4.0 Cross-cutting theme: Gender	4.1 To what extent has the project been gender responsive?	4.1.1 How has gender been integrated into the project?	• Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change • Consultations with: − RCA	• Review of relevant documents • Consultations with key informants: − Interviews (individual; small group) − Interactive child-friendly sessions	• Evidence of the integration of gender equality considerations and practices, e.g. - Incorporating a gender analysis into project design - Facilitating equal opportunities for project participation at all project stages - Identifying and eliminating barriers to access/ opportunities for all target beneficiaries - Project design and implementation, including target results, are	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			– Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives		informed by the needs of all target beneficiaries • Key informant perceptions	
5.0 Impact	5.1 To what extent is there evidence of the emerging project impact, as of mid-term?	5.1.1 Has there been any reduction in the number of children and youth living and working on the streets (CYLWS)?	• Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change • Consultations with: – RCA – Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives	• Review of relevant documents • Consultations with key informants: – Interviews (individual; small group) – Interactive child-friendly sessions	• 20% reduction in the following 2018 baseline headcounts: – Dar es Salaam: 1270 (991 females; 279 males) – Mwanza: 608 (339 females; 269 males) – Iringa: 471 (206 females; 265 males) • Key informant perceptions	• Desk review, including: – Descriptive analysis – Content analysis – Quantitative analysis – Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis

		5.1.2 Has there been a reduction in the level of violence experienced by CYLWS?	• Project monitoring reports/ assessments/ evaluations
			• Project document and training manual
			• Project logical framework/ Theory of change
			• Consultations with:
			  − RCA
			  − Civil society implementing organisations
			• Target project beneficiaries and their families/ friends/ other relatives
				• Review of relevant documents
				• Consultations with key informants:
				  − Interviews (individual; small group)
				  - Interactive child-friendly sessions
					• Annual survey results by city show a 20% reduction in the following 2018 baseline percentages:
					  − Dar es Salaam: 100% extreme violence; 39% sexual violence
					  − Mwanza: 88% extreme violence; 46% sexual violence
					  − Iringa: 72% extreme violence; 17% sexual violence
					• Key informant perceptions
						• Desk review, including:
						  − Descriptive analysis
						  − Content analysis
						  − Quantitative analysis
						  − Comparative analysis

		5.1.3 Has Government resourced and prioritised services for CYLWS?	• Project monitoring reports/ assessments/ evaluations
			• Project document and training manual
				• Review of relevant documents
				• Consultations with key informants:
				  − Interviews (individual; small group)
					• Standard Operating Procedures formally adopted to provide/ prioritise services of CYWLS
					• Budget allocated by Government, including Local Government Authorities to fund services for CYLWS
						• Desk review, including:
						  − Descriptive analysis
						  − Content analysis
						  − Quantitative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			• Government policy documents and budgets • Project logical framework/ Theory of change • Consultations with: − RCA − Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives		• Key informant perceptions	− Comparative analysis
	5.2 To what extent has the project contributed to the incorporation and implementation of UN General Comment No. 21?	5.2.1 What evidence is there of respect for the rights of CYLWS?	• UN General Comment No. 21 • Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change	• Review of relevant documents • Consultations with key informants: − Interviews (individual; small group) − Interactive child-friendly sessions	• Evidence of incorporating and implementing UN General Comment No. 21 principles • Key informant perceptions	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			• Consultations with: – RCA – Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives			
	5.3 What contribution has the project made to improved skills and behaviours among the target youths?	5.3.1 In what ways do youth behaviours reflect life skills developed during the project?	• Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change • Consultations with: – RCA – Civil society implementing organisations • Target project beneficiaries and	• Review of relevant documents • Consultations with key informants: – Interviews (individual; small group) – Interactive child-friendly sessions	• Evidence of improved social and emotional well-being among youths – Ability to start-up and sustain income generating activities – Ability to form supportive networks with friends/ family/ other relatives – Ability to maintain good health/ healthy behaviour – Ability and skills to engage in everyday activities – Motivation/ self-confidence/ self-esteem/ assertiveness – Access to information/ banking/ related services – Ability to travel	• Desk review, including: – Descriptive analysis – Content analysis – Quantitative analysis – Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			their families/ friends/ other relatives		− Ability to care for the sick/ dependents − Portable skills • Key informant perceptions	
		5.3.2 What benefits do youths from the target groups associate with the life skills they learnt during project activities?	• Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change • Consultations with: − RCA − Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives	• Review of relevant documents • Consultations with key informants: − Interviews (individual; small group) − Interactive child-friendly sessions	• Key informant perceptions of benefits from project activities	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis
6.0 Sustainability	6.1 What is the likelihood for project results, including the	6.1.1 To what extent have youths developed personal assets,	• Project monitoring reports/	• Review of relevant documents	• Number/ Percentage of youths demonstrating	• Desk review, including:

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
	project impact, to be sustained into the medium- to long-term?	in addition to the portable skills they have gained from the project?	assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change • Consultations with: – RCA – Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives	• Consultations with key informants: – Interviews (individual; small group) – Interactive child-friendly sessions	personal assets developed during project • Key informant perceptions	– Descriptive analysis – Content analysis – Quantitative analysis – Comparative analysis
		6.1.2 What evidence is there of youths accessing: • Support from other financial institutions? • LGA (Local Government Authority) funds?	• Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change	• Review of relevant documents • Consultations with key informants: – Interviews (individual; small group) – Interactive child-friendly sessions	• Number/ Percentage of youths accessing financial support from lending institutions • Number/ Percentage of youths accessing LGA funds • Key informant perceptions	• Desk review, including: – Descriptive analysis – Content analysis – Quantitative analysis – Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			• Consultations with: − RCA − Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives			
		6.1.3 To what extent have youths been linked with opportunities for: • Employment • Self-employment?	• Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change • Consultations with: − RCA − Civil society implementing organisations • Target project beneficiaries and	• Review of relevant documents • Consultations with key informants: − Interviews (individual; small group) − Interactive child-friendly sessions	• Evidence of incorporation and implementation of Placement component of project • Number/ Percentage of youths linked with employment opportunities • Number/ Percentage of youths linked with opportunities for self-employment • Key informant perceptions	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
			their families/ friends/ other relatives			
		6.1.4 In what ways can the youth platforms be further strengthened to cement the gains under the youth association model?	• Project monitoring reports/ assessments/ evaluations • Project document and training manual • Project logical framework/ Theory of change • Consultations with: − RCA − Civil society implementing organisations • Target project beneficiaries and their families/ friends/ other relatives	• Review of relevant documents • Consultations with key informants: − Interviews (individual; small group) − Interactive child-friendly sessions	• Key informant perceptions on: − Areas in need of strengthening − Approaches to youth platform strengthening	• Desk review, including: − Descriptive analysis − Content analysis − Quantitative analysis − Comparative analysis
7.0 Lessons learned	7.1 What are the main lessons that are emerging from the project?	7.1.1 Which are the project elements that have been working well?	• Main evaluation findings	• Synthesis of results of data analysis	• Evidence of: − Best practices − Innovation	• Desk review, including: − Descriptive analysis

Relevant Evaluation Criteria	Key Questions	Specific Sub-Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standards	Methods for Data Analysis
					− Success stories by target beneficiaries and their families − Major factors positively influencing results achievement − Successful partnerships with implementing agencies − Etc.	− Content analysis − Quantitative analysis − Comparative analysis
		7.1.2 Which aspects of the project require further strengthening?	• Main evaluation findings	• Synthesis of results of data analysis	• Evidence of: − Areas for improvement − Major factors impeding results achievement − Partnerships in need of improvement − Etc.	• Results synthesis
8.0 Recommendations	8.1 What are the emergent recommendations at project mid-term to inform the remaining period of implementation?	8.1.1 How can the Youth Association Model Approach be strengthened in future policy, programme and advocacy work?	• Main evaluation findings and lessons learned	• Synthesis of results of data analysis	• Emergent recommendations from evaluation findings and lessons learned	• Results synthesis

Appendix VI Mid-term Evaluation Results in Three Cities

Progress towards Outcomes Achievement in Three Cities (as of February 2020)

Project Impact: The rights of CYLWS in Tanzania are respected, through implementation of UN General Comment No. 21 on children in street situations

- **Impact Indicator 1:** Reduction in the number of CYLWS in Tanzania
- **Impact Indicator 2:** Reduction in the level of violence experienced by CYLWS
- **Impact Indicator 3:** Government resources and prioritises services for CYLWS

Outcome: 12,465 vulnerable children and youth on the streets, or at risk of going to the streets, have improved social and emotional well-being, including access to food and education, along with at least 2,970 adults from their families

1. Dar es Salaam:

Outcome Indicator 1: Number of CYLWS that are supported to be returned into a safe family environment who remain at home after a year	- Work in progress	
Outcome Indicator 2: Number of YLWS able to sustain their own livelihood and secure accommodation	- 16 youth associations formed	- Target: 18 - 13 male-only groups; 3 female-only groups
	- 351 YLWS reached as new members of youth associations	- Target: 280 members - Members: 279 males; 72 females
	- 279 YLWS provided with life skills education	- Target 300 young persons - Reached: 254 males; 25 females
	- 59 infants within youth associations	- Reached: 57 males; 2 females
	- 105 YLWS received sexual and reproductive health training	- Reached: 73 males; 32 females
	- 124 YLWS accessed sexual and reproductive health services	- Target: 80 young persons - Reached: 74 males; 50 females
	- 16 YLWS received housing support	- Target: 50 young persons - Reached: 14 males; 2 females
	- 83 YLWS provided with business support	- Target: 50 young persons - Reached: 67 males; 16 females
	- 121 YLWS provided with apprenticeship support	- Reached: 93 males; 28 females

Progress towards Outcomes Achievement in Three Cities (as of February 2020)			
	- 9 YLWS provided with vocational or return to school support	- Target: 50 young persons - Reached: 7 males; 2 females	
	- 300 YLWS referred to HIV testing	- Reached: 249 males; 51 females	
	- 4 YLWS provided with income generation activities who completed their training	- Target 190 young persons	
Outcome Indicator 3: Increased Number of people with positive perceptions about children on the streets in targeted communities	Work in progress		
Outcome Indicator 4: Government of Tanzania commitment to implementation of UN General Comment on children in street situations	Work in progress		
2. Iringa:			
Outcome Indicator 1: Number of CYLWS that are supported to be returned into a safe family environment who remain at home after a year	- Work in progress		
Outcome Indicator 2: Number of YLWS able to sustain their own livelihood and secure accommodation	- 12 youth associations formed	- Target: 12 - 7 female-only groups; 5 male-only groups	
	- 226 YLWS reached as new members of youth associations	- Target: 280 members - Members: 128 males; 98 females	
	- 211 YLWS provided with life skills education	- Target 180 young persons - Reached: 113 males; 98 females	
	- 14 infants within youth associations	- Reached: 2 males; 12 females	
	- 189 YLWS received sexual and reproductive health training	- Reached: 88 males; 101 females	
	- 15 YLWS accessed sexual and reproductive health services	- Target: 60 young persons - Reached: 15 males	

	- 14 YLWS received housing support	- Target: 60 young persons - Reached: 14 males
	- 44 YLWS provided with business support	- Target: 60 young persons - Reached: 18 males; 26 females
	- 57 YLWS provided with apprenticeship support	- Target: 80 young persons - Reached: 30 males; 27 females
	- 36 YLWS provided with vocational or return to school support	- Target: 80 young persons - Reached: 15 males; 21 females
	- 14 YLWS linked to other business opportunity	- Target: 20 young persons - Reached: 13 males; 1 female
	- 146 YLWS attended and completed self-reliance training	- Target: 140 young persons - Reached: 84 males; 62 females
	- 206 YLWS referred to HIV testing	- Target: 335 young persons - Reached: 114 males; 92 females
	- 5 YLWS treated for HIV	- Treated: 2 males; 3 females
	- 92 YLWS provided with income generation activities who completed their training	- Target 80 young persons - Reached: 44 males; 48 females
Outcome Indicator 3: Increased Number of people with positive perceptions about children on the streets in targeted communities	Work in progress	
Outcome Indicator 4: Government of Tanzania commitment to implementation of UN General Comment on children in street situations	Work in progress	
3. Mwanza, Cumulative results (RCA; External partner):		
Outcome Indicator 1: Number of CYLWS that are supported to be returned into a safe family environment who remain at home after a year	- Work in progress	

Progress towards Outcomes Achievement in Three Cities (as of February 2020)		
Outcome Indicator 2: Number of YLWS able to sustain their own livelihood and secure accommodation	- 35 youth associations formed	- Target: 29 - 23 male-only groups; 12 female-only groups
	- 939 YLWS reached as new members of youth associations	- Target: 950 members - Members: 709 males; 230 females
	- 2 YLWS re-enrolled in school	- Reached: 2 males
	- 503 YLWS provided with life skills education	- Target 360 young persons - Reached: 260 males; 243 females
	- 128 infants within youth associations	- Target: 60 infants - Reached: 63 males; 65 females
	- 94 YLWS provided with medical care (first aid and referral)	- Reached: 37 males; 57 females
	- 22 YLWS dependents provided with medical care (first aid and referral)	- Reached: 15 males; 17 females
	- 222 YLWS received sexual and reproductive health training	- Target: 20 young persons - Reached: 90 males; 132 females
	- 86 YLWS accessed sexual and reproductive health services	- Target: 20 young persons - Reached: 30 males; 56 females
	- 128 YLWS received housing support	- Target: 70 young persons - Reached: 64 males; 64 females
	- 134 YLWS provided with business support	- Target: 70 young persons - Reached: 75 males; 59 females
	- 74 YLWS provided with apprenticeship support	- Target: 15 young persons - Reached: 44 males; 30 females
	- 58 YLWS provided with vocational or return to school support	- Target: 50 young persons - Reached: 43 males; 15 females
	- 14 YLWS linked to other business opportunity	- Target: 20 young persons - Reached: 13 males; 1 female
	- 20 YLWS attended and completed self-reliance training	- Target: 128 young persons - Reached: 20 females
	- 127 YLWS referred to HIV testing	- Target: 144 young persons - Reached: 90 males; 37 females
	- 6 YLWS treated for HIV	- Treated: 2 males; 4 females
	- 151 YLWS provided with income generation activities who completed their training	- Target 150 young persons - Reached: 95 males; 56 females

Progress towards Outcomes Achievement in Three Cities (as of February 2020)	
Outcome Indicator 3: Increased Number of people with positive perceptions about children on the streets in targeted communities	Work in progress
Outcome Indicator 4: Government of Tanzania commitment to implementation of UN General Comment on children in street situations	Work in progress

Appendix VII Documents Reviewed

1.) Railway Children Africa, Theory of Change

2.) Impact Application KWNY-WNLL-VQ, Advocating for the Implementation of UN General Comment to Change Lives of Tanzania Street Children

3.) Technical Brief: USAID Kizazi Kipya, Support for Improved and Expanded Services for Children and Youth Living and Working on the Streets, May 2018

4.) Project Evaluation Report: Community Reintegration of Children and Youths Living on the Streets of Mwanza

5.) KWNY-WNLL-VQ Logframe

6.) Railway Children Africa, Annual Report and Accounts for 2018/ 2019 Financial Year

7.) Railway Children Africa, Five Year Strategy June 2017 – May 2022

8.) Standard Operating Procedures for Case Management of Youth Living on the Streets Aged 15 – 19 Using the Youth Association Model Work

9.) UK Aid Direct Annual Review

10.) Association Model Training and Facilitation Manual

11.) Partnership Agreement between Railway Children Africa and Baba Watoto Centre for Children and Youth

12.) Baba Watoto Centre for Children and Youth Trust, USAID Kizazi Kipya and DFID Project: Quarterly Progress Report, FY 19 Quarter 2

13.) Partnership Agreement between Railway Children Africa and Iringa Development of Youth Disabled and Children Care

14.) Iringa Development of Youth Disabled and Children Care, USAID Kizazi Kipya and DFID Project: Quarterly Progress Report, FY 19 Quarter 4

Appendix VIII Data Collection Itinerary

Country mission to Tanzania

DATE	ACTIVITY

February 10 – 11, 2020	• Field visit, Dar es Salaam
	– Planning meeting, RCA Headquarters
	– Consultation with key informants:
	  o Baba Watoto Organisation
	  o CYLWS Youth Associations
	  o Family of rehabilitated child
	  o RCA Planning workshop
	  o Municipal government

February 13 – 14, 2020	• Field visit, Iringa
	– Consultation with key informants:
	  o Iringa Development of Youth Disabled and Children Care (IDYDC)
	  o CYLWS Youth Associations
	  o IDYDC Parenting workshop
	  o Municipal government

February 17 – 18, 2020	• Field visit, Mwanza
	– Consultation with key informants:
	  o RCA Mwanza Office
	  o Cheka Sana Tanzania
	  o CYLWS Youth Associations
	  o RCA Parenting workshop
	  o Municipal government

Post-Country mission Consultations

DATE	ACTIVITY

February 24, 2020 – March 4, 2020	• Post-Country mission data collection
	– Consultation with key informants:
	  o RCA
	  o RC UK
	  o Baba Watoto Organisation

Appendix IX List of Key Informants Consulted

Project Partners and Collaborators:

NAME (SURNAME, First Name)	TITLE - AFFILIATION	SEX	METHOD OF CONSULTATION
ANTHONY, Elias	Youth Facilitator – RCA Mwanza Office	Male	Individual interview
EMMANUEL, Emmaus	Youth Facilitator – RCA Mwanza Office	Male	Individual interview
EMMANUEL, Saimon	Youth Facilitator – RCA Mwanza Office	Male	Individual interview
GATAMA, Mary	Programme Manager – Railway Children Africa	Female	Individual interview (Skype)
HENJEWELE, Enuck	Street Worker – Iringa Development of Youth Disabled and Children Care	Male	Individual interview
HEZRON, Ayoub	Project Officer, Business Support – RCA Mwanza Office	Male	Individual interview
HUSSEIN, Juma	Entrepreneur – Mwanza	Male	Individual interview
ISSA, Abdallah	Project Manager – RCA Mwanza Office	Male	Individual interview (Skype)
JOHN, Nelson	Social Worker – Baba Watoto Organisation	Male	Email exchange
JOSEPH, Ndaturu	Child Protection Officer – Cheka Sana Tanzania	Male	Individual interview
KAPANDE, Oscar	Programme Manager – Baba Watoto Organisation	Male	Individual interview
KASERA, Judith	Legal Officer – RCA Mwanza Office	Female	Email exchange
KENT, Pete	Programme Director – Railway Children, UK	Male	Individual interview (Skype)
KIRACHA, Nyangi	Youth Worker, Self defence – Cheka Sana Tanzania	Female	Individual interview
KITEVE, Jumbe	Administrator – Iringa Development of Youth Disabled and Children Care	Male	Small-group discussion
KOYOMBO, Walter	Senior Social Welfare Officer – Ilala Council	Male	Individual interview
LUDIGIJA, Rhoda	Project Office, Youth Work – RCA Mwanza Office	Female	Individual interview

NAME (SURNAME, First Name)	TITLE - AFFILIATION	SEX	METHOD OF CONSULTATION
MAGAYANE, Reuben	Legal and Advocacy Officer – Iringa Development of Youth Disabled and Children Care	Male	Individual interview; Small-group discussion
MALEMBELA, Rachel	Youth Facilitator – RCA Mwanza Office	Female	Individual interview
MASAM, Ruth	Centre Manager/ Child Protection Officer – Iringa Development of Youth Disabled and Children Care	Female	Individual interview
MERERE, Lillian	Youth Worker – Iringa Development of Youth Disabled and Children Care	Female	Individual interview
MGATA, Mussa	Country Director – Railway Children Africa	Male	Individual interview (Skype); Small-group discussion
MGATA, Nyamidela	Street Worker – Baba Watoto Organisation	Female	Small-group discussion
MHAGAMA, Julius	Family Social Worker – Iringa Development of Youth Disabled and Children Care	Male	Individual interview
MNYENYELWA, Mgunga	Executive Director – Baba Watoto Organisation	Male	Individual interview
MOKIWA, Edith	Social Welfare Officer – Mwanza City Council	Female	Individual interview
MONGELLA, Catherine	Executive Director – Cheka Sana Tanzania	Female	Individual interview
MOSHA, Prosper	Family Worker/ Social Worker – Baba Watoto Organisation	Male	Individual interview
MTANGO, Johnson	Project Coordinator – Baba Watoto Organisation	Male	Individual interview
MUSHI, Huruma	Project Coordinator – Iringa Development of Youth Disabled and Children Care	Female	Individual interview
MWIMIKA, Frank	Youth Worker – Iringa Development of Youth Disabled and Children Care	Male	Individual interview; Small-group discussion
NAGANGA, Raphael	Project Officer, Youth Work – RCA Mwanza Office	Male	Individual interview

NAME (SURNAME, First Name)	TITLE - AFFILIATION	SEX	METHOD OF CONSULTATION
NKOMA, Johnnie	Executive Director – Iringa Development of Youth Disabled and Children Care	Male	Individual interview; Small-group discussion
RAJA, Herieth	Youth Worker – Baba Watoto Organisation	Female	Small-group discussion
ROGGIE, Robert	Project Officer, Youth Work – RCA Mwanza Office	Male	Individual interview
SIMON, Revina	Youth Coordinator – Cheka Sana Tanzania	Female	Individual interview
SITTR, Martin	Social Welfare Officer – Iringa Municipal Council	Male	Individual interview
WANDIBA, Yasinta	Youth Worker – Baba Watoto Organisation	Female	Email exchange

Target Beneficiaries:

NAME/ AFFILIATION	REPRESENTATION	METHOD OF CONSULTATION
Dar es Salaam:		
MAGWENDE, Halima	Female Guardian of former street-connected child	Small-group interview
Former street-connected child	Male, aged 17	Small-group interview
Youth Association 1 – Mburahathi Community Centre	16 girls/ young women aged 16 - 20	Focus group discussion
Youth Association 2 – Mburahathi Community Centre	9 boys/ young men aged 16 - 22	Focus group discussion
Youth Association 3 – Kinondoni	6 boys/ young men aged 16 - 21	Focus group discussion
Youth Association 4 – Ilala Drop-in Centre	4 boys/ young men aged 14 - 16	Focus group discussion
Youth Association 5 – Temeke	6 boys/ young men aged 17 - 21	Focus group discussion
Iringa:		
Youth Association 1 – Ipogolo	7 girls/ young women aged 18 - 20	Focus group discussion

NAME/ AFFILIATION	REPRESENTATION	METHOD OF CONSULTATION
Youth Association 2 – Igumbilo	5 girls/ young women aged 16 – 21 6 boys/ young men aged 16 - 20	Focus group discussion
Youth Association 3 – Ipogolo	13 girls/ young women aged 16 - 18	Focus group discussion
Youth Association 4 – Ipogolo	14 girls/ young women aged 13 - 17	Focus group discussion
Youth Association 5 – Nduli	2 girls/ young women aged 17 3 boys/ young men aged 16 - 17	Focus group discussion
Parenting workshop	14 women 1 man	Focus group discussion
Mwanza:		
Youth Association 1 – Kivuko Project	11 boys/ young men aged 20 - 29	Focus group discussion
Youth Association 2 – Kivuko Project	12 boys/ young men aged 16 - 29	Focus group discussion
Youth Association 3 – Kivuko Project	9 girls/ young women aged 19 - 26	Focus group discussion
Youth Association 4 – Cheka Sana Tanzania (CST) Kabuhuro Street	6 girls/ young women aged 17 - 20	Focus group discussion
Youth Association 5 – Cheka Sana Tanzania (CST) Mabatini Street	14 boys/ young men aged 15 - 21	Focus group discussion
Youth Association 6 – Cheka Sana Tanzania (CST)	5 boys/ young men aged 17 - 20	Focus group discussion
Parenting workshop	9 women	Focus group discussion

Appendix X Data Collection Tools/ Protocols

Interview Protocol: RCA and RC UK

Introduction:

In 2018, Railway Children Africa (RCA) was awarded a three-year grant by the United Kingdom Department for International Development (DFID) to support its work in transforming the lives of street-connected children and youths in Tanzania. RCA has used this grant to implement project activities in six Tanzanian cities, in partnership with six civil society organisations. As project implementation is at mid-point, RCA has commissioned an external evaluator, Ms Halcyon Louis, to conduct an independent evaluation of the model that has been applied to the project design and its associated activities, the Youth Association Model. The purpose of the evaluation is to assess the impact of youth association model approach in transforming the lives of children and youths who lives and work on the streets of Tanzania.

To increase the accuracy of the evaluation results, all categories of project stakeholders are being provided with the opportunity to share their views on their individual project experience. All discussions conducted during the evaluation will be kept confidential. As the evaluator will only share generalised findings and anonymous comments, you will not be identified in any material that is produced. You are therefore encouraged to speak openly and honestly.

This discussion will last for a maximum of 60 minutes. Before we begin, do you have any general questions?

Background:

- What is your job title? How long have you been in this position?
- What are your current responsibilities?
- Please describe your involvement in the work of RCA/ RC UK.

Main Questions:

Relevance

- In what way is this project, including the Youth Association Model (YAM) approach, relevant to national strategic policy for development? Local government policy and programming?
- How is the project and the YAM approach relevant to RC/ RCA? DFID?
- In your opinion, how does this project respond to the mandate and needs of the civil society implementing partners?
- How does this project, including the YAM approach respond to the needs of the target young persons and their families?

Effectiveness

- How, if at all, has this project contributed to the emotional well-being of the target group of young persons?

- Have the young persons become able to sustain their livelihood and find safe accommodation? Please provide examples to support your response.

- In your opinion, do more people have a positive perception of children and young persons who live and work on the streets? Please explain your response.

- In what way has Government, including local government, committed to General Comment 21 on street children?

- Have children and young persons from the target group, including those at risk of entering the streets, gained improved access to food? To education? Please provide examples to support your response.

- Have adults from the families of the target youths improved their social and emotional well-being? Gained improved access to food? Please provide examples to support your response.

- In your opinion, which project activities have contributed to improved life skills among the target group of youths? Please explain your response.

- Has the support provided by the youth association helped to rescue young persons from the streets? If yes, how has it done so?

- How, if at all, do project activities help young persons prevent the experience of the street from affecting the way they look after their own children?

- Has the support provided to street-connected youths helped those who are on substance abuse? Those who have HIV/AIDS? If yes, how has it done so? If not, why has it been unable to help?

- In your opinion, have there been any unintended effects of the project? If so, please describe these unintended effects? How have they been addressed by the project? By the young persons themselves?

- Is the project meeting the needs of all youths? If yes, why do you think so? If not, whose needs are not being met and why?

- Are there any factors that are preventing the young persons from applying the life skills they have learnt from the project? If so, please describe these factors? How do the youths address these factors and what is the effect?

Efficiency
- What were the main resource needs for this project? Have project resources been allocated and managed efficiently? Please explain your response.

- How, if at all, has the project managed risk and unforeseen challenges?

- Has RCA been flexible during project implementation? Has this organisation been flexible? Please provide an explanation for your response.

- In your opinion, does this project provide value for money? Please explain your response.

Cross-cutting theme: Gender

- Can you provide any examples of how gender equality considerations were integrated into the project?

- What effect did the integration of gender equality considerations have on the project?

- How can the integration of gender equality considerations be improved in future project activities?

Impact

- In your opinion, has there been a reduction in the number of children and youth who live and work on the street? Can you provide evidence to support your response?

- Has there been less violence against street-connected youths? Please provide evidence to support your response.

- Has the Tanzanian Government, including local authorities, prioritised services for street-connected youths? Please explain your response.

- In your opinion, is there increased respect for the rights of child and youths living and working on the streets? Please provide examples to support your response.

- How, if at all, does the behaviour of street-connected youths show that they learned life skills from the project?

- Do the young persons associate any of their life skills with the project? If so, which skills do they attribute to the project.

Sustainability

- In your opinion, have the young persons gained personal assets from the project in addition to income-generating skills? If so, what are these assets? If not, what has prevented this from occurring.

- Have youths been accessing support from financial institutions? Local government funds? Please provide examples to explain your response.

- Has the project linked youths with opportunities for employment or self-employment? Please provide examples to explain your response.

- What, in your opinion, are the main risks to sustaining the results of the project? How can these risks be addressed to support results sustainability?

Lessons learned

- What, in your opinion, are the main elements of the project that have worked well to date? Which areas of project activity need to be strengthened and how can this be done?

Recommendations

- What are your recommendations for improving the YAM approach to strengthen policy and advocacy?

Close

- Are there any further comments or suggestions you wish to make?

Thank you for your time and participation.

Interview Protocol: Civil Society Implementing Partners

Introduction:

In 2018, Railway Children Africa (RCA) was awarded a three-year grant by the United Kingdom Department for International Development (DFID) to support its work in transforming the lives of street-connected children and youths in Tanzania. RCA has used this grant to implement project activities in six Tanzanian cities, in partnership with six civil society organisations. As project implementation is at mid-point, RCA has commissioned an external evaluator, Ms Halcyon Louis, to conduct an independent evaluation of the model that has been applied to the project design and its associated activities, the Youth Association Model. The purpose of the evaluation is to assess the impact of youth association model approach in transforming the lives of children and youths who lives and work on the streets of Tanzania.

To increase the accuracy of the evaluation results, all categories of project stakeholders are being provided with the opportunity to share their views on their individual project experience. All discussions conducted during the evaluation will be kept confidential. As the evaluator will only share generalised findings and anonymous comments, you will not be identified in any material that is produced. You are therefore encouraged to speak openly and honestly.

This discussion will last for a maximum of 60 minutes. Before we begin, do you have any general questions?

Background:

- What is your job title? How long have you been in this position?

- What are your current responsibilities?

- Please describe your involvement in the work of RCA/ RC UK.

Main Questions:

Relevance

- In what way is this project, including the Youth Association Model (YAM) approach, relevant to national strategic policy for development? Local government policy and programming?

- In your opinion, how does this project respond to the mandate and needs of this organisation?

- How does this project, including the YAM approach respond to the needs of the target young persons and their families?

Effectiveness

- How, if at all, has this project contributed to the emotional well-being of the target group of young persons?

- Have the young persons become able to sustain their livelihood and find safe accommodation? Please provide examples to support your response.

- In your opinion, do more people have a positive perception of children and young persons who live and work on the streets? Please explain your response.

- In what way has Government, including local government, committed to General Comment 21 on street children?

- Have children and young persons from the target group, including those at risk of entering the streets, gained improved access to food? To education? Please provide examples to support your response.

- Have adults from the families of the target youths improved their social and emotional well-being? Gained improved access to food? Please provide examples to support your response.

- In your opinion, which project activities have contributed to improved life skills among the target group of youths? Please explain your response.

- Has the support provided by the youth association helped to rescue young persons from the streets? If yes, how has it done so?

- How, if at all, do project activities help young persons prevent the experience of the street from affecting the way they look after their own children?

- Has the support provided to street-connected youths helped those who are on substance abuse? Those who have HIV/AIDS? If yes, how has it done so? If not, why has it been unable to help?

- In your opinion, have there been any unintended effects of the project? If so, please describe these unintended effects? How have they been addressed by this organisation? By the young persons themselves?

- Is the project meeting the needs of all youths? If yes, why do you think so? If not, whose needs are not being met and why?

- Are there any factors that are preventing the young persons from applying the life skills they have learnt from the project? If so, please describe these factors? How do the youths address these factors and what is the effect?

Efficiency

- What were the main resource needs for this project? Have project resources been allocated and managed efficiently? Please explain your response.

- How, if at all, has the project managed risk and unforeseen challenges?

- Has RCA been flexible during project implementation? Has this organisation been flexible? Please provide an explanation for your response.

- In your opinion, does this project provide value for money? Please explain your response.

Cross-cutting theme: Gender

- Can you provide any examples of how gender equality considerations were integrated into the project?

- What effect did the integration of gender equality considerations have on the project?

- How can the integration of gender equality considerations be improved in future project activities?

Impact

- In your opinion, has there been a reduction in the number of children and youth who live and work on the street? Can you provide evidence to support your response?

- Has there been less violence against street-connected youths? Please provide evidence to support your response.

- Has the Tanzanian Government, including local authorities, prioritised services for street-connected youths? Please explain your response.

- In your opinion, is there increased respect for the rights of child and youths living and working on the streets? Please provide examples to support your response.

- How, if at all, does the behaviour of street-connected youths show that they learned life skills from the project?

- Do the young persons associate any of their life skills with the project? If so, which skills do they attribute to the project.

Sustainability

- In your opinion, have the young persons gained personal assets from the project in addition to income-generating skills? If so, what are these assets? If not, what has prevented this from occurring.

- Have youths been accessing support from financial institutions? Local government funds? Please provide examples to explain your response.

- Has the project linked youths with opportunities for employment or self-employment? Please provide examples to explain your response.

- What, in your opinion, are the main risks to sustaining the results of the project? How can these risks be addressed to support results sustainability?

Lessons learned

- What, in your opinion, are the main elements of the project that have worked well to date? Which areas of project activity need to be strengthened and how can this be done?

Recommendations

- What are your recommendations for improving the YAM approach to strengthen policy and advocacy?

Close

- Are there any further comments or suggestions you wish to make?

Thank you for your time and participation

Interview Protocol: Project Donor

Introduction:

In 2018, Railway Children Africa (RCA) was awarded a three-year grant by the United Kingdom Department for International Development (DFID) to support its work in transforming the lives of street-connected children and youths in Tanzania. RCA has used this grant to implement project activities in six Tanzanian cities, in partnership with six civil society organisations. As project implementation is at mid-point, RCA has commissioned an external evaluator, Ms Halcyon Louis, to conduct an independent evaluation of the model that has been applied to the project design and its associated activities, the Youth Association Model. The purpose of the evaluation is to assess the impact of youth association model approach in transforming the lives of children and youths who lives and work on the streets of Tanzania.

To increase the accuracy of the evaluation results, all categories of project stakeholders are being provided with the opportunity to share their views on their individual project experience. All discussions conducted during the evaluation will be kept confidential. As the evaluator will only share generalised findings and anonymous comments, you will not be identified in any material that is produced. You are therefore encouraged to speak openly and honestly.

This discussion will last for a maximum of 60 minutes. Before we begin, do you have any general questions?

Background:

- What is your job title? How long have you been in this position?

- What are your current responsibilities?

- Please describe your involvement in the work of RCA/ RC UK.

Main Questions:

Relevance

- What was the rationale behind the funding of this project?

- In what way is this project, including the Youth Association Model (YAM) approach, relevant to DFID strategic policy?

Effectiveness

- In your opinion what are the emerging effects of the project at mid-term?

- Are these effects as anticipated? Please explain your response

- In your opinion, have there been any unintended effects of the project? If so, please describe these unintended effects?

Efficiency

- What were the main resource needs for this project? In your opinion are project resources being allocated and managed efficiently? Please explain your response.

- How, if at all, has the project managed risk and unforeseen challenges?

- In your opinion, does this project provide value for money? Please explain your response.

Cross-cutting theme: Gender

- Can you provide any examples of how gender equality considerations were integrated into the project? What effect has this had?

- How can the integration of gender equality considerations be improved in future project activities?

Impact

- In your opinion, is the project on track to achieve its intended impact. Please explain your response.

Sustainability

- What, in your opinion, are the main risks to sustaining the results of the project? How can these risks be addressed to support results sustainability?

Lessons learned

- What, in your opinion, are the main elements of the project that have worked well to date? Which areas of project activity need to be strengthened and how can this be done?

Recommendations

- What are your recommendations for the remaining period of project implementation to support results achievement?

Close

- Are there any further comments or suggestions you wish to make?

Thank you for your time and participation

Interactive Session Protocol: Target Beneficiaries

Introduction:

Good day. Thank you for coming her today to meet with me. My name is …………………………………… and I want to learn about you and what activities you have been involved in with **Name of Implementing Partner** in **Name of City**. I also want to learn how we can improve these activities so the you and other young persons and their families can also benefit. Our discussion will be confidential so please speak honestly about your experiences. Before we start, does anyone have any questions?

Background:

Let us get to know each other a little better. Evaluator *engages children and young persons in a brief age appropriate icebreaker e.g. Pass the ball; Name my interests; etc. to learn about the background of the participants based on the following questions:*

- What is your name
- How old are you?
- Where do you live?
- How many people are in your family? Who are they?

Relevance

Now that we know each other better, let us talk about the activities you have participated in at the centre.

- Which activities do you participate in at this centre?
- Are these activities important to you? Why are they important?
- Did anyone ask you which activities you would like to be offered here? (*If yes*) Who asked you this? When did they ask you? Are they offering the activities that you said you wanted?

Effectiveness

Evaluator engages children in an age appropriate activity to maintain group interest in participating.

Let us talk about how the activities here have helped you.

- When you participate in these activities, how do you feel?
- Do you learn anything new? What do you learn?
- Do you use the things you learned when you leave the centre? (*If yes*) How do you use the things you learned to help you? To help your family?
- Is there anything that is preventing you from using the things you learned in your own life? (*If yes*) What is preventing you? What do you do to stop it?

Efficiency

Evaluator engages children in an age appropriate activity to maintain group interest in participating.

- Do you like how the activities were arranged? (*If yes*) What did you like most? (*If no*) What did you not like?

Cross-cutting theme: Gender

Evaluator engages children in an age appropriate activity to maintain group interest in participating.

- How did the activities here help you as a girl? As a boy? Is there anything that can be done better?

Impact

Evaluator engages children in an age appropriate activity to maintain group interest in participating.

- Have the activities here helped you to leave the streets? (*If yes*), how have they helped you to leave the street? (If no) Why haven't they helped you?

- Do you feel safe in the streets? (*If yes*) what makes you feel safe? (*If not*) makes you afraid? What do you do to protect yourself? Did you learn this here?

- Have you learned any skills here to help you get a job? To open your own business? To help your family? What skills did you learn? How have these skills helped you?

Sustainability

Evaluator engages children in an age appropriate activity to maintain group interest in participating.

- Have you learned any skills here to help you get a job? To open your own business? (*If yes*) What skills did you learn? How have these skills helped you?

- Have you been able to use new skills to look after yourself? Your family? Get food? Find a safe place to live? (*If yes*) Which skills do you use?

Lessons learned and Recommendations

Evaluator engages children in an age appropriate activity to maintain group interest in participating and indicates that the session will end soon.

- Which activities do you like most in this centre? Why

- Which are the activities that you do not like here? Why? What do we need to do to make these activities better for you?

Close

- Do you have any more comments or questions?

Thank you for your time and participation

Interview Protocol: Family members of Target Beneficiaries

Introduction:

In 2018, Railway Children Africa (RCA) was awarded a three-year grant by the United Kingdom Department for International Development (DFID) to support its work in transforming the lives of street-connected children and youths in Tanzania. RCA has used this grant to implement project activities in six Tanzanian cities, in partnership with six civil society organisations. As project implementation is at mid-point, RCA has commissioned an external evaluator, Ms Halcyon Louis, to conduct an independent evaluation of the model that has been applied to the project design and its associated activities, the Youth Association Model. The purpose of the evaluation is to assess the impact of youth association model approach in transforming the lives of children and youths who lives and work on the streets of Tanzania.

To increase the accuracy of the evaluation results, all categories of project stakeholders are being provided with the opportunity to share their views on their individual project experience. All discussions conducted during the evaluation will be kept confidential. As the evaluator will only share generalised findings and anonymous comments, you will not be identified in any material that is produced. You are therefore encouraged to speak openly and honestly.

This discussion will last for a maximum of 45 minutes. Before we begin, do you have any general questions?

Background:
- What do you do for a living?
- How many persons are in your family? Who are they?
- Do they all live with you? Does anyone live on the streets?

Main Questions:

Relevance
- Which members of your family participated in the activities offered by **Name of Implementing Partner?**
- Have the project activities offered been important to you? If so, why do you consider these activities to be important?
- Did anyone from **Name of Implementing Partner** ask you the activities you would like to be offered? If yes, what were you asked and what was your response?

Effectiveness
- Has this project helped your family in any way? If yes, who has the project helped? Are there any special skills they learned? How have these skills been useful to them? If no, why the project has not been able to help your family?
- Has the project benefitted you in any way? If so, how have the project activities helped you? Have you gained increased access to food? To income? If yes, please describe how you gained access. If no, why do you think the project has not been able to help you?

- In your opinion, do people in this community have a better perception of children and young persons who live and work on the streets? If yes (or no), why do you say so?

Efficiency
- Do you think the project has been managed well to help street youths and their families? If yes, please provide an example of how the project has been managed well? If no, how can the project be better managed to meet the needs of street youths and their families?

Cross-cutting theme: Gender
- Has the project been able to meet the specific needs of girls? Of boys? Why do you say so?
- How can project activities better meet the needs of girls who live and work on the streets? Of boys who live and work on the streets?

Impact
- In your opinion, has there been a reduction in the number of children and youth from this community who live and work on the street? Why do you say so?
- Has there been less violence against street youths? More respect for street youths? Please explain your response.
- What is Government and the local authorities doing to help street youths? Do you think this is enough? Please explain your response.
- In your opinion, which aspects of the project have helped the young persons to improve their lives the most?

Sustainability
- Has the project linked youths with opportunities for employment or self-employment? Please provide examples to explain your response.
- In your opinion, what else have the young persons gained from the project, to help them improve their lives and relationship with their family?
- Have youths been accessing support from financial institutions? Local government funds? Please provide examples to explain your response.

Lessons learned
- In your opinion, which areas of the project are working well? Why do you say so?
- Which areas of project activity need to be improved and how can this be done?

Recommendations
- What are your recommendations for improving the project activities to ensure that they continue to meet the needs of children and young persons who live on the streets?

Close
- Are there any further comments or suggestions you wish to make?

Thank you for your time and participation

Appendix XI Map of Findings and Recommendations

Evaluation issues	Findings	Related ToR questions	Related recommendation
Relevance	**Finding 1:** From a design perspective, the Youth Association Model has been relevant to country-level development goals, and strategic objectives across the implementation partnership.	Related to ToR Question #7	Related to all Recommendations
	Finding 2: While the implementation of the model in the Tanzanian context has been strongly informed by the specialised experience of RCA and the civil society implementing partners, there is less evidence of input by the intended beneficiaries to the initial design.	Related to ToR Question #5	Related to Recommendation #3
Effectiveness	**Finding 3:** Although project implementation has experienced unanticipated challenges to results achievement, the implementation of the Youth Association Model has allowed vulnerable young persons to develop requisite interpersonal skills for enhancing their social and emotional wellbeing, as well as health behaviours.	Related to ToR Question #1; #2 and #3	Related to all Recommendations
	Finding 4: The Youth Association Model has facilitated CYLWS access to technical vocational education and apprenticeships to enhance their livelihood prospects and social contribution. CYLWS access to entrepreneurship and employment continues to be hampered, however, by discrepancies in the training medium; public sector bureaucracy; and community stereotypes.	Related to ToR Question #1 and #5	Related to Recommendation #4; and #8
	Finding 5: Although the model has facilitated resource access by CYLWS (to transport, food and accommodation) to enhance their potential for improved livelihoods, it has been unable to traverse all the barriers to CYLWS acquisition and application of their new life skills.	Related to ToR Question #4 and #5	Related to Recommendation #1; #2; #3; #4; #5; #7; and #8

Evaluation issues	Findings	Related ToR questions	Related recommendation
	Finding 6: While the implementation of the Youth Association Model has specifically targeted improved social, emotional and economic wellbeing among its intended beneficiaries, it has equally supported the reduced street presence of young persons through sessions for improved parenting within local communities.	Related to ToR Question #1	Related to Recommendation #9
	Finding 7: Project implementation based on the Youth Association Model approach has aimed to engage CYLWS who are substance abusers or HIV positive, but there has been minimal reporting on results attained. Interventions have responded to situational contexts and have been challenged by the expectations of the intended beneficiaries.	Related to ToR Question #1 and #6	Related to Recommendation #1; and #3
Efficiency	**Finding 8:** Although the Youth Association Model was initially designed to engage street-connected young persons aged 15 to 19, for whom reintegration was not an option, it has been significantly responsive to CYLWS who are outside of the target age range.	Related to ToR Question #7	Related to Recommendation #1; #3; #4; and #5
	Finding 9: While the timeframe for project implementation activities under the Youth Association Model approach is theoretically feasible, it poses a challenge to the attainment of value for money from a results achievement perspective.	Related to ToR Question #5 and #7	Related to Recommendation #2
	Finding 10: The Youth Association Model has facilitated access by CYLWS to information and medical assistance for maintaining good health. This facility is a work in progress, however, given the inadequacy of control measures to govern access.	Related to ToR Question #5; #6 and #7	Related to Recommendation #1 and #10
	Finding 11: Life skills sessions provided in support of the Youth Association Model have contributed towards intended behavioural change among targeted project beneficiaries. In the absence of an approved	Related to ToR Question #1 and #3	Related to Recommendation #6

Evaluation issues	Findings	Related ToR questions	Related recommendation
	life skills curriculum, however, there has been no uniform approach to instruction.		
Cross-cutting themes	**Finding 12:** Gender equality considerations have been central to the design and implementation of the Youth Association Model. The integration of gender remains as a work in progress, however, given societal perceptions of gender roles in Tanzania, and the implications for boys/ young men to return to the streets.	Related to ToR Question #4 and #5	Related to Recommendation #4 and #8
Impact	**Finding 13:** As the DFID project, including its Youth Association Model, is at implementation mid-point, it is too early to determine overall project impact against set targets. Implementing partners have, however, demonstrated evidence of ongoing advocacy for the adoption of a child-rights approach to address the situation of street children, at the levels of municipal and local government.	Related to ToR Question #1 and #7	Related to Recommendation #7
Sustainability	**Finding 14:** The Youth Association Model approach has provided opportunities for marginalised young persons, including CYLWS, to develop assets for personal growth and livelihood creation. Results sustainability has been challenged, however, by the model's unrealistic timeframe for achieving target results.	Related to ToR Question #1; #4 and #7	Related to Recommendation #2; and #6
	Finding 15: As the operationalisation of the Youth Association Model has been largely dependent on donor funding, in the absence of secure, long-term financial support, the potential for the scaling-up of project delivery will be significantly reduced.	Related to ToR Question #7	Related to Recommendation #1

ToR questions:

1.) What kind of changes have been brought about by the project, intended and unintended?

2.) Which life skills among the youths have improved and what project activities were responsible for such improvements?

3.) What behaviours among the youths reflect the application of the acquired life skills and what benefits do the youth associate with those skills?

4.) What barriers inhibit the application of the acquired life skills and what do the youth do to overcome those barriers? Which of those barriers and coping resources are found within the project activities and which are found outside?

5.) Have there been any negative experiences with the project activities and with what consequences?

6.) What support is provided for the youth on substance abuse and HIV/ AIDS?

7.) Responding to emerging changes in the operating environment (identified gaps; constraints and opportunities)