

Planning for LIFE

Phase III

Final Report

Implementing Agency: International Youth Foundation

Agreement Number: GSM-103

Program Name: Planning for Life Phase III

Program Location: Baltimore, MD USA

Date of Submission: April 26, 2013

Agreement Start Date: March 1, 2012

Agreement End Date: February 28, 2013

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List of Acronyms

AIDS	Acquired Immunodeficiency Syndrome
ASRH	Adolescent Sexual and Reproductive Health
FP	Family Planning
GPN	Global Partner Network
HIV	Human Immunodeficiency Virus
HQ	Headquarters
IYF	International Youth Foundation
KIWOHEDE	Kiwota for Women's Health and Development
M&E	Monitoring and Evaluation
MVTTC	Morogoro Vocational Teacher Training College
NGO	Non Governmental Organization
PFL	Planning for Life
OVC	Orphans and Vulnerable Youth
RH	Reproductive Health
STI	Sexually Transmitted Infection
TOT	Training of Trainers
USAID	US Agency for International Development
VETA	Vocational Education Training Authority
VTC	Voluntary Testing and Counseling
WL	World Learning

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I. Executive Summary

The International Youth Foundation (IYF) is a global non-profit uniquely dedicated to creating positive futures for young people. IYF supports youth by implementing innovative programs focused on education, employability, and civic engagement. Programs are implemented through IYF's Global Partner Network (GPN) including organizations operating in over 70 countries worldwide. As part of its global youth development agenda, IYF has been working since 2007 to integrate Youth Reproductive Health/Family Planning (YRH/FP) into existing youth activities through the *Planning for Life* (PFL) project. As part of this effort, a number of IYF global partners have added a sustainable YRH/FP educational component into ongoing youth employability, entrepreneurship, education, and leadership training projects in ten countries.

Planning for Life Phase 3 is a twelve month project designed to build on the successes of *Planning for Life* Phases 1 and 2, deepen the impact and increase the scale of Reproductive Health (RH) and Family Planning (FP) integration into IYF's programs. To achieve this goal, the project aimed to strengthen the capacity of local partners in two target countries to integrate RH/FP education into youth employment and education programs. IYF worked with the following local partners to implement the program: Synapse Center in Senegal and Vocational Education and Training Authority (VETA), Kiota for Women's Health and Development (Kiwohede) and Camfed in Tanzania.

Planning for Life Phase 3 allowed IYF to work with local implementing organizations in Tanzania and Senegal to fully integrate IYF's *Planning for Life* reproductive health curriculum "Reproductive Health Lessons: A Supplemental Curriculum for Young People" into their life skills and employability programs. In both countries the RH curriculum was adapted and translated into local country context and language and pilot tested with a group of youth. In Senegal, IYF worked its partner the Synapse Center to translate the *Planning for Life* curriculum into French and fully integrate it into the life skills curricula used in Synapse's employability and entrepreneurship programs for youth. In Tanzania, IYF integrated RH training into its program design for the Tanzania Youth Scholars (TYS) program targeting Orphans and Vulnerable Children (OVC) by training staff from its three local implementing partners, Kiwohede, Camfed, and VETA.

Ultimately, *Planning for Life* Phase 3 created sustainable outcomes for RH/FP integration into youth development programs among IYF staff and implementing partners in Tanzania and Senegal, such as:

- IYF's RH curriculum was adapted, translated into French and Swahili and pilot-tested
- In Senegal, the adapted RH curriculum was fully integrated into Synapse Center's Life Skills curriculum used in livelihoods programs
- In Tanzania, 3 partners have been trained and RH education has been integrated into life skills training within the Tanzania Youth Scholars program.
- 731 youth in Tanzania and Senegal received RH education using various adapted versions *Planning for Life's* "Reproductive Health Lessons: A Supplemental Curriculum for Young People" as an integrated component within livelihood, education, and leadership programs.
- A total of 39 facilitators were trained as *Planning for Life* trainers.

II. Management

2.1 Staffing

The main goal of the project was to ensure successful integration of RH/FP into IYF's program activities implemented by IYF partner organizations in Tanzania and Senegal. IYF Program Director, Angela Venza oversaw the management of the *Planning for Life* Phase 3 project while Program Managers Hannah Corey and Bai Kamara provided direct oversight of the program activities in the two target countries. The staff time of the two managers proved effective as it enabled IYF to integrate the curriculum into existing programs leveraging the support of USAID. The *Planning for Life* team in Baltimore acted as a main liaison and technical resource for IYF field staff in Tanzania as well as participating partner organizations in both countries. Genevieve de Mahy served as the Operations and Finance Officer through the life of the project and helped the *Planning for Life* team monitor project and partner sub-grant budgets, ensuring overall compliance with the terms of IYF's grant agreement with World Learning.

In addition to the core team based in Baltimore, IYF hired a local Program Assistant based at IYF's field office in Dar es Salaam to provide on-site logistical, administrative and technical assistance to implementing partners of the Tanzania Youth Scholars program to ensure integration of *Planning for Life* activities.

2.2. Supervision, Monitoring, and Technical Assistance

IYF's *Planning for Life* Phase 3 program staff were consistently in close contact with project partners via e-mail and Skype to ensure smooth implementation of program activities and provide technical assistance. Leveraging support from other programs in the target countries, IYF Program Managers were able to make at least two visits in each country to monitor *Planning for Life* Phase 3 activities and ensure compliance with USAID Family Planning regulations. Partners submitted monthly program and financial reports which also helped IYF monitor overall program progress.

IYF also worked with an M&E consultant to provide support to sub-grantees during the pilot-testing phase. The M&E consultant also analyzed the data from pre and post test surveys and made recommendations for improvements in the curriculum and training.

2.3 Office, sub-offices and logistical support

For purposes of implementing *Planning for Life* Phase 3, IYF worked through established local organizations in the target countries, Tanzania and Senegal providing support directly from IYF headquarters in Baltimore. To fully integrate reproductive health activities into IYF's TYS Program, IYF-Baltimore staff worked closely with its Field Office staff in Dar es Salaam throughout the project.

III. Program Accomplishments

The main accomplishments of *Planning for Life* Phase 3 have been an increased level of RH/FP integration in IYF's and partner's programs in two additional countries. *Planning for Life* Phase 3 built on *Planning for Life* phase 1 and 2 which successfully implementing RH integration projects in nine countries from 2007 to 2012. In Senegal, IYF worked with the Synapse Center to integrate the *Planning*

for Life curriculum into its entrepreneurship and employability programs. In Tanzania, IYF adapted the *Planning for Life* curriculum and worked with three implementing partners to integrate RH education into the life skills training being offered to youth participants of IYF's Tanzania Youth Scholars program. IYF staff also participated in learning events and shared *Planning for Life* resources and best practices for integrating RH education into youth programs.

3.1 Program Implementation Approach and Methodology

During *Planning for Life* Phase 1, IYF developed a series of tools and resources for integrating RH into youth development programs. IYF produced a standard RH curriculum for youth titled "Reproductive Health Lessons: A Supplemental Curriculum for Young People" which is designed to complement life skills training. The curriculum includes ten lessons on the following topics: Personal Values, Puberty, Reproduction Review, Teenage Pregnancy, Contraception, Sexually Transmitted Infections, HIV/AIDS, Substance Abuse, Gender Roles and Stereotypes, and Gender-Based Violence. Each lesson contains group activity, information sharing, and personal application to ensure that youth are able to apply the lessons learned into their personal lives.

Further, *Planning for Life* Phase 2 was designed to respond to the interest among staff and partners to translate and adapt the "Reproductive Health Lessons: A Supplemental Curriculum for Young People" into culturally specific contexts. At the end of Phase 2, the curriculum had been adapted into six country contexts and translated into local languages by IYF's implementing partners in Kenya, Jordan, Saint Lucia, Dominican Republic, Sri Lanka and India. During *Planning for Life* Phase 3, IYF was able to further integrate reproductive health into its program activities in Senegal and Tanzania by adapting the curriculum and building the capacity of staff from IYF's local partners in those two countries.

For *Planning for Life* Phase 3, IYF replicated the project model used during Phase 2 of the project and worked with implementing partners in Senegal and Tanzania to integrate RH/FP education into IYF's supported youth development programs. The two sub-grantees/partners utilized a similar approach for adapting the RH lessons into their local contexts ensuring that the targeted youth can identify with and fully engage in the lesson content. Partners formed curriculum review committees consisting of staff members and trainers, local youth development experts and RH professionals to review each lesson and adapt case examples, names, and cultural references to ensure content would be relevant to the target youth beneficiaries while retaining technical concepts in the curriculum. The *Planning for Life* curriculum was adapted into Tanzania and Senegal country contexts and translated into Kiswahili and French. Partners then tested the adapted lessons with a cohort of youth.

The pilot test in each country included administering a pre-test to youth beneficiaries before the start of training which was followed by a post-test administered after training completion. IYF's M&E Consultant analyzed pre and post-test results and provided a report including results and recommendations to each partner. Based on these recommendations, IYF worked with each partner to further adapt and finalize the curricula. The *Planning for Life* team also monitored and supported partners as lessons were integrated into partner's life skills programs. In addition, IYF provided technical assistance to the two partners throughout the training phase.

3.2 Project Activities and Results Achieved

Below are descriptions of each *Planning for Life* Phase 3 project and a summary of the key accomplishments.

Senegal: The objective of the *Planning for Life* Phase 3 project in Senegal was to strengthen the quality and delivery of Life Skills training that is being provided by IYF's partner, the Synapse Center. To achieve this, IYF worked with the Synapse Center to adapt, validate, integrate and deploy a package of 10 PFL RH lessons into the Synapse Center's entrepreneurship (Empacto) and employability programs (Passport to Employment). Synapse Center is a non-profit organization that seeks to promote creative leadership, entrepreneurship, and employability in Senegal. Below provides an outline of *Planning for Life* Phase 3 activities in Senegal carried out from April 2012 to November 2012.

- In May 2012, Synapse held a curriculum review workshop at their headquarters with technical experts, youth, and staff. During the workshop, the committee reviewed each of the 10 RH lessons to include culturally relevant examples. Based upon the suggestions, Synapse staff compiled and made changes to the curriculum. The adapted curriculum was vetted by IYF staff and finalized for the *Planning for Life* TOT which followed in August 2012. Following the adaptation of the curriculum, Synapse integrated the *Planning for Life* into the Empacto and Passport to Employment program curriculums. On August 7-9, 2012, Synapse held a TOT workshop to mark the beginning of program implementation. Nineteen trainers from Dakar, Thiès, Saint-Louis, and Kaolack attended the training. Three categories of staff were identified to benefit from the TOT, including Synapse staff members who may not directly provide services but can facilitate uptake through referrals and advocacy, Synapse certified trainers and consultants who would provide the trainings to the young people, and staff of partner organizations who would either provide training to youth or conduct awareness-raising and promotion for the project.
- Following the TOT, Synapse approached local partner organizations in Dakar, Thiès and Saint-Louis where Synapse had existing program activities to launch the training workshops. A core team of 9 trainers facilitated the trainings of 3 cohorts of Passport to Employment beneficiaries and 3 cohorts of Empacto beneficiaries. As a result over 185 youth were trained on *Planning for Life*. Some training workshops were supplemented by community awareness raising activities aimed at sensitizing community leaders and parents. All training activities were completed by the planned date of closure of the project.
- Analysis of the pre/post test showed a substantial increase in overall knowledge from 46% to 63% in posttest. The greatest changes in knowledge were in the topical areas of sexually transmitted infections and contraception. Based upon these results and other lessons learned, Synapse is developing innovative strategies to ensure that 50% of young people who attend their programs go through a *Planning for Life* training.

Tanzania

The objective of the *Planning for Life* Phase 3 project in Tanzania was to strengthen the quality and delivery of life skills training that is being provided by IYF's partners under the TYS project. TYS offers OVC ages 14 to 24 the opportunity through scholarships to attend secondary school or vocational training and prepare themselves for viable futures through self or salaried employment. TYS is an Associate Award under the Youth:Work mechanism, a USAID GDA Leader with Associates Award. For implementing TYS, IYF has partnered with three local youth focused organizations, Kiwohede, Camfed-Tanzania and VETA (through five VETA regional training centers located around the country). Below provides an outline of *Planning for Life* Phase 3 activities in Tanzania carried out from April 2012 to February 2013.

- On May 9, 2012, youth development experts, trainers, IYF staff and implementing partners came together for a Curriculum Review workshop at IYF's field office in Dar es Salaam. The curriculum review committee was comprised of a curriculum specialist from VETA as well as trainers and

program managers from Camfed, Kiwohede and IYF. The committee employed its collective experience of working with Tanzanian youth to adapt the Kiswahili language version of the *Planning for Life* curriculum previously adapted for Kenya into the Tanzanian context. During the workshop, the committee reviewed each of the 10 RH lessons. Following the workshop, committee members individually reviewed lessons and shared their suggestions on how to adapt case studies, cultural references, and activities to ensure they were relevant to Tanzanian youth and the country context. IYF's *Planning for Life* Program Assistant compiled the suggestions and made the changes to the curriculum. The adapted curriculum was then vetted by staff from all three organizations who participated in the *Planning for Life* TOT which followed in July 2012.

- In order to train the three TYS implementing organizations on how to integrate RH into life skills training programs, IYF issued a sub-grant to VETA's Morogoro Vocational Teachers Training College (MVTTC) to conduct a TOT. MVTTC is responsible for providing training to VETA staff from all regional training centers in technical areas as well as life skills. Thus, it was a logical choice to partner with MVTTC to assist with conducting a TOT. In addition, IYF contracted with *Planning for Life* Master Trainer, Constantine Obuya who IYF had previously worked with in Kenya during Phase 2 of the *Planning for Life* project to conduct training covering the *Planning for Life* curriculum and key strategies for RH/FP integration into youth programs. Also, MVTTC master trainers facilitated a 4-day refresher training on life skills. The TOT provided participants with practical skills on how to facilitate lessons on RH/FP topics and life skills using highly interactive and participatory facilitation methodologies. The *Planning for Life* master trainer also provided tips on how to discuss sensitive topics with youth and how to conduct community mapping exercises to identify youth-friendly health service providers to refer youth to. A total of 20 life skills facilitators and other staff members from Camfed, Kiwohede, and VETA regional centers participated in the TOT which was held July 2-7, 2012 in Morogoro, Tanzania.
- From September to December 2012, IYF worked with the VETA training center in Dar es Salaam to pilot-test the adapted Kiswahili version of the "Reproductive Health Lessons: A Supplemental Curriculum for Young People" curriculum for Tanzania with a group of 26 youth who were enrolled in vocational training as part of the TYS program. The pilot test included a questionnaire at the beginning and at the end of training to capture participant's knowledge gains in reproductive health. The findings from the pilot test then informed the final adaption of the curriculum. Please see section '**Final Results on Core Indicators**' for a discussion of the findings from the pilot test.
- As a result, *Planning for Life* activities have been completely integrated into the TYS program and 522 OVC aged 14-24 in ten regions within Tanzania have received RH education to date.¹ In addition, TYS implementing organizations have partnered with local health services providers to be guest speakers during RH training and/or provide discounted services to youth. For an example, Kiwohede partnered with AMREF's Angaza Zaidi project in the Mbeya and Songea regions to connect TYS youth participants to free HIV Voluntary Testing and Counseling (VTC). IYF's local staff in Tanzania continues to offer technical assistance to trainers through mentorship calls with trainers who are currently facilitating RH training using the *Planning for Life* curriculum.

¹ The Tanzania Youth Scholars program aims to reach a total of 1800 orphans and vulnerable children over the life of the five year program and it is expected that all 1800 will also receive training in reproductive health.

Figure 1: Project Partners and Youth Reached

Partners	Project Location	Project Focus	Profile of Youth	Total Youth Trained
VETA	Tanzania	Employability	Orphans and Vulnerable Children, 14-24	417
Kiwohede	Tanzania	Employability	Orphans and Vulnerable Children, 14-24	129
Synapse	Dakar, Senegal	Employability/ Entrepreneurship	Unemployed, out-of-school youth, aged 10-24	185
TOTAL				731

3.3 Plans/activities related to ongoing project sustainability

During the evaluation conducted on Phase II of the *Planning for Life* program, it was found that a vast majority of IYF staff members interviewed recommended that there be a designated internal champion for ensuring reproductive health is continued to be integrated into IYF programs. IYF’s Program Manager who has helped manage program activities under *Planning for Life* phase 2 and 3 is responsible for ensuring the sustainability of *Planning for Life*’s efforts in integrate RH/FP into IYF’s programs long term by keeping it on staff’s radar and orientating new staff on the tools and resources developed throughout the three phases of the *Planning for Life* program.

Project partners who participated in *Planning for Life* Phase 3 have indicated interest in continuing to integrate RH/FP into their youth programs. Successful integration of the RH curriculum into their life skills training will ensure long term sustainability of RH/FP within IYF’s partners’ programs.

In Tanzania, VETA trainers at five of their regional training centers as well as Kiwohede and Camfed staff have been trained in IYF’s “Reproductive Health lessons: A Supplemental Curriculum for Young People” and have a copy of the Tanzanian version in both English and Kiswahili. These partners will continue to use the *Planning for Life* curriculum to provide RH/FP education to OVC for the remainder of the TYS program which is scheduled to conclude May 2016. Beyond TYS, VETA, Kiwohede, and Camfed have expressed interest in continuing to use the *Planning for Life* curriculum.

In Senegal, the Synapse Center has put-forth five strategies for ensuring the sustainability of *Planning for Life* activities. The strategies are as follows:

- Increase staff, partner organizations and communities’ awareness of the impact that RH education can have in young people’s lives.
- Develop innovative practices and materials that will ensure that at least 50 percent of all young people who benefit from our programs will also receive training on the 10 *Planning for Life* RH lessons.
- Assist Synapse’s partner organizations with integrating RH education into their programs and train young people with the *Planning for Life* curriculum

- Provide ongoing technical assistance to Synapse partner organizations for implementing RH/FP education activities. The technical assistance could cover logistics, supervision, and data management.

3.4 Final results on all core indicators

Planning for Life Phase 3 successfully met its goal to provide training to youth on RH enabling them to make healthy choices while strengthening IYF partners' capacity to integrate RH into current and future programs.

Result 1: Strengthened youth competence to make healthy RH choices

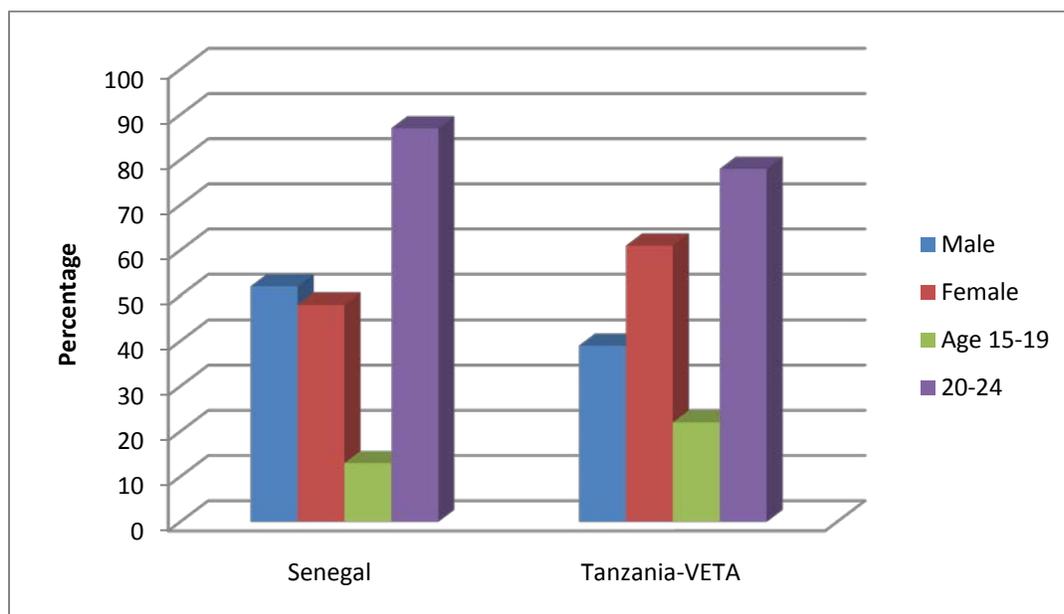
- **Improved knowledge of RH/FP choices and associated Life Skills**
- **Youth beneficiaries trained in RH/FP components**

After adapting and translating the *Planning for Life* curriculum, IYF partners in Senegal and Tanzania provided training to youth using all ten adapted RH lessons. With guidance from IYF, both partners administered a survey before and after the training took place in order to measure changes in participants' reproductive health knowledge and attitudes as well as their satisfaction with the training. Quantitative data from youth who completed both the pre and post -tests surveys were analyzed to evaluate the effects of the *Planning for Life* curriculum on participants' reproductive health knowledge and attitudes and to assess participants' satisfaction with the training. Data analysis of the pre and post-tests showed improved knowledge about healthy behaviors among young women and men in both countries.

From September through December of 2012, VETA pilot tested the *Planning for Life* curriculum adapted for Tanzania with a group of 26 participants; however, only 23 participants completed both the pretest and posttest. Sixty-one percent of participants were female and 39% were male. Seventy-eight percent were aged 20 to 24 years and 22% were aged 15 to 19. The average overall knowledge score increased four percent from pre-test to post-test and the greatest knowledge gains were in the topic areas related to sexually transmitted infections, maternal health and gender roles. To explain the small increase of percentage of questions answered correctly from pre to post-test, IYF consulted its local staff and trainer who facilitated the pilot test training. *Planning for Life* sessions were taught once a week but were often postponed due to scheduling conflicts which may have had an effect on how the youth retained knowledge and performed on the post-test. In addition, as TYS targets highly vulnerable youth the trainer suggested that some of the youth participants have low literacy levels and may have had difficulty understanding the pre-post test surveys. **See section 5.1 Key problems/challenges for further discussion.**

In Senegal, the Synapse Center pilot tested the French version of the *Planning for Life* curriculum with a test group of 185 participants from September through November of 2012. Fifty-two percent of participants were male and 48% were female. Eighty-seven percent were aged 20 to 25 years and 13% were aged 15 to 19. The average overall knowledge score increased substantially from 46% in the pre-test to 63% in the post-test and the greatest knowledge gains were in the areas of contraception and sexually transmitted infections.

Figure 2: Pilot test Youth Beneficiary Demographics by Country



Result 2: Strengthened capacity of IYF partners in Tanzania and Senegal to incorporate RH/FP into current and future programs

- **RH/FP materials adapted for use by IYF implementing partners in Senegal and Tanzania.**
- **Improved partner capacity to deliver life skills and RH training**

As a result of the *Planning for Life* Phase 3 program, IYF’s “Reproductive Health lessons: A Supplemental Curriculum for Young People” is now available in two additional languages including French, culturally adapted for Senegal and Kiswahili, culturally adapted for Tanzania. With guidance from IYF, Synapse Center and VETA conducted a TOT with youth workers focused on how to integrate RH education and activities into youth development programs. The two TOTs provided training on the *Planning for Life* curriculum as well as how to teach sensitive topics and use participatory facilitation techniques. In Tanzania, a TOT was conducted for staff members from three organizations of IYF’s Global Partner’s Network, including Camfed, VETA, and Kiwohede. A total of 20 trainers participated in the training. Further, in Senegal the Synapse Center conducted a *Planning for Life* TOT for its own staff as well as trainers from eight, organizations such as YMCA Senegal. A total of 19 trainers in participated in the Senegal TOT.

IYF’s *Planning for Life* adapted RH lessons have been fully integrated into Synapse Center’s life skills curriculum “Passport to Employment” and youth employability program.. In Tanzania, IYF integrated the *Planning for Life* curriculum into its Tanzania Youth Program by encouraging its implementing partners to integrate RH/FP education into life skills training. The Tanzania Youth Scholars program aims to reach 1,800 youth over a five year period. To date, 496 youth have received RH education with the Tanzanian adapted version of the *Planning for Life* curriculum. As discussed earlier in **3.3 Plans/activities related to ongoing project sustainability**, IYF partners in Senegal and Tanzania have plans to continue using the *Planning for Life* curriculum in their activities.

V. Problems Encountered and Solutions

5.1 Key problems/challenges faced in management and program

Overall program activities were completed as planned; however, IYF faced a few challenges while implementing *Planning for Life* Phase 3.

- IYF experienced some delays in sub-granting with VETA's National Coordination Office in Dar es Salaam, the original sub-grantee in Tanzania proposed by IYF. In conversations with the National Coordination Office it was determined that it would be more efficient to sub-grant directly with VETA's local training institute, the Morogoro Vocational Teacher Training College (MVTTC). MVTTC is generally responsible for preparing VETA's trainers to deliver training in life skills as well as technical skills and thus was best equipped to conduct the TOT for IYF's implementing partners in Tanzania. Based on the above, IYF requested and was granted approval from World Learning and USAID to modify the grant agreement changing the sub-grantee from VETA Dar es Salaam to MVTTC.
- Overall program activities in Tanzania were completed on schedule. However, the training associated with pilot testing the adapted Tanzanian curriculum at the VETA center had a few interruptions. The national census and the exam period at the Dar es Salaam VETA center caused some *Planning for Life* training sessions to be rescheduled. Also during pilot testing the adapted curriculum, the VETA Dar es Salaam center faced some scheduling conflicts with other classes and thus had to postpone some *Planning for Life* sessions due to lack of available classrooms for training. The training was originally scheduled to be completed over a ten-week period however; training took fourteen weeks as a result of these challenges. Beginning in January 2013, RH/FP training was fully integrated into VETA life skills training and thus no longer faces the challenge of not having enough available training space.

5.2 Suggestions for future programs of this type

IYF learned during the implementation of this project that capacity building for IYF's partners and their trainers should be customized based on individual needs and overall level of comfort with reproductive health technical content. IYF found during TOT's in Senegal and Tanzania that some trainers were very confident with the subject area whereas others were in need of more technical training around Adolescent Sexual and Reproductive Health (ASRH). A brief questionnaire administered to TOT participants before training begins may help the TOT facilitator understand the trainers' profile and adapt the TOT training plan as necessary. In the case of Tanzania where RH education was integrated into the TYS program after it began, IYF found that some of the trainers from the TYS implementing partners did not have complete buy-in. In the case that RH/FP is a new training area for an NGO, trainers who will be responsible for facilitating RH education need to be selected carefully to ensure that they are interested in providing training in ASRH and not feel burdened by it.

Due to the short nature of the *Planning for Life* Phase 3, IYF local partners in both Senegal and Tanzania found it difficult to establish partnerships with local NGOs, community stakeholders, and health professionals. ASRH is a sensitive issue that requires building rapport first in order to establish lasting partnerships. To these ends, enough time for raising awareness on the program and outreach to key stakeholders needs to be worked into the program design.

While targeting vulnerable youth, such as in the case of Tanzania, literacy levels of the youth

participants need to be taken in account during training delivery. Contradictory findings from the pilot-test in Tanzania (e.g. “Reproduction Review” was listed as a favorite and least favorite lesson by the same youth) and decreases in knowledge on some questions may indicate that participants had difficulty understanding some pre/post-test questions. In the future, IYF will recommend to its partners that literacy levels be evaluated at the beginning of the training and activities are adapted to ensure full participation and understanding from youth participants.

In Senegal and Tanzania, *Planning for Life* activities were implemented in various regions including urban and rural areas within the country which have different cultural and religious beliefs. In addition, youth in different geographic regions may face different issues i.e. HIV/AIDS is more prevalent in some regions versus others. Therefore, it is important to note that models for integration will differ from region to region depending on cultural differences, and therefore there is a need for flexibility in implementing RH integration activities.

VI. Documentation of Shared Learning

IYF shared learnings from the *Planning for Life* Phase 3 through a variety of publications and communication channels and are discussed below.

6.1 Tools, curricula and key practices developed, adopted or adapted

Curricula: ‘Reproductive Health Lessons: A Supplemental Curriculum for Young People’ produced during the first phase of the *Planning for Life* program was adapted into local country contexts by IYF’s implementing partners in Senegal and Tanzania. As a key outcome of phase III, the curriculum is now available in French adapted to the Senegalese context and Kiswahili and English adapted to the Tanzanian context. (http://library.iyfnet.org/sites/default/files/library/P4L_Lessons_Senegal_French.pdf; http://library.iyfnet.org/sites/default/files/library/P4L_Lessons_Tanzania_English.pdf)

RH/FP Integration e-Toolkit: In June 2012, IYF launched an e-toolkit including *Planning for Life* curricula, resources for integrating reproductive health into youth programs, and documents on best practices on Knowledge for Health’s (www.k4health.org) online portal which is sponsored by John Hopkins University Bloomberg School for Public Health Center for Communications Programs. The e-toolkit, titled “Integrating Reproductive Health into Youth Development Programs” (<http://archive.k4health.org/toolkits/rh-youth>) consists of over twenty relevant resources including IYF’s tools and other publications developed under the all three phases of the project. IYF uploaded the curricula that were adapted for Tanzania and French during *Planning for Life* Phase 3 and will regularly maintain and update the toolkit with relevant resources (both IYF and non-IYF) and continue to direct interested partners to the site.

6.2 Case Studies or Success Stories

- N/A

6.3 Abstracts and presentations from conferences

IYF participated in various conferences and learning events over the life of the program to discuss issues related to reproductive health and family planning, in some instances along with other Flex

Fund grantees. Participation in the following learning events allowed IYF to network with organizations working in the areas of RH/FP or youth development, share best practices/lessons learned and disseminate *Planning for Life* tools and resources.

- **CORE Group Meetings:** IYF, an active member of the CORE group attended regular bi-annual CORE groups meetings. On May 1st 2012, *Planning for Life* Program Director, Angela Venza presented at the Spring CORE group meeting in Wilmington, Delaware along with colleagues from Save the Children and ChildFund on a panel called “One Size Doesn’t Fit All: Integrating FP into Youth Programs” moderated by USAID *Planning for Life* AOTR Victoria Graham. Angela presented a PowerPoint on Integrating Reproductive Health into Youth Development Programs (the presentation can be found at Annex J). The panel was well-attended and the attendees expressed interest learning about and using IYF’s Pfl tools and resources. IYF also participated in a taskforce on Adolescent Health with other CORE group members.
- **IYF’s Global Partner’s Meeting 2012, June 2012, Washington, DC:** At the 2012 IYF Global Partner Meeting, *Planning for Life II* project staff convened a session on ‘Reproductive Health matters in the context of Youth Livelihoods’. This session highlighted projects from *Planning for Life* Phase 2 and how Reproductive Health and Family Planning has been successfully integrated into youth livelihood programs. Guest speakers included Rama Shayem from, SAHER and Susana Doñe from Sur Futuro as well as Catherine Lane, *USAID-Technical Advisor*. Panelists discussed the critical elements of engaging parents and community in ensuring healthy behaviors in youth and issues of gender and culture in RH/FP. It was attended by about 20 IYF partners from around the world who actively participated by asking questions and discussing the challenges faced in integrating this type of program in various cultural and country contexts. Program Officers from TYS partners, Kiwohede and Camfed were among the participants who attended this RH focused session. In addition, IYF’s reproductive health tools, curriculum and best practices were shared with participants.

The agenda for the event is found at <http://www.iyflive.net/events/52/agenda> and resources shared at the session are found under “Break-Out I” at <http://www.iyflive.net/events/52/meeting-resources>

- **Flex Fund 10^{Yr} Program Learning Event:** On September 13th 2012 Ciré Kane from Synapse Center in Senegal presented on the Pfl program during a panel discussion on Youth Family Planning at the USAID’s Flex Fund 10 year Program Learning event in Washington, DC. The presentation was well received by attendees who included representatives from USAID and NGO’s implementing family planning and reproductive health programs worldwide. The PowerPoint Presentation can be viewed here: http://www.flexfund.org/workshops/programlearning_2012.cfm

VII. Recommendations to World Learning on how to improve their systems for grant management

IYF was very satisfied with World Learning’s management of the grant. The completed end-of-project grantee feedback form is attached to this report.

