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USAID/TANZANIA GENDER AND YOUTH ASSESSMENT

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GENDER AND YOUTH ASSESSMENT

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ABSTRACT

The United States Agency for International Development in Tanzania (USAID/Tanzania) launched its Fiscal Year (FY) 2014-2019 Country Development Cooperation Strategy (CDCS) in October 2014 and was the only African mission (and one of two globally) to make female and youth empowerment a separate Development Objective (DO).

USAID/Tanzania is now developing a new CDCS, which will be based on learnings from the previous CDCS. This assessment is an effort to review the lessons learned on gender and youth activities during the current CDCS period. The Mission tasked the Data for Development contractor to review the annual reports and gender and youth assessments from a set of 24 Mission activities and to provide analysis, findings, and recommendations about integrating gender and youth into the next CDCS.

This document provides Data for Development's task report. The report analyzes the gender and youth objectives, interventions, geographic locations, and outcomes of the 24 activities. A table included in the main text of the report (Table I) extracts these categories of information from the entire set of documents. The report draws conclusions and makes recommendations for improving gender and youth integration in the next CDCS.

CONTENTS

- EXECUTIVE SUMMARY i
- 1.0 ASSESSMENT BACKGROUND AND PURPOSE..... 1
- 2.0 ASSESSMENT METHODS AND LIMITATIONS 1
 - 2.1 Methods 1
 - 2.2 Limitations 3
- 3.0 FINDINGS 4
 - 3.1 Activity Objectives..... 20
 - 3.2 Activity Gender/Youth Interventions 23
 - 3.3 Gender/Youth Activity Locations..... 26
 - 3.4 Activity Gender/Youth Outcomes and Impact 27
 - 3.5 Other Donor/GoT Interventions and Best Practices 33
- 4.0 KEY FINDINGS AND RECOMMENDATIONS 34
 - 4.1 Process..... 35
 - 4.2 Substantive Issues 37
- ANNEXES 39
 - Annex 1: Concept Note 40
 - Annex 2: Annual Reports and Gender and Youth Assessments..... 44
 - Annex 3: Other Documents 48
 - Annex 4: List of Key Informant Interviews 49
 - Annex 5: Conflict of Interest Forms 50

LIST OF TABLES

- Table 1: Activity Gender/Youth Objectives, Interventions, Locations, and Outcomes 6
- Table 2: USAID Global Gender/Youth Objectives..... 20
- Table 3: Activities with Gender/Youth Objectives, by Sector..... 21
- Table 4: Gap Analysis of Activities’ Gender/Youth Objectives, by Sector 22
- Table 5: Activity Gender/Youth Outcomes, by Sector 32

LIST OF FIGURES

- Figure 1: Number of Selected Activities, by Sector 2
- Figure 2: Number of Selected Activities, by Initiation Year 2
- Figure 3: Gender/Youth Activities by Region 27

ACRONYMS

| Acronyms | Description |
|----------|---|
| 3RS | Reading, Writing, and Arithmetic |
| ADDO | Accredited Drug Dispensing Outlet |
| ADS | Automated Directives System |
| AfriYAN | African Youth and Adolescent Network |
| AGYW | Adolescent Girls and Young Women |
| AIDS | Acquired Immune Deficiency Syndrome |
| AMDT | Agricultural Markets Development Trust |
| ANC | Ante-Natal Clinic |
| ART | Anti-Retroviral Therapy |
| ASPIRES | Agriculture Sector Policy and Institutional Strengthening |
| ASRH | Adolescent Sexual and Reproductive Health |
| BDS | Business Development Services |
| BDSP | Business Development Service Provider |
| CBHSP | Community-Based Health Service Provider |
| CBO | Community-Based Organization |
| CCRO | Certificate of Customary Rights of Occupancy |
| CCW | Community Case Worker |
| CDCS | Country Development Cooperation Strategy |
| CDF | Children's Dignity Forum |
| CEPPS | Consortium for Elections and Political Process Strengthening |
| CFA | Connected Farmer Alliance |
| CHW | Community Health Worker |
| CHFUA | Community Health Fund User Association |
| CITC | Client-Initiated Testing and Counseling |
| COR | Contracting Officer Representative |
| CSO | Civil Society Organization |
| DC | District Council |
| DFID | Department for International Development (United Kingdom) |
| DO | Development Objective |
| DREAMS | Determined, Resilient, Empowered, AIDS-Free, Mentored, and Safe |
| DRG | Democracy, Rights, and Governance |
| EGMA | Early Grade Math Assessment |
| EGRA | Early Grade Reading Assessment |
| ENGINE | Enabling Growth Through Investment and Enterprise |
| EU | European Union |
| FGM | Female Genital Mutilation |
| FI | Financial Institution |
| FP | Family Planning |
| FSW | Female Sex Worker |

| Acronyms | Description |
|-----------------|--|
| FTF | Feed the Future |
| FY | Fiscal Year |
| GBV | Gender-Based Violence |
| GEFE | Gender Equality and Female Empowerment |
| GEWE | Gender Equality and Women's Empowerment |
| GEYI | Gender Integration and Youth Inclusion |
| GOT | Government of Tanzania |
| HIMSO | Health Insurance Management Service Organization |
| HIV | Human Immunodeficiency Virus |
| HIVST | HIV Self-Testing |
| HTC | HIV Treatment and Counseling |
| ICT | Information and Communication Technology |
| IESC | International Executive Service Corps |
| IFA | Iron and Folic Acid |
| IIE | Institute of International Education |
| IP | Implementing Partner |
| IPV | Intimate Partner Violence |
| IR | Intermediate Result |
| IWRM | Integrated Water Resources Management |
| JSI | John Snow, Inc. |
| KII | Key Informant Interview |
| KMC | Kangaroo Mother Care |
| KVP | Key and Vulnerable Populations |
| LGA | Local Government Authority |
| LIMCA | Livelihood Improvement for Mothers and Caregivers of Adolescents |
| MC | Municipal Council |
| ME&A | ME&A, Inc. |
| MEL | Monitoring, Evaluation, and Learning |
| MoEST | Ministry of Education, Science, and Training |
| MoHCDGEC | Ministry of Health, Community Development, Gender, Elderly, and Children |
| MoITI | Ministry of Industries, Trade, and Investments |
| MSMEs | Micro, Small, and Medium Enterprises |
| MUS | Multiple-Use Water Services |
| NACOPHA | National Council of People Living with HIV/AIDS in Tanzania |
| NBS | National Bureau of Statistics |
| NGO | Non-Governmental Organization |
| ORS | Oral Rehydration Salts |
| OVC | Orphans and Vulnerable Children |
| PAD | Project Appraisal Document |
| PASS | Private Agricultural Sector Support (Partnership with CRDB Bank) |

| Acronyms | Description |
|-----------------|--|
| PEPFAR | President's Emergency Plan for AIDS Relief |
| PLHIV | People Living With HIV |
| PO | Producer Organization |
| PReP | Pre-Exposure Prophylaxis |
| RMNCAH | Reproductive, Maternal, Newborn, Child, and Adolescent Health |
| RTI | Reproductive Tract Infection |
| SAGCOT | Southern Agricultural Growth Corridor of Tanzania |
| SBCC | Social and Behavior Change Communication |
| SDG | Sustainable Development Goal |
| SHOPS | Strengthening Health Outcomes through the Private Sector |
| SIDA | Swedish International Development Agency |
| SMEs | Small and Medium-Sized Enterprises |
| SRGBV | School-Related Gender-Based Violence |
| SRH | Sexual and Reproductive Health |
| STEM | Science, Technology, Engineering, and Mathematics |
| STI | Sexually Transmitted Infection |
| T-MARC | Tanzania Marketing and Communication |
| TA | Treatment Advocate |
| TAHA | Tanzania Horticultural Association |
| TAMWA | Tanzanian Media Women Association |
| TAWLA | Tanzanian Women Lawyers Association |
| TDHS | Tanzania Demographic and Health Survey |
| TGNP | Tanzania Gender Networking Program |
| UNFPA | United Nations Populations Fund |
| UNICEF | United Nations International Children's Emergency Fund |
| UNWOMEN | United Nations Entity for Gender Equality and Empowerment of Women |
| USAID | United States Agency for International Development |
| USDA | United States Department of Agriculture |
| VAC | Violence Against Children |
| VAWC | Violence Against Women and Children |
| VBAA | Village-Based Agricultural Advisor |
| VSLG | Village Saving and Loan Group |
| WADA | Water and Development Alliance |
| WARIDI | Water Resources Integration Development Initiative |
| WASH | Water, Sanitation, and Hygiene |
| WiLDAF | Women in Law and Development in Africa |
| YALI | Young African Leaders Initiative |
| YSLA | Youth Savings and Loan Association |

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We would also like to thank the Ministry of Education, Science, and Technology; Ministry of Industries, Trade, and Investments; and donor community, specifically the European Union, High Commission of Canada, Embassy of Sweden, United Nations Population Fund (UNFPA) Tanzania, United Nations Entity for Gender Equality and Empowerment of Women (UN Women), United Nations International Children's Emergency Fund (UNICEF), and the local CSOs namely Legal and Human Rights Center, Tanzania Gender Networking Program (TGNP) Mtandao, Tanzania Media Women Association, and Women in Law and Development in Africa, who, despite their busy schedules, availed time to the assessment team and provided it with an insightful and very valuable information that made this assignment a success.

EXECUTIVE SUMMARY

ASSESSMENT BACKGROUND AND PURPOSE

The following Gender and Youth Assessment was commissioned by the United States Agency for International Development (USAID) in Tanzania as it is preparing to launch the development of its second Country Development Cooperation Strategy (CDCS), which will present the results framework of development objectives (DOs), intermediate results (IRs), and sub-IRs to be achieved in the period 2019-2024. As prescribed in USAID guidance [Automated Directives System (ADS) 200], the planning for the new CDCS must be based on learnings from the implementation of the current CDCS (2014-2019). This assessment is an effort to review the results and lessons learned on gender and youth activities during the current CDCS period.

According to the assessment Concept Note, the main purpose of the assessment is to “contribute to the mission’s results framework and design for the new CDCS.” Specifically, the Concept Note and its related tasker called for the assessment to: 1) identify common themes and findings; 2) identify duplication of efforts/audiences; 3) identify any knowledge gaps or lack of; and 4) provide recommendations for effective future implementation and integration.

ASSESSMENT METHODS

The primary method of the assessment was a desk review of documents, as well as a limited set of semi-structured key informant interviews (KIIs).

The assessment team was supposed to review documents across 24 activities, with initiation years ranging from 2011 to 2017, from four technical sectors: 1) Economic Growth; 2) Education; 3) Health; and 4) Democracy, Rights, and Governance (DRG). In addition, one cross-cutting activity was selected. The team reviewed two main types of activity documents: 1) gender and youth assessments; and 2) annual reports from Fiscal Year (FY) 2015-2018. By the mid-November 2018 cutoff deadline, the team had only received documents for 19 of the 24 activities, which presented a challenge for the assessment.¹

To supplement the document review, the team also conducted 14 semi-structured interviews with representatives of other donor organizations, USAID Mission Staff, civil society organizations (CSOs), Government of Tanzania (GoT) Ministries, and female alumni of Young African Leaders Initiative (YALI).

FINDINGS AND RECOMMENDATIONS

The report’s findings and recommendations are organized into two sections. The first offers suggestions for improving the *process* of integrating gender/youth into the program cycle; the second suggests substantive gender/youth *issues* that should be addressed in both current activities and the next CDCS.

| Findings | Recommendations |
|---|--|
| Gender/Youth Integration Process | |
| USAID Tanzania implementing partners (IPs) differ in their integration of gender/youth issues. | Bolster support to IPs in the program design stage to create a foundation for integration from Year 1. |
| The structure, format, and content of annual reports vary greatly, making it extremely difficult to extract high-value gender/youth data. | Collaborate with USAID Global to design a streamlined and user-friendly annual report template that captures outcomes for females/youth. |

¹ Please see Annex 2 for a complete list of gender/youth assessments and annual reports.

| Findings | Recommendations |
|--|---|
| Although 10 activities in the Economic Growth, Health, and Education sectors demonstrate evidence of progress towards gender/youth goals, this assessment could not extrapolate conclusions about outcomes for several other activities (especially in the DRG sector) because of missing documentation. | Address this knowledge gap by working with IPs to expedite sharing of annual reports and consider extending timeline of this assessment to fill gaps. |
| The Swedish International Development Agency (SIDA) does not attempt to create new gender/youth programs, but instead supports already existing non-governmental organization (NGO) programs. | Consider directly sourcing local organizations and expertise. |
| GoT officials at the ministry level appear to be unaware of many donor gender/youth activities at the local government levels. | Improve communication/coordination with GoT at the national level. |
| The Sustainable Development Goals' (SDGs) indicators could provide a more useful and consistent set of metrics to track gender equality in Tanzania. | Consider integrating the SDGs' indicators into the monitoring, evaluation, and learning (MEL) frameworks of all Mission gender/youth activities. |
| Gender/Youth Substantive Issues | |
| There are a few key gaps in the coverage of critical gender/youth objectives among current activities. | Increase focus on gender/youth problems that are highly prevalent but not prioritized in current activities—especially gender-based violence (GBV). |
| Although five activities in the Economic Growth sector appear to be making progress towards gender/youth objectives, the continued inability of females/youth to access enough credit could impede longer-term progress. | Increase focus on the supply of non-exploitative credit from financial institutions (FIs). |
| Although three activities in the Health sector appear to be making progress towards gender/youth objectives, blockages in drug procurement and distribution could undermine longer-term progress. | Increase support to the Health sector at the district level to better manage drug and health equipment procurement and distribution that specifically affect women and youth. |

I.0 ASSESSMENT BACKGROUND AND PURPOSE

The following Gender and Youth Assessment was commissioned by the United States Agency for International Development in Tanzania (USAID/Tanzania) as it is preparing to launch the development of its second Country Development Cooperation Strategy (CDCS) which will present the results framework of development objectives (DOs), intermediate results (IRs), and sub-IRs to be achieved in the period 2019-2024. As prescribed in USAID guidance [Automated Directives System (ADS) 200], the planning for the new CDCS must be based on learning from the implementation of the current CDCS (2014-2019). This assessment is an effort to review the results and lessons learned on gender and youth activities during the current CDCS period.

USAID/Tanzania was the only African mission (and one of two globally) to make female and youth empowerment a separate DO: (DO 1) Tanzania women and youth empowered. To further underscore its commitment to female and youth empowerment, in 2016 the Mission created the Tumaini project, which aims to integrate female and youth empowerment into all Mission activities. To advance these goals, over the past five years USAID Tanzania and its implementing partners (IPs) have conducted multiple gender and youth assessments. At a 2018 meeting of IPs in Morogoro, it became apparent that some of the Mission's gender and youth assessments contained duplication of themes, targeted age groups, and geographic locations. In response to this preliminary finding, the Mission decided to conduct a gender and youth assessment to review specific activity-level gender/youth assessments and annual reports.

Assessment Purpose: According to the assessment Concept Note, the main purpose of the assessment is to “contribute to the mission’s results framework and design for the new CDCS.” Specifically, the Concept Note and its related tasker called for the assessment to: 1) identify common themes and findings; 2) identify duplication of efforts/audiences; 3) identify any knowledge gaps or lack of; and 4) provide recommendations for effective future implementation and integration.

2.0 ASSESSMENT METHODS AND LIMITATIONS

2.1 METHODS

The primary method of the assessment was a desk review of documents, as well as a limited set of key informant interviews (KIIs).

Document Review: The assessment team was supposed to review documents across 24 activities, with initiation years ranging from 2011 to 2017, from four technical sectors: 1) Economic Growth; 2) Education; 3) Health; and 4) Democracy, Rights, and Governance (DRG). In addition, one cross-cutting activity was selected. Figure 1 presents the sector breakdown of the selected activities.

Figure 1: Number of Selected Activities, by Sector

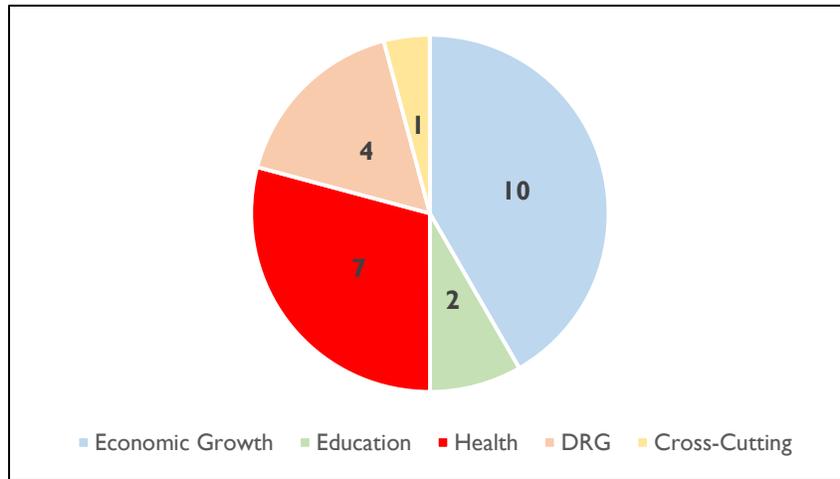
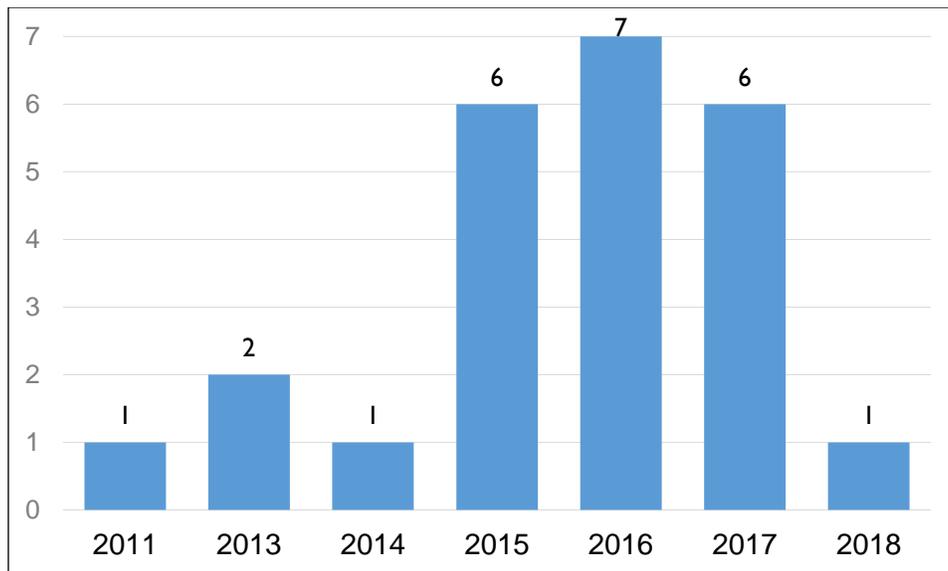


Figure 2: Number of Selected Activities, by Initiation Year



As these figures demonstrate, the majority of selected activities were from the Economic Growth and Health sectors, and most activities were initiated between 2015 and 2017.

The team reviewed two main types of activity documents: 1) gender and youth assessments; and 2) annual reports from Fiscal Year (FY) 2015-2018.² The team reviewed a total of 33 gender/youth assessments and annual reports. For two activities, instead of annual reports, quarterly reports for up to three fiscal years were provided, resulting in a total of about 52 annual or quarterly reports and gender/youth assessments.

In addition, the team reviewed about 17 other documents, also provided by the Mission. These documents were diverse in scope, ranging from CDCS gender assessments, Tumaini project appraisal documents (PADs), and evaluations of activities the team was *not* asked to analyze. The team leader reviewed all of

² For two activities—Boresha Habari and Data-Driven Advocacy, both in the DRG sector—the Mission requested that the team use the SAIV project appraisal document (PAD) as a replacement for the gender and youth assessments.

these additional documents and used judgment to determine which documents were relevant to the assessment purpose and warranted a more thorough analysis.

Key Informant Interviews: To supplement the document review, the team also conducted 14 semi-structured interviews with representatives of other donor organizations (6), USAID Mission Staff (1), civil society organizations (CSOs) (4), Government of Tanzania (GoT) Ministries (2); and one female alumnus of the Young African Leaders Initiative (YALI).³ The goal of these interviews was to gather information about the gender/youth priorities and interventions of other donors, as well as capture best practices and alternative approaches for the design of women and youth empowerment activities. The sampling method was purposive, and the team selected key informants through close consultation with the Mission.

2.2 LIMITATIONS

The primary limitation of the assessment was that the team only received documents from 19 of the 24 selected activities by the cutoff deadline of mid-November 2018. The five activities for which the team received no documents to review were: Consortium for Elections and Political Process Strengthening (CEPPS) Tushiriki Pamoja, United States Department of Agriculture (USDA) Capacity Building in Agriculture, Water and Development Alliance (WADA) Entrepreneurship for Resilient Village Water Systems, John Snow, Inc. (JSI) Advancing Partners and Communities, and Tanzania Marketing and Communication (T-MARC) Social Enterprise Activity. For these five activities, the team used USAID fact sheets and was able to extract a minimal amount of data. Annex 2 summarizes the final status of document collection by the cutoff deadline.

Another limitation was that, for the 19 activities where the team received some documents, generally only a partial set of documents was received. In certain cases, the team received no annual reports, which made it impossible to analyze what types of interventions had been implemented, as well as their outcomes. For example, in the DRG sector, the team received no annual reports for three of the four activities: CEPPS Tushiriki Pamoja, Internews and FHI360 Boresha Habari, and Internews and PACT Data-Driven Advocacy.⁴

Finally, neither the gender/youth assessments nor the annual reports yielded high-value analytical information about gender/youth intervention outcomes or impact. That is not to say that the documents provided no information—however, the team did not view the information provided as high-value analysis about outcomes or impact. Although the assessment Concept Note suggested that the report analyze gender/youth intervention successes and failures, the content limitations of the documents did not permit an in-depth analysis of outcomes or impact. The remaining paragraphs in this section elaborate on the reasons that the gender/youth assessments and annual reports are of limited value in analyzing the outcomes and impact of interventions.

First, the gender and youth assessments do not provide any information about implementation. Without access to annual reports for an activity, it was difficult to know if the recommendations in the assessment had been implemented.

Second, the structure, format, and content of annual reports vary greatly, both among IPs, as well as from year-to-year with the same IP. Not all annual reports include monitoring and evaluation tables, and when they do, the focus is on tracking short-term outputs, rather than meaningful indicators that shed light on progress towards key objectives. The emphasis in annual reports is clearly on *quantity* of metrics, rather than *quality*. Results are reported year to year, without any effort to aggregate across years and summarize trends since activity inception. Little to no context or analysis is provided to interpret or explain numerical

³ The full list of KII is in Annex 4.

⁴ These three activities were all initiated in FY 2016 or FY 2017.

results. “Lessons learned” sections primarily cover operational, implementation, or management issues—not lessons about outcome or impact.

3.0 FINDINGS

The findings of the assessment are organized into four sections, but all build on the core analytic product of this assessment: a table summary of the 24 activities by sector, extracting each activity’s gender/youth objectives, key gender/youth interventions or outputs, target geographic locations, and gender/youth outcome indicators and results. Because this table is a core analytic product of the assessment, it is included as Table I in the main text of the report, rather than as an annex.

The rationale for extracting gender/youth objectives, interventions, and indicators from the activity documents is that these three categories shed light on the extent to which activities are mainstreaming gender into their operations. The team deployed the following definitions. Gender objectives and interventions explicitly target females as priority issues or beneficiaries. Youth objectives and interventions explicitly target “youth,” or persons between ages 10 and 35, as priority issues or beneficiaries.⁵ Gender or youth outcome indicators are indicators that measure whether the activity is achieving the desired gender/youth results, disaggregated by age or sex. Whereas *output* indicators track what the project is doing, *outcome* indicators should shed light on whether the project is making progress towards desired goals.

The team used the following method to extract data. The team initially reviewed the documents to locate the discussion of overall activity objectives, in order to assess whether the activity *explicitly* defines specific gender or youth objectives or priorities. That is, the discussion of activity objectives had to explicitly refer to females/women or youth in some manner to qualify as a gender/youth objective.

The team made two exceptions to this approach. First, for the Health and Education sectors, objectives that target children under 10 were included as youth objectives. The rationale for their inclusion is that health and education outcomes in adolescence and young adulthood are at least partly connected to earlier childhood outcomes. For example, if a child experiences stunting or fails to learn, then his/her health and education outcomes during adolescence and after are also likely to be affected. Second, if documents did not mention females as a target beneficiary but mentioned family planning (FP), they were included, based on the reality that FP interventions are usually targeted to females.

If specific gender/youth objectives were identified, the entire document was reviewed to extract data about specific interventions; the monitoring, evaluation, and learning (MEL) framework; and outcomes. If no specific gender/youth objectives were identified, the team used Adobe word search functions on “gender,” “females,” “women,” “youth,” etc. to find specific interventions targeted at females or youth, as well as reviewed the MEL framework for outcome data.

Sections 3.1 to 3.4 analyze the data presented in Table I. Section 3.1 comparatively analyzes activities and their objectives, assessing the extent to which activities define specific gender or youth objectives, and if so, the extent to which these objectives align with USAID global gender/youth priorities, as well as the core gender/youth problems in Tanzania, as analyzed by cross-sectoral gender assessments conducted prior to the current CDCS.

Section 3.2 analyzes specific gender or youth-focused interventions drawn from all the activities, categorizing intervention types, with the purpose of identifying areas of duplication. Section 3.3 analyzes the activity locations, also revealing duplication and gaps. Section 3.4 analyzes activity gender/youth

⁵ The USAID definition of youth is ages 10 to 29; the GoT definition is 15 to 35. The team used a definition that included the range of ages from both definitions.

outcomes, assessing whether MEL frameworks are designed to capture outcomes relevant to the activity's gender/youth goals, and where possible drawing some preliminary conclusions about impact.

Table 1: Activity Gender/Youth Objectives, Interventions, Locations, and Outcomes

| Prime IP/ Activity | Year Initiated | Activity Objectives (Gender or Youth Objectives are bolded) | Gender or Youth Interventions/Outputs | Activity Location | Key Gender or Youth Outcome/Impact Indicators and Results | |
|-------------------------|-------------------|---|--|---|--|--|
| | | | | | Indicator | Result |
| Economic Growth | | | | | | |
| Africare Mwanzo Bora | 2011 | <ul style="list-style-type: none"> • Reduce childhood stunting and anemia in women of reproductive age by 20 percent. • Develop capacities of GoT and local CSOs around nutrition programming. | <ul style="list-style-type: none"> • Social and behavior change communication (SBCC) targeted at mothers and children using 1000 Days Dietary Diversity kits promotes pro-nutrition behaviors. SBCC includes messages for husbands. • Peer Support Groups deliver SBCC messages. • Youth theater groups promote positive nutrition messages. • Build capacity of national and local government, CSOs, and community organizations to improve nutritional outcomes. | Dodoma, Iringa, Manyara, Mbeya, Morogoro, Songwe, and three districts in Zanzibar (Chake Chake, Micheweni, and North A) | Prevalence of stunting in under 5 children | There is no activity-level stunting data from reviewed annual reports. But according to the FY 2017 annual report, the Tanzania Demographic and Health Survey (TDHS) 2015 revealed a decline in stunting since 2010 in Zone of Influence (ZOI) regions: 35 percent decline in Dodoma; 24 percent decline in Morogoro; and 22 percent decline in Manyara. |
| | | | | | Prevalence of children 6-23 months receiving minimum acceptable diet | In FY 2017, this was 66.2 percent. |
| DAI Land Tenure | 2015 | <ul style="list-style-type: none"> • Clarify and document land ownership. • Support land use planning efforts. • Increase local understanding of land use and land rights. | <ul style="list-style-type: none"> • Educate and build capacity of village land governance institutions and individual villagers to: complete the land use planning and Certificate of Customary Rights of Occupancy (CCRO) process; effectively manage land resources; respect women's, youth, and pastoralist land rights; and build agriculture-related business skills. • Organize female/youth sensitization meetings. | Iringa and Mbeya regions/districts | Number of unique claimants who collected CCROs, disaggregated by sex and age | In FY 2017-2018, there were 19,171 unique claimants, of which 9,553 are females and 4,899 are youth. |
| | | | | | Number of women's groups formed or strengthened | In FY 2017-2018, 158 women's groups were formed or strengthened. |

| Prime IP/ Activity | Year Initiated | Activity Objectives (Gender or Youth Objectives are bolded) | Gender or Youth Interventions/Outputs | Activity Location | Key Gender or Youth Outcome/Impact Indicators and Results | |
|--|-------------------|---|---|---|--|--------|
| | | | | | Indicator | Result |
| USDA Capacity Building in Agriculture ⁶ | 2015 | Support GoT to strengthen knowledge systems, improve data collection, and disseminate information in order to advance economic growth. | No data | National | This was not relevant because no gender/youth objectives or interventions were identified in the assessment. | |
| ACDI/VOCA NAFKA ^{7 8} | 2016 | Increase competitiveness of the rice and maize value chains and, where appropriate, legumes, while intensifying outreach to women and youth. | <ul style="list-style-type: none"> • Provide female village-based agricultural advisors (VBAA) who target women. • Link VBAA's with information and communication technology (ICT) companies to provide women with information and input services. • Provide grants to women/youth VBAA's. • Target Quality Declared Seed to female/youth producers. • Provide technical assistance to producer organizations (POs) to improve ability to deliver business development services to women/youth. • Provide leadership/human rights training to female/youth POs. • Organize youth clubs. • Identify financial institutions (FIs) with specific loan programs for women/youth. • Sensitize women's groups and female millers about fortified maize/rice flour and seeds. | Morogoro (Kilombero and Mvombero districts); Dodoma (Kongwe district); Manyara (Kiteto); Mbeya (Mbozi and Mbarali); Iringa (Kilolo and Iringa rural districts); Zanzibar (Pemba and Unguja) | No data | |

⁶ The team received no activity documents, but used the USAID factsheet.

⁷ Because the team never received annual reports, data was extracted from gender/youth assessment and strategy. As a result, it is unclear which suggested interventions have been implemented.

⁸ Nafaka means "grain" in Kiswahili.

| Prime IP/ Activity | Year Initiated | Activity Objectives (Gender or Youth Objectives are bolded) | Gender or Youth Interventions/Outputs | Activity Location | Key Gender or Youth Outcome/Impact Indicators and Results | |
|--|-------------------|---|---|---|---|--------|
| | | | | | Indicator | Result |
| Michigan State Agriculture Sector Policy and Institutional Strengthening (ASPIRES) | 2016 | Accelerate Tanzania's adoption of more effective policies and programs in order to drive broad-based agriculture sector growth, improve household food security and nutrition, and reduce poverty. | None | National | This is not relevant because no gender/youth objectives or interventions were identified in the assessment. | |
| TetraTech Water Resources Integration Development Initiative (WARIDI) | 2016 | <p>Improve health, water resources management, agricultural practices, and climate change adaptation. Three IRs:</p> <ul style="list-style-type: none"> • Increase utilization of sustainable multiple use water, sanitation, and hygiene (WASH) services. • Strengthen governance for sustainable and resilient management of water resources and services, considering the need to adapt to climate change. • Increase livelihoods through private sector investment opportunities for sustainable water services and resource management. <p>• Cross-cutting component of Gender Integration and Youth Inclusion</p> | <ul style="list-style-type: none"> • Train local government authority (LGA) officials in gender integration and youth inclusion (GEYI). • Implement GEYI Strategy across WARIDI mechanisms, processes, and technical areas. • Use WASH social norms change intervention to increase women's decision-making in water governance. • Use gender and youth-sensitive social marketing to increase demand for improved sanitation and hygiene practices. • Build capacity of local, district, and national water governance institutions, including gender training. • Train village elders, members of village councils, and natural resource and land use management committees on natural resource management and integrated water resources management (IWRM), including gender roles and responsibilities. | 20 LGAs in Morogoro, Iringa, Pwani, Njombe, and Mbeya | <ul style="list-style-type: none"> • Outcome/impact indicators, such as number of people gaining access to improved water or sanitation, are not disaggregated by age or sex. • There is no indicator which captures leadership role of women/youth in water governance. • But according to the Data for Development Performance Evaluation, women make up half of livelihood groups and large part of community water committees. | |

| Prime IP/ Activity | Year Initiated | Activity Objectives (Gender or Youth Objectives are bolded) | Gender or Youth Interventions/Outputs | Activity Location | Key Gender or Youth Outcome/Impact Indicators and Results | |
|---|-------------------|---|---|--|---|---|
| | | | | | Indicator | Result |
| International Executive Service Corps (IESC) Enabling Growth Through Investment and Enterprise (ENGINE) | 2016 | <p>Increase private sector investment leading to inclusive broad-based economic growth. It has three sub-objectives (what they label components):</p> <ul style="list-style-type: none"> • Improve capacity of the public sector to adopt business-friendly policies. • Foster sustainable market for Business Development Services (BDS). • Broaden access to finance for small and medium-sized enterprises (SMEs), especially women and youth entrepreneurs. | <ul style="list-style-type: none"> • Conduct gender/youth assessment and draft action plan. <p>Interventions under sub-objective 3, which is focused on women/youth:</p> <ul style="list-style-type: none"> • Training needs assessment and technical assistance delivery to partner banks; • Open competition for matching grants to FIs; • Create digital platform to facilitate linkages between micro, small, and medium enterprises (MSMEs), business development service providers (BDSPs), and FIs; and • Provide outreach to FIs and SMEs. | Morogoro, Iringa, Mbeya, Zanzibar | Number of jobs created, disaggregated by age | In FY 2017, zero jobs were created for youth. |
| | | | | | Number of business loans to women and youth-owned businesses | No data |
| | | | | | Value of business loans for women and youth-owned businesses | No data |
| DAI Advancing Youth | 2017 | <p>Create economic opportunities for rural young people between ages 15 to 35. More specifically, the objective is to increase youth incomes, especially in agriculture value chains. Associated with three IRs:</p> <ul style="list-style-type: none"> • Increasing entrepreneurship and workforce readiness skills among youth; • Strengthening leadership and positive youth development; and • Enhancing life skills for healthy living and future planning. | <ul style="list-style-type: none"> • Train youth in financial literacy. • Make grants to help businesses provide on-the-job training, internships, and placements for youth, as well as training and mentorship to youth savings and loan associations (YSLAs). • Provide leadership training. • Provide life skills training (which includes gender sessions). | Iringa [Iringa District Council (DC) and Kilolo districts]; Mbeya (Rungwe and Keyela districts); Zanzibar (Unguja and Pemba) | Number of youth-run micro-enterprises created or improved, disaggregated by sex | In FY 2018, 341 micro-enterprises were created, of which 55 percent were female-run and 45 percent were male-run. |
| | | | | | Number of jobs created for youth, disaggregated by sex | In FY 2018, 161 jobs were created, 55 percent for females and 45 percent for males. |
| | | | | | Youth participation in decision-making, disaggregated by sex | In FY 2018, 174 youth participated in decision-making: 55 percent males and 45 percent females. |
| | | | | | Youth participation in civil society projects, disaggregated by sex | In FY 2018, 213 youth participated in civil society projects: 51 percent males and 49 percent females. |
| | | | | | Number of youth who visit reproductive health services after referral, disaggregated by sex | In FY 2018, 243 youth visited reproductive health services after referral: 58 percent females and 42 percent males. |

| Prime IP/ Activity | Year Initiated | Activity Objectives (Gender or Youth Objectives are bolded) | Gender or Youth Interventions/Outputs | Activity Location | Key Gender or Youth Outcome/Impact Indicators and Results | |
|--|-------------------|---|--|---|---|---|
| | | | | | Indicator | Result |
| | | | | | Percentage of youth beneficiaries with increased incomes, disaggregated by sex | No data |
| Fintrac Inc Mboga na Matunda | 2017 | Increase the productivity and profitability of horticulture value chains, while integrating large numbers of women and youth, and improving nutritional status of Tanzanians. Three sub-purposes: <ul style="list-style-type: none"> Scaling nutrition-sensitive improvements in smallholder productivity, while integrating large numbers of females and youth; Increasing the profitability of horticulture market systems and trade, while deepening the breadth and depth of benefits to females and youth; and Strengthening the capacity of local systems linked to horticulture. | <ul style="list-style-type: none"> Train male and female smallholder farmers, including youth, to adopt improved technologies. Foster aggregation systems for producers, including males, females, and youth. Provide training with mobile kitchens to increase use of horticulture products for nutrition. Assess the financing needs of farmer groups. | Morogoro, Iringa, Songwe, Mbeya regions, Zanzibar (Unguja and Pemba) | Percentage of female direct beneficiaries consuming a diet of minimum diversity | In FY 2018, this was 63 percent (98 percent of target); there is no data for FY 2017. |
| | | | | | Percentage of women in leadership positions in producer organizations | In FY 2017, this was 47 percent. In FY 2018, 46 percent were women (on target). |
| | | | | | Percentage of youth in leadership positions in POs | In FY 2017, 38 percent were youth. In FY 2018, 39 percent were youth (on target). |
| WADA Entrepreneurship for Resilient Village Water Systems ⁹ | 2018 | Increase water access to more than 70,000 rural Tanzanians currently without access to sustainable, reliable clean water. This will be achieved by installing or upgrading solar-powered water system access. | No data | 36 rural villages in Dodoma, Kilimanjaro, Mara, Mwanza, Singida, and Tabora | This is not relevant because no gender/youth objectives or interventions were identified in the assessment. | |

⁹ The team received no activity documents, but used the USAID fact sheet.

| Prime IP/ Activity | Year Initiated | Activity Objectives (Gender or Youth Objectives are bolded) | Gender or Youth Interventions/Outputs | Activity Location | Key Gender or Youth Outcome/Impact Indicators and Results | |
|--|-------------------|---|--|--|--|--|
| | | | | | Indicator | Result |
| Health | | | | | | |
| National Council of People Living with HIV/AIDS in Tanzania (NACOPHA) Sauti Yetu ¹⁰ | 2013 | Support people living with HIV (PLHIV) to increase access and use of HIV services. Five sub-objectives: <ul style="list-style-type: none"> • Increase demand for HIV testing among families by 50 percent; • Increase retention on anti-retroviral therapy (ART) by 50 percent; • Strengthen community linkages and referral systems to improve ART retention; • Generate evidence on the impact of community referral systems on ART retention; and • Improve the enabling environment for overall national HIV response. | <ul style="list-style-type: none"> • Train community health workers (CHWs), or Treatment Advocates (TAs). Under this intervention, the project is trying to identify adolescent girls and young women (AGYW) and refer them to HIV treatment services and economic strengthening activities. • Raise awareness of gender-based violence (GBV) and post-GBV access to services. • Sensitize through community platforms, gate keepers, and role models (meetings, social activities, religious activities) to promote targeted HIV testing for PLHIV couples, children of HIV-positive mothers, and AGYW at risk of HIV infection. • Train PLHIV on nutrition, stigma, discrimination, GBV, sexual and reproductive health (SRH), and other services. | Mbeya, Ruvuma, Rukwa, Njombe, Dar es Salaam, Mara, Kagera, Kigoma, Mtwara, Iringa, Morogoro, Tanga, Arusha, Dodoma, Tabora, Simiyu, Lindi, Kilimanjaro, Mwanza, Shinyanga, Songwe, and Geita | Percentage change in demand for HIV testing among PLHIV couples, children and family members, disaggregated by sex | The team could not analyze the results data because of two problems: 1) the indicator tables are cut off in the reports; and 2) the percentages of male vs. female do not add up to 100 percent. |
| | | | | | Number of people receiving post-GBV care, disaggregated by sex | - |
| | | | | | Number of HIV-positive adults and children receiving care and support services from outside facilities, disaggregated by sex | - |

¹⁰ The team was provided with quarterly, not annual, reports. Because of time constraints, the team could only analyze the most recent fiscal year—FY 2017.

| Prime IP/ Activity | Year Initiated | Activity Objectives (Gender or Youth Objectives are bolded) | Gender or Youth Interventions/Outputs | Activity Location | Key Gender or Youth Outcome/Impact Indicators and Results | |
|-----------------------|-------------------|--|--|---|--|--|
| | | | | | Indicator | Result |
| Jhpiego Sauti | 2015 | <p>Improve the health status of Tanzanians by reducing new HIV infections. Focus is on two key populations: 1) female sex workers (FSWs); and 2) men who have sex with men. Focus is also on two vulnerable populations: 1) vulnerable AGYW, ages 15-24; and 2) partners of FSWs. Three key sub-objectives:</p> <ul style="list-style-type: none"> Increase availability and use of HIV prevention and family planning services; Improve positive behaviors and social norms at the individual and community levels, including gender norms; and Develop and implement capacity and sustainability building interventions. | <ul style="list-style-type: none"> Train bio-medical providers and community-based health service providers (CBHSP) on: HIV testing and counseling (HTC), comprehensive FP method mix, HIV/FP integration, client-initiated testing and counseling (CITC), HIV self-testing (HIVST), and pre-exposure prophylaxis (PrEP). Develop and disseminate national guidelines and plans on FP, HIV testing services, management of sexually transmitted infection (STI) and reproductive tract infection (RTI), and key and vulnerable populations (KVP) guidelines. Provide SBCC gender transformative HIV prevention education. Organize WORTH+ savings and loan groups¹¹. Facilitate gender norm dialogues through SASA! community theater groups and workshops.¹² Provide GBV screening at SBCC and WORTH+ groups. Conduct GBV sensitization for police officers. Provide DREAMS (Determined, Resilient, Empowered, AIDS-Free, Mentored, and Safe) activities for AGYW (SBCC, HTC, FP, WORTH+, cash transfers). Develop capacity of CSOs. | Dar es Salaam, Shinyanga, Mbeya, Iringa, Njombe, Songwe, Morogoro, Arusha, Kilimanjaro, Dodoma, Tabora, Singida, and Mtwara | The complete MEL framework was not included in reviewed annual reports, so the team was unable to systematically analyze this, but executive summaries consistently reported on two indicators for the entire fiscal year. | - |
| | | | | | Provision of HTC to KVP | Since 2015, 2,370,881 KVP persons have received HTC. |
| | | | | | Provision of FP services, disaggregated by KVP type and sex | Since 2015, 513,019 females have received FP services, including 112,697 AGYW. |

¹¹WORTH+ supports the development of savings and loan groups using an appreciative inquiry and capacity building approach including coaching and supportive supervision; it is implemented by Pact, a consortium partner to the Sauti.

¹² Sasa is a Kiswahili word that means “now.”

| Prime IP/ Activity | Year Initiated | Activity Objectives (Gender or Youth Objectives are bolded) | Gender or Youth Interventions/Outputs | Activity Location | Key Gender or Youth Outcome/Impact Indicators and Results | |
|---|-------------------|--|---|-------------------|---|--------|
| | | | | | Indicator | Result |
| JSI Advancing Partners & Communities ¹³ | 2015 | <p>Mobilize private sector funding for health. Four specific objectives:</p> <ul style="list-style-type: none"> • Increase the number private companies subsidizing premiums for households in export crop value chains. • Create community health fund user associations (CHFUAs) to promote the Community Health Fund, which is a prepayment scheme managed by local government that funds primary healthcare for members. • Strengthen Health Insurance Management Service Organization's (HIMSO) ability to provide TA to CHFUAs and government. • Implement digital monitoring and accountability platform. | No data | Mbeya | This is not relevant because no gender/youth objectives or interventions were identified in the assessment. | |
| Abt Strengthening Health Outcomes through the Private Sector (SHOPS) Plus | 2015 | <p>Increase use of priority health products and services. Two IRs:¹⁴</p> <ul style="list-style-type: none"> • Strengthen capacity of the private sector to provide priority health products and services. • Improve the enabling environment for private sector provision of priority health services and products. | <ul style="list-style-type: none"> • Assessed Accredited Drug Dispensing Outlets (ADDOs) capabilities to deliver expanded public health services, especially in FP, malaria, and HIV. • Conducted pilot about feasibility of delivering emergency contraceptive through ADDOs. • Create a practicum model for CHWs that will promote FP and early HIV testing among pregnant women. • Address gender dynamics within ADDOs and barriers to women's ownership of ADDOs. • Expand the scope of FP services and commodities offered by ADDOs. | National | No data | |

¹³ The team received no activity documents, but used the USAID fact sheet.

¹⁴ The description of objectives changed from FY 2017 to FY 2018, but we have listed the most recent statement of objectives from FY 2018.

| Prime IP/ Activity | Year Initiated | Activity Objectives (Gender or Youth Objectives are bolded) | Gender or Youth Interventions/Outputs | Activity Location | Key Gender or Youth Outcome/Impact Indicators and Results | |
|---|-------------------|---|---|--|--|--|
| | | | | | Indicator | Result |
| Jhpiego Boresha Afya (Lake and Western Zones) | 2016 | <ul style="list-style-type: none"> • Strengthen capacity of regions and districts to increase access to high quality, comprehensive, and integrated health services, with a focus on reproductive, maternal, newborn, child, and adolescent health (RMNCAH) and malaria outcomes. • Improve the health status of all Tanzanians, with a focus on women, youth, and children, by increasing access to quality health services. | <ul style="list-style-type: none"> • Provide technical assistance to the GoT to develop and implement policies, guidelines, protocols that will improve provision of RMNCAH services. • Provide clinical mentorship, quality improvement, and supportive supervision of health facilities. • Train healthcare workers to manage childhood illnesses, provide emergency obstetric and neo-natal care, and provide nutrition services. • Strengthen surveillance and response to maternal deaths at health facilities. • Strengthen kangaroo mother care (KMC) services at health facilities. • Provide community outreach to reach under 5s with immunization, de-worming, vitamin A, and other child services. • Use community scorecard to increase accountability of services. • Perform gender assessment to gauge satisfaction with RMNCAH service. | Mara, Kagera, Geita, Mwanza, Shinyanga, Simiyu, Kigoma, and Zanzibar | - | Because the format and presentation of results changed between FY 2017 and 2018, team is only listing FY 2018 results. |
| | | | | | Number of babies who received post-natal care within 2 days of childbirth | In FY 2018, this was 224,519 babies (above target). |
| | | | | | Number of pregnant women tested positive for malaria at first ante-natal clinic (ANC) visit | In FY 2018, this was 71,487 women (above target). |
| | | | | | Number of, and proportion of ANC clients receiving IPTP2 ¹⁵ among total number of ANC clients | In FY 2018, this was 70 percent (under target). |
| | | | | | Number and proportion of women receiving IPTP3 among total number of ANC clients | In FY 2018, this was 43 percent (under target). |
| | | | | | Number and proportion of women who received uterotonic ¹⁶ after giving birth | In FY 2018, this was 99 percent (on target). |
| | | | | | Number and percentage of ANC clients who received 30+ tabs FE/FOL ¹⁷ | In FY 2018, this was 69 percent (above target). |

¹⁵ IPTP2 and IPTP3 are preventive anti-malaria medications provided to pregnant women.

¹⁶ Uterotonics are used to induce labor and prevent post-partum hemorrhage.

¹⁷ FE/FOL is a medicine to treat iron and folic acid deficiency in pregnant women.

| Prime IP/ Activity | Year Initiated | Activity Objectives (Gender or Youth Objectives are bolded) | Gender or Youth Interventions/Outputs | Activity Location | Key Gender or Youth Outcome/Impact Indicators and Results | |
|--|-------------------|---|---|--|---|---|
| | | | | | Indicator | Result |
| PACT Kizazi Kipya | 2016 | <p>Enable 1 million Tanzanian orphans and vulnerable children (OVC) and young people affected by HIV and their caregivers to utilize age-appropriate HIV-related and other services for improved care, health, nutrition, education, protection, livelihoods, and psycho-social well-being. Four desired results:</p> <ul style="list-style-type: none"> • Parents and caregivers have the financial resources to meet the need of vulnerable children and adolescents. • Parents and caregivers have the skills to meet the needs of HIV-infected and vulnerable children and adolescents. • High-quality services are available to HIV-infected and vulnerable children and adolescents. • High-quality services are available to hard-to-reach HIV-infected and vulnerable children and adolescents, such as children working in mines and street kids. | <ul style="list-style-type: none"> • Provide economic strengthening services to caregivers, such as WORTH+ savings and loans groups. • Parenting interventions, including Furaha Teens Package, to reduce violence against children (VAC). • Tailor case management through community case workers (CCWs). • Use whole-school-approach in primary schools to support girls' education. • Organize teen clubs for adolescent girls and boys. • Train youth to start businesses and create livelihoods. • Provide vocational training scholarships for boys and girls. • Train case workers to refer cases of violence to district social welfare officers and child protection teams. • Use DREAMS interventions, including HURU program¹⁸ and adolescent sexual and reproductive health (ASRH) education. | 79 councils across 23 regions on mainland and one on Unguja-Zanzibar | Number of female participants in village savings and loan groups (VSLGs) designed to increase access to productive economic resources | In FY 2017-2018, this was 139,925 females (both years above target). |
| | | | | | Number of OVC who received food/nutrition services outside health facility | In FY 2017-2018, this was 795,578 OVC (both years above target). |
| | | | | | Number of OVC/youth referred to HIV testing, based on standardized risk assessment tool | In FY 2018, this was 28,403 OVC/youth, or 32 percent of target (no data for FY 2017 because of delays). |
| | | | | | Number of HIV positive OVC linked to HIV support groups | In FY 2017-2018, this was 1,078 OVC (both years below target). |
| T-MARC Tanzania Social Enterprise Activity ¹⁹ | 2017 | <p>Improve health status and sustain economic growth by preventing HIV and unwanted pregnancies. Specific objectives:</p> <ul style="list-style-type: none"> • Increase supply, demand, and sale of Dume condoms and Flexi P oral contraceptives. | No data | Urban areas in Dar es Salaam, Arusha, Mwanza, and Mbeya | No data | |

¹⁸ The HURU program educates girls about menstruation so that they do not miss school.

¹⁹ The team received no activity documents, but used the USAID fact sheet.

| Prime IP/ Activity | Year Initiated | Activity Objectives (Gender or Youth Objectives are bolded) | Gender or Youth Interventions/Outputs | Activity Location | Key Gender or Youth Outcome/Impact Indicators and Results | |
|---|-------------------|--|---|-------------------|---|---|
| | | | | | Indicator | Result |
| Education | | | | | | |
| RTI International Tusome Pamoje ²⁰ | 2015 | Assess whether primary school children are developing foundational skills in the 3Rs (reading, writing, and arithmetic), upon which other literacy and mathematical skills build. | <ul style="list-style-type: none"> Conducted the Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) student assessments in 2013 and 2016. Gather contextual school information about teachers and classrooms. | National | Kiswahili reading scores, disaggregated by sex | Between 2013 and 2016, the mean scores on every reading subtask increased. In the 2016 Kiswahili reading test, 6.3 percent of girls scored as proficient readers vs. 4.2 percent of boys. |
| | | | | | Kiswahili writing scores, disaggregated by sex | In 2016, students wrote 64.3 percent of a sentence quickly, up from 46.9 percent in 2013. |
| | | | | | Math scores, disaggregated by sex | Between 2013 and 2016, the mean math score did not improve. Boys outperform girls but performance of both is well below government targets. |

²⁰ The team received a Preliminary Findings Report, rather than annual reports.

| Prime IP/ Activity | Year Initiated | Activity Objectives (Gender or Youth Objectives are bolded) | Gender or Youth Interventions/Outputs | Activity Location | Key Gender or Youth Outcome/Impact Indicators and Results | |
|------------------------------------|-------------------|---|---|---|--|---|
| | | | | | Indicator | Result |
| World Education Inc. Waache Wasome | 2016 | Increase adolescent girls' enrollment and retention in formal secondary school and alternative education pathways. Four sub-objectives: <ul style="list-style-type: none"> Build the agency, knowledge, and protective assets of girls in secondary school. Increase family commitment and capacity to invest in girls' education. Foster a girl-friendly and supportive school environment (GBV). Provide alternative education pathways for girls who have dropped out of secondary school due to pregnancy and/or early marriage. | Provide: <ul style="list-style-type: none"> Protect Our Youth clubs; Teen advisory groups to advise project team; Livelihood improvement for mothers and caregivers of adolescents; Parenting skills for mothers and caregivers of adolescents; Teacher training in GBV prevention and response; Subject Clubs to support struggling students; Science, technology, engineering, and mathematics (STEM) learning clubs; and Out of school study clubs for girls who have dropped out. | Arusha and Mara regions 2 rural districts: Karatu DC and Musoma DC 2 peri-urban districts: Tarime Town Council (TC) and Musoma Municipal Council (MC) | - | In FY 2018, data was only collected at a sample of two schools since it was a pilot year. |
| | | | | | Number of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political resources and opportunities | In FY 2018, this was 103 of 203 participants (50.7 percent). |
| | | | | | Percentage of females who report increased self-efficacy after training | In FY 2018, this was 98 of 136 club members (72.1 percent). |
| | | | | | Percentage of adolescent girls who report improved ability to manage life and solve problems | In FY 2018, this was 119 of 136 club members (87.5 percent). |
| | | | | | Percentage of parents who report satisfaction with economic strengthening interventions | No data |
| | | | | | Percentage of teachers who demonstrate improved understanding of gender equitable practices and school-related gender-based violence (SRGBV) prevention and response | No data |

| Prime IP/ Activity | Year Initiated | Activity Objectives (Gender or Youth Objectives are bolded) | Gender or Youth Interventions/Outputs | Activity Location | Key Gender or Youth Outcome/Impact Indicators and Results | |
|---|-------------------|--|---------------------------------------|--|---|--------|
| | | | | | Indicator | Result |
| Democracy, Rights, and Governance | | | | | | |
| President's Office Secretariat Strengthening Public Awareness of Ethics Secretariat | 2013 | <ul style="list-style-type: none"> Strengthen citizen engagement in public leadership accountability. Improve ethical conduct among public leaders. Raise awareness of Ethics Secretariat role and functions. Strengthen Ethics Secretariat performance on citizen engagement in public leadership accountability. | None | Morogoro, Iringa, Dodoma, Mtwara, and Dar es Salaam | This is not relevant because there were no gender/youth objectives or interventions. | |
| Internews & PACT Data-Driven Advocacy ²¹ | 2017 | Improve the ability of Tanzanian CSOs to influence national policy on rights issues through strategic use of data and information. Focus on issues affecting women/youth, such as land rights, GBV, and education rights. | No data | Dar es Salaam, Dodoma, and Zanzibar | There was no data but the gender assessment for the SAIV project appraisal document (PAD) notes that: "Gender equality programming and its success continues to be measured by numbers. The challenge is to move beyond numbers to incorporating elements within interventions that encourage and support changes in social norms and behavior of females and males, youth and adults." | |
| Internews & FHI360 Boresha Habari ²² | 2017 | Support an enabling, inclusive environment in which media and civil society provide accurate and impartial information that promotes participation, inclusion, and accountability. A core focus is female and youth empowerment to elevate their voices, influence, and issues in the public sphere. | No data | Dar es Salaam, Iringa, Mbeya, Morogoro, Arusha, Manyara, Dodoma, Tanga, Mtwara, Mwanza, Kigoma, and Zanzibar | There is no data but the gender assessment for the SAIV PAD notes that: "Gender equality programming and its success continues to be measured by numbers. The challenge is to move beyond numbers to incorporating elements within interventions that encourage and support changes in social norms and behavior of females and males, youth and adults." | |

²¹ The team received no activity documents, but used the fact sheet and gender assessment for the SAIV PAD.

²² The team received no activity documents, but used the fact sheet and gender assessment for the SAIV PAD.

| Prime IP/ Activity | Year Initiated | Activity Objectives (Gender or Youth Objectives are bolded) | Gender or Youth Interventions/Outputs | Activity Location | Key Gender or Youth Outcome/Impact Indicators and Results | |
|--|-------------------|--|---|---|--|--------|
| | | | | | Indicator | Result |
| CEPPS Tushiriki Pamoja ²³ | 2017 | Strengthen civil society, especially organizations addressing Tanzanian women and youth, to effectively advocate for inclusive political processes. Will focus on 2020 general elections as opportunity to increase participation of marginalized groups. | No data | Dar es Salaam, Dodoma, Iringa, and Zanzibar | No data | |
| Cross-Cutting | | | | | | |
| Institute of International Education (IIE) Participant Training Program | 2014 | Build the capacity of GoT institutions and local organizations to achieve the CDCS. | Build the capacity of 13 CSOs in Zanzibar focused on women/youth. | National | Annual reports did not include MEL framework or data on the outcome. | |

²³ The team received no activity documents, but used the USAID fact sheet.

3.1 ACTIVITY OBJECTIVES

USAID Gender/Youth Objectives: In designing its approach to gender/youth empowerment in CDCS 1.0, USAID/Tanzania was shaped by USAID global policies, but also innovated in its approach and methods. Since 2012, USAID has released several global policies on gender and youth. Four of the core documents were released in 2012, prior to the design of the current CDCS: 1) Gender Equality and Female Empowerment Policy (USAID); 2) US Strategy to Prevent and Respond to Gender-based Violence [USAID and Department of State (DOS)]; 3) Ending Child Marriage and Meeting the Needs of Married Children: A USAID Vision for Action (USAID); and 4) Youth in Development Policy (USAID). Table 2 summarizes the key gender/youth objectives of these policies.

Table 2: USAID Global Gender/Youth Objectives

| Policy | Objectives |
|--|---|
| Gender Equality and Female Empowerment Policy | <ul style="list-style-type: none"> • Reduce gender disparities in access to, control over, and benefit from resources and wealth. • Reduce GBV and mitigate its harmful effects on individuals and communities. • Increase capability of women and girls to realize their rights, determine their life outcomes, and influence decision-making. |
| US Strategy to Prevent and Respond to GBV | <ul style="list-style-type: none"> • Prevention of GBV. • Protection by providing services to GBV survivors. • Accountability to ensure GBV perpetrators are prosecuted. |
| Ending Child Marriage and Meeting the Needs of Married Children: A USAID Vision for Action | <ul style="list-style-type: none"> • Reduce prevalence of early marriage of girls. • Address unique needs of married girls in programs. |
| Youth in Development Policy | <ul style="list-style-type: none"> • Youth are better able to access economic and social opportunities, share in economic growth, and live healthy lives. • Youth fully participate in democratic and development processes, play active roles in peacebuilding and civil society, and are less involved in youth gangs, criminal networks, and insurgent organizations. • Youth have a stronger voice in, and are better served by local and national institutions, with more robust and youth friendly policies. |

Although the expression of objectives at this level remains fairly broad, it is significant that addressing GBV (including early marriage) is included in three out of the four global policies.

Guided by these global policies, the Tanzania Mission innovated in two ways when it designed the current CDCS. First, it designated female and youth empowerment as a separate development objective, making it the only African mission and one of two globally to take this additional step towards integrating gender and youth objectives. Second, in 2016 the Mission created the Tumaini project, with the sole purpose of “increasing gender equality and youth inclusion in Tanzania.”

The design of Tumaini has symbolic, policy, and operational implications. Tumaini is the Kiswahili word for “hope” and is a name often given to girls. The symbolism of designing a specific project focused on gender equality and youth inclusion cannot be overstated. At the policy level, Tumaini emerged in a context where USAID increasingly recognized the link between female empowerment and poverty alleviation (USAID Tanzania, *Annex D: Tumaini Expanded Project Description*, p. 3). Finally, the main operational role of Tumaini is to adopt an integrated systems approach to ensure that gender and youth goals are incorporated into the design of Mission activities across all DOs.

Activities and Gender/Youth Objectives: As Table 1 indicates, 15 of the 24 activities (about 60 percent) have defined specific gender/youth objectives. Table 3 summarizes the breakdown by sector.

Table 3: Activities with Gender/Youth Objectives, by Sector

| Sector | Number of Activities in Assessment | Activities with Gender/Youth Objectives | Activities with No Gender/Youth Objectives |
|------------------------|------------------------------------|---|--|
| Economic Growth | 10 | Mwanzo Bora; NAFKA; WARIDI; ENGINE; Advancing Youth; Mboga na Matunda (6) | Land Tenure; Capacity Building in Agriculture; ASPIRES; Entrepreneurship for Resilient Village Water Systems (4) |
| Health | 7 | Sauti; Boresha Afya (Lake and Western Zone); Kizazi Kipya; Tanzania Social Enterprise (4) | Sauti Yetu; Advancing Partners and Communities; SHOPS Plus (3) |
| Education | 2 | Tusome Pamoja; Waache Wasome (2) | (0) |
| DRG | 4 | Data-Driven Advocacy; Boresha Habari; Tushiriki Pamoja (3) | Strengthening Public Awareness of Ethics Secretariat (1) |
| Cross-cutting | 1 | (0) | Participant Training Program (1) |
| Total | 24 | 15 | 9 |

With more than half of this set of 24 activities defining specific gender/youth objectives, this represents an achievement towards integrating gender/youth into the Mission's development strategy. However, ADS 205 clearly stipulates that missions must hold IPs responsible for integrating gender into programming, and this comparative analysis suggests that certain IPs still require assistance in defining specific gender/youth objectives. This is an important gap in the current activities: Forty (40) percent of this set of 24 activities have not defined specific gender/youth objectives. These activities are: Land Tenure, Capacity Building in Agriculture, ASPIRES, WADA, Sauti Yetu, Advancing Partners and Communities, SHOPS Plus, Strengthening Public Awareness of Ethics Secretariat, and Participant Training Program.

Table 4, below, presents a gap analysis of the activities' gender/youth objectives. It compares the activities' gender/youth objectives to the core gender/youth problems by sector in Tanzania, as identified and analyzed in two gender assessments conducted prior to the drafting of the current CDCS.²⁴ As Table 4 reveals, in the Economic Growth sector, the current activities have failed to prioritize increasing the formal employment of females. In the Health sector, activities have failed to prioritize: 1) addressing GBV; and 2) addressing the cultural and social barriers that prevent females, especially adolescent girls, from accessing health services such as FP. However, activities in the DRG sector are addressing GBV. Still, it is important to note that, despite the emphasis on GBV in USAID global gender policies, addressing GBV is mentioned as a primary objective in only two of this set of activities the team was asked to review: Waache Wasome (Education sector) and Data-Driven Advocacy (DRG sector).

²⁴ These assessments were limited to an analysis of gender issues, not youth issues. The two assessments are: USAID Tanzania, *Gender Assessment for the Tanzania CDCS*, August 2012 and USAID Tanzania, *Gender Analysis for Project Planning and Activity Design*, July 2013.

Table 4: Gap Analysis of Activities' Gender/Youth Objectives, by Sector

| Sector | Key Gender/Youth Problems | Key Activity Gender/Youth Objectives | Gender/Youth Objective Gaps |
|------------------------|---|---|--|
| Economic Growth | <ul style="list-style-type: none"> • Low rates of formal employment for women • Limited access to credit for female-owned MSMEs • In rural areas and agriculture sector, limited female decision-making about land, crops, and use of income limited land rights for women; little access to credit, seeds, fertilizer, information, and other inputs; little time because of household chores • Female anemia and child stunting | <ul style="list-style-type: none"> • Reduce childhood stunting and female anemia. • Target women and youth to increase competitiveness of rice, maize, and horticulture value chains. • Increase access to finance for female/youth entrepreneurs. • Create economic opportunities for rural youth. | <ul style="list-style-type: none"> • Low rates of formal employment for women |
| Health | <ul style="list-style-type: none"> • High maternal mortality rate • Higher HIV infection rate for women vs. men • GBV, especially intimate partner violence (IPV), FGM, and early marriage; also increase in female productive assets can increase female experience of GBV because of backlash • Social and cultural barriers prevent women and girls from accessing critical health services like FP | <ul style="list-style-type: none"> • Reduce HIV infections among AGYM and FSWs. • Improve RMNCAH outcomes. • Increase youth and OVC usage of HIV services. • Prevent unwanted pregnancies. | <ul style="list-style-type: none"> • Addressing GBV • Addressing cultural/social barriers that prevent females, especially adolescent girls, from accessing health services such as FP |
| Education | <ul style="list-style-type: none"> • Learning gap between boys and girls in primary school • Lower rate of secondary school enrollment and retention among girls than boys because of pregnancy, sexual abuse, and other causes | <ul style="list-style-type: none"> • Assess learning outcomes of primary school children. • Increase adolescent girls' enrollment and retention in formal secondary school and alternative education.²⁵ | None |

²⁵ Alternative education is targeted at girls who have dropped out because of early marriage or pregnancy.

| Sector | Key Gender/Youth Problems | Key Activity Gender/Youth Objectives | Gender/Youth Objective Gaps |
|--------|--|---|-----------------------------|
| DRG | <ul style="list-style-type: none"> • Women do not feel empowered to speak and lead • CSOs need capacity building and gender audits | <ul style="list-style-type: none"> • Improve ability of CSOs to influence national policy on issues affecting women/youth, such as land rights, GBV, and education. • Elevate female/youth voices in the public sphere and political processes. | None |

3.2 ACTIVITY GENDER/YOUTH INTERVENTIONS

Most of the 24 activities whose documents described specific interventions have designed interventions or outputs targeting females or youth, even when the IPs did not explicitly define gender or youth objectives. Out of the 17 activities with data on interventions, 15 included gender/youth interventions. Table 1 provides a detailed summary of gender/youth interventions by activity. This section describes the main types of interventions in each sector, revealing duplication of intervention types by activity. For the DRG sector, where documents for the selected activities were not received, the team has integrated information from other activities to supplement the findings. In general, most intervention types are duplicated by different activities. The most duplicated intervention types, with three or more activities implementing are: 1) capacity building of government, CSOs, and community groups; 2) SBCC; 3) training/incentivizing organizations to provide services to females/youth; 4) training females/youth in specific skills; 5) training CHWs; and 6) economic strengthening.

ECONOMIC GROWTH

Capacity Building of Government, CSOs, Community Groups/Institutions: Several of the activities in the Economic Growth sector implement interventions designed to build the capacity of government (national, district, LGA), CSOs, and community groups to deliver better services and outcomes for women and youth. For example, Africare Mwanzo Bora builds the capacity of national and local government, CSOs, and community organizations to improve nutritional outcomes for women and children. DAI Land Tenure supports village land governance institutions to complete the CCRO process, with an emphasis on women and youth. Tetra Tech WARIDI trains LGA officials in Gender Equality and Youth Inclusion, as well as builds the capacity of local, district, and national water governance institutions, which also includes gender training.

Social and Behavior Change Communication (SBCC): Two activities in the Economic Growth sector employ SBCC interventions to shift behaviors of women and youth. Mwanzo Bora’s SBCC program includes the use of 1000 Days dietary diversity kits to promote pro-nutrition behaviors; peer support groups to deliver nutrition messaging in communities, and youth theater groups to target youth with nutrition messages. The Mwanzo Bora program also includes messages targeted at husbands, such as encouraging them to assist with household chores so mothers have more time to breastfeed; supporting their wives to take iron and folic acid (IFA) supplements and attending ANC’s early and together to support each other during pregnancy.

In addition to Mwanzo Bora, Tetra Tech WARIDI also implements SBCC and social norms change interventions. The SBCC intervention uses gender and youth-sensitive social marketing to increase demand for improved sanitation and hygiene practices. The social norms intervention boosts the role of women in water governance decision-making by addressing the social norms that undermine women’s participation.

Training and Incentivizing Organizations to Provide Services and Economic Opportunities to Females/Youth: Several economic growth activities implement interventions that train and create incentives for organizations to provide business services and opportunities for women and youth. For example, ACDI/VOCA NAFKA pursues a few interventions of this type, such as supporting female VBAs to target women/youth smallholders with information and input services, as well as providing technical assistance to POs so that they will provide business development services to women and youth. Other activities, such as IESC's ENGINE, target FIs with grants and technical assistance so that they will be more willing to provide loans to female- and youth-owned MSMEs. This activity is also designing a digital platform to facilitate linkages between MSMEs, BDSPs, and FIs. Finally, DAI's Advancing Youth activity makes grants to help businesses provide on-the-job training, internships, and job placements for youth, as well as training and mentorship to YSLAs.

Training Females/Youth in Specific Skills: Several activities in the Economic Growth sector have designed interventions that train females and youth in specific skills. For example, Advancing Youth trains youth in financial literacy, life skills (which included gender training), and leadership. Fintrac's Mboga na Matunda trains female and youth smallholder farmers to adopt improved technologies, as well as trains females/youth with mobile kitchens to increase their consumption of horticulture products for nutrition. NAFKA trains female/youth POs in leadership and human rights, as well as sensitizes women's groups and female millers about fortified maize/rice flour and seeds. Finally, Land Tenure trains and sensitizes women/youth about land rights.

HEALTH

National Guidelines on Women and Youth Health: Two Health sector activities assist the national government with drafting and disseminating national guidelines and plans on health issues that affect women and youth. For example, Jhpiego Sauti collaborates on various Health sector guidelines: FP, HIV testing services, STI and RTI management, and KVPs. Boresha Afya, also implemented by Jhpiego, assists on policies and guidelines that enable provision of RMNCAH services.

Training Community Health Workers: Several activities in the Health sector train health workers at the community level to improve the provision of health services to females and youth. For example, NACOPHA's Sauti Yetu trains CHWs, whom they describe as TAs, to identify AGYW and refer them to HIV treatment and economic strengthening services. Jhpiego Sauti trains bio-medical providers and CBHSPs on: HTC, comprehensive FP method mix, HIV/FP integration, CITC, HIVST, and PReP. Abt's SHOPS Plus has created a practicum model for CHWs that will promote FP and early HIV-testing among pregnant women. Boresha Afya implements numerous interventions to build the capacity of community health facilities and workers, such as clinical mentorship and training healthcare workers to manage childhood illnesses; provide emergency obstetric, neonatal, and nutrition services; respond to maternal deaths; and promote KMC services. PACT's Kizazi Kipya supports CCWs in tailored case management of HIV-affected OVC and adolescents.

Police Sensitization: One activity—Jhpiego Sauti—conducts GBV sensitization with police officers, in order to improve their ability to respond to cases of GBV.

Accredited Drug Dispensing Outlets: One Health sector activity—SHOPS Plus—focuses on improving the ability of ADDOs to deliver FP services and commodities to women. This involves addressing the gender barriers within ADDOs, as well as increasing female ownership.

Community Sensitization/SBCC: Several Health sector activities employ community sensitization and SBCC interventions. These interventions are designed to promote specific behavior changes that would improve the health of females and youth.

Strengthening local support structures for people living with HIV (PLHIV): NACOPHA Sauti Yetu engages community platforms called PLHIV clusters at the district, ward and village levels, gatekeepers, and role models to promote targeted HIV testing for PLHIV couples, children of HIV-positive mothers, and AGYW at risk of HIV infection. Jhpiego Sauti uses SBCC methods to provide gender-transformative HIV prevention education. Sauti also implements SASA!, which seeks to change community attitudes and social norms that support gender inequality, violence against females, and increased HIV vulnerability. Boresha Afya conducts community outreach to reach children under age five with immunization, de-worming, vitamin A, and other health services.

Economic Strengthening: Several activities in the Health sector implement interventions to strengthen the economic status of households and youth, so that the health needs of vulnerable adolescents, females, and children can be met. Both Jhpiego Sauti and Kizazi Kipya facilitate the creation of WORTH+ savings and loans groups. Kizazi Kipya also trains youth to start businesses and provides vocational training scholarships to youth.

DREAMS: Both Jhpiego Sauti and Kizazi Kipya implement DREAMS interventions targeting AGYW. Kizazi Kipya's DREAMS program includes ASRH education, especially the HURU program, which educates girls about menstruation so that they do not miss school. Jhpiego Sauti's DREAMS interventions include SBCC, ASRH education, WORTH+ groups, and cash transfers.

GBV Screening: One activity—Jhpiego Sauti—implements a GBV screening intervention at SBCC and WORTH+ groups.

Parenting Skills: One Health Sector activity—Kizazi Kipya—implements parenting interventions, such as Furaha Teens Package, designed to reduce VAC.

EDUCATION

Primary School Student Assessment: RTI International's Tusome Pamoja implements the EGRA and EGMA tests to assess the learning outcomes of primary school children. This intervention is part of the Big Results Now initiative to fast-track Tanzania's path from a low- to middle-income country.

Teacher Training: World Education Waache Wasome trains teachers in GBV prevention and response and is designed to align with the National Plan of Action to Prevent Violence Against Women and Children (VAWC), specifically Thematic Area 7: Safe Schools and Life Skills. The curriculum develops an understanding of GBV prevention and response mechanisms in schools, challenges harmful gender norms through a gender-responsive pedagogy, and fosters positive interactions between students and teachers by emphasizing alternative forms of discipline.

Economic Strengthening: Waache Wasome also implements an intervention to strengthen the economic resilience of households so that they can withstand economic pressures to pull girls out of secondary school. The intervention is a community savings and loan model called Livelihood Improvement for Mothers and Caregivers of Adolescents (LIMCA). Each group has about 20 to 30 self-selected members. They meet regularly, contribute funds, make loans, and monitor repayments. They also discuss personal, family, and business issues. Each group is guided and trained by a Community Economic Strengthening volunteer who coaches group members in financial literacy and business skills.

Parenting Skills: Waache Wasome also builds the skills of parents of adolescent girls so that they can support their daughters' continued education. These parenting skill modules are layered onto the LIMCA group interventions.

Youth Clubs: Waache Wasome facilitates different types of youth and student clubs to support girls' education. For example, Protect Our Youth clubs provide safe spaces in schools where adolescent girls can learn to navigate risks and build protective assets that reduce vulnerabilities. The model uses a rights-based approach and is delivered through peer-to-peer methods. The clubs help girls build soft skills to support their academic success. The curriculum includes gender transformative content that addresses GBV, early marriage, female genital mutilation (FGM), and other topics. The clubs also include boys, so that boys can be engaged. In addition, Waache Wasome supports Subject Clubs in secondary schools. These Subject Clubs are an existing structure within the school system and are organized during the hour for extracurricular activities to assist students struggling with specific subjects. Finally, Waache Wasome targets girls who have dropped out because of early marriage/pregnancy for alternative education through study clubs.²⁶

²⁶ These activities were scheduled to begin in FY 2018. Because the team never received the FY 2018 report, more information about these interventions could not be provided.

DRG

The team never received the annual reports from the three DRG activities with gender/youth objectives: Internews and PACT Data-Driven Advocacy; Internews and FHI360 Boresha Habari; and CEPPS Tushiriki Pamoja. However, documents from the Women in Law and Development in Africa (WiLDAF) Rule of Law: Access to Justice, especially the Data for Development performance evaluation, have been used to elaborate DRG gender/youth intervention types (Data for Development, April 2018).

Advocacy to Change Discriminatory Policies: WiLDAF Rule of Law: Access to Justice conducted advocacy to change policies that discriminate against women in the medical, psycho-social, legal, and police system. A core focus is GBV prevention and response.

Capacity Building of Government: WiLDAF Rule of Law: Access to Justice coordinated with ministries and police to strengthen national capacity for GBV response.

Community Sensitization about Women's Rights, Including GBV: WiLDAF Rule of Law: Access to Justice implemented several interventions to sensitive communities and stakeholders about human rights issues affecting women, especially GBV. For example, the activity: 1) disseminated information materials to promote the rule of law and access to justice; 2) disseminated SASA! communication materials; 3) conducted stakeholder meetings with community leaders and local government to strengthen the referral system for GBV survivors; 4) engaged in public community dialogues to strengthen the referral network and promote women and youth awareness of GBV; 5) conducted orientation and media sensitization workshops; and 6) supported the 16 days of Activism Against GBV.

Legal Aid to Female Victims of Violence: WiLDAF Rule of Law: Access to Justice provided legal aid to female victims of GBV through different mechanisms: legal aid clinics, including mobile legal aid clinics; supporting Tanzania Network for Legal Aid Providers (TANLAP); and legal aid hotlines.

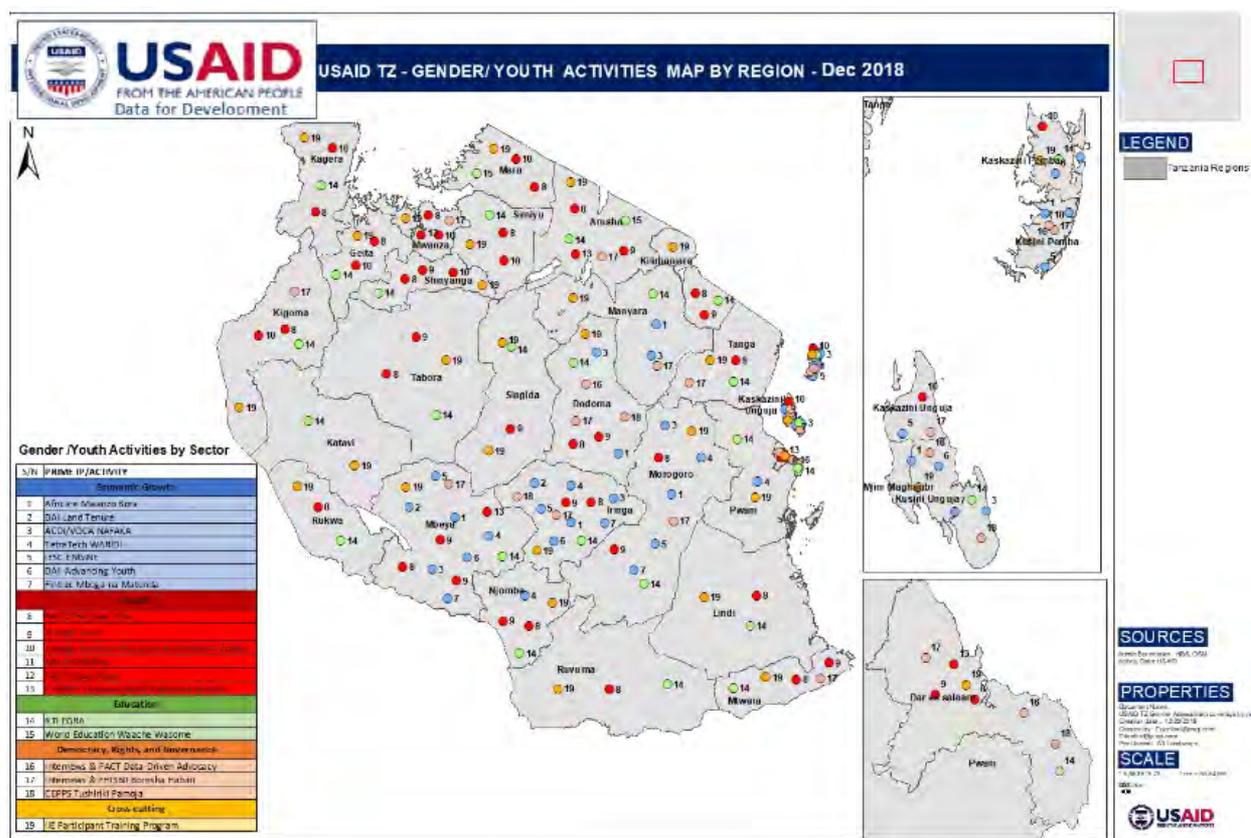
CROSS-CUTTING

CSO Capacity-Building: One activity—the IIE Participant Training Program—implemented an intervention to build the capacity of 13 CSOs in Zanzibar focused on women/youth. The activity conducted training, action planning, and coaching in four key areas: 1) business development and resource mobilization; 2) strategy planning and the role of the board of directors; 3) MEL; and 4) financial management.

3.3 GENDER/YOUTH ACTIVITY LOCATIONS

Figure 3 shows the regional locations of the 19 activities with either gender/youth objectives or interventions. As the map demonstrates, economic growth activities are primarily clustered in Zanzibar and the four mainland regions which comprise the Southern Agricultural Growth Corridor of Tanzania (SAGCOT)—Mbeya, Iringa, Morogoro, and Dodoma. Dodoma is the only region to host activities from all four technical sectors. Health activities are the most dispersed nationally.

Figure 3: Gender/Youth Activities by Region



3.4 ACTIVITY GENDER/YOUTH OUTCOMES AND IMPACT

As already noted, a substantive discussion of gender/youth impact would require placing the annual report data in a larger context through in-depth interviews with project managers or program staff, or, at a maximum, conducting an outcome or impact evaluation. Nonetheless, this section takes some initial steps towards assessing outcomes, using the data presented in Table I on gender/youth outcome indicators and results, as well as additional analytic material extracted from the annual reports. This section focuses on the 19 activities that defined specific gender/youth objectives or interventions because an activity without explicit gender/youth goals is highly unlikely to monitor progress towards gender/youth goals. First, this section analyzes activity MEL frameworks to assess the extent to which they include meaningful indicators that can shed light on progress towards core gender/youth objectives. This type of analysis is valuable because it reveals the potential mismatch between an activity’s stated gender/youth objectives and the ability of project managers to monitor progress. One consequence is opportunities are identified for USAID staff to assist IPs in improving MEL systems so that they are more likely to capture desired outcomes for females or youth. Second, to the extent possible, this section uses available results data and any additional analysis in annual reports to draw some preliminary conclusions about activity impact on females or youth.

ECONOMIC GROWTH

In the Economic Growth sector, out of the seven activities with gender/youth objectives or interventions, the team found data on MEL frameworks for six out of the seven activities. Out of these six activities, the team identified gender/youth outcome indicators for five activities: Africare Mwanza Bora, DAI Land Tenure, IESC ENGINE, DAI Advancing Youth, and Fintrac Mboga na Matunda. The activity without gender/youth outcome indicators is Tetra Tech WARIDI.²⁷

²⁷ As Table I indicates, WARIDI does not appear to have sex or age disaggregated data for two key outcome indicators: number of people gaining access to improved water or sanitation. The MEL framework also does not include indicators to monitor female or youth leadership in water governance.

The implementation of Mwanzo Bora began in 2011—the earliest initiation year of all 24 activities—and, as a result, sufficient time has passed to generate data and analysis to begin assessing outcomes. As Table I indicates, Mwanzo Bora monitors the prevalence of stunting, which is an essential indicator to measure the long-term success of nutrition interventions. Although the reviewed annual reports (for FY 2017 and FY 2018) did not include activity-level level stunting data, the FY 2018 Annual Report notes that the TDHS 2015 showed a decline in stunting since 2010 in its target areas: a 35 percent decline in Dodoma; a 24 percent decline in Morogoro; and a 22 percent decline in Manyara. Using this data, Africare has conducted a study on the impact of its SBCC strategy, comparing intervention and non-intervention sites with a survey of 290 people. They found improved nutrition behaviors in intervention sites vs. non-intervention sites (Annual Report, FY 2018, p. 29). Another study revealed that women in the target area understood the benefits of practicing the promoted nutrition behaviors compared to women in the comparison areas (Annual Report, FY 2018, pp. 24-25).

The other five economic growth activities were initiated in 2015 or after, which means that much less time has passed to gather data on outcomes. As Table I indicates, DAI Land Tenure’s MEL framework includes only one longer-term gender/youth outcome indicator: unique claimants who collected CCROs, disaggregated by sex and age. According to its annual reports for FY 2017-2018, the program has resulted in 19,171 unique claimants, of whom 9,553 are females and 4,899 are youth. This data suggests that, so far, the activity has been more successful in assisting females than youth in collecting CCROs. The other gender/youth outcome indicator in the MEL framework—number of women’s groups formed or strengthened—is a short-term outcome indicator. According to the annual reports, by the end of the activity’s third year (FY 2018), 158 women’s groups had been formed or strengthened.

DAI has also conducted a preliminary evaluation on the project’s impact on three of the domains of the Women’s Empowerment and Agricultural Index: decision-making over production, access to and control over productive resources, and control over income. Based on six focus groups with 91 women in three villages, the study found that women felt they had a greater influence on what crops to plant or alternatively felt they had at least one parcel of land held by the family on which to cultivate crops of their choice. The women affirmed their increased sense of security and control over productive resources (Annual Report, FY 2018, p. 53). In addition to these initial benefits, the focus groups highlighted that women would like more information about using the CCROs as collateral to access financial assistance and loans (Annual Report, FY 2018, p. 52).

IESC Engine’s MEL framework includes three gender/youth outcome indicators: 1) number of jobs created, disaggregated by age; 2) number of business loans to women- and youth-owned businesses; and 3) value of business loans for women- and youth-owned businesses. Although the number of jobs created as a meaningful longer-term outcome indicator, by the end of FY 2017, the project’s first year, the activity had not created any jobs for youth. No data was available for the number and value of loans to women- and youth-owned businesses.²⁸

The MEL framework for DAI Advancing Youth includes six indicators that measure both short-and long-term outcomes for females and youth: 1) number of youth-run micro-enterprises created or improved; 2) number of jobs created for youth; 3) youth participation in decision-making; 4) youth participation in civil society projects; 5) number of youth who visit reproductive health services after referral; and 6) percentage of youth beneficiaries with increased incomes. All of these indicators are disaggregated by sex. Of all the MEL frameworks reviewed in the Economic Growth sector, the Advancing Youth framework is the most sophisticated in terms of its ability to monitor critical outcomes for females and youth.

As Table I indicates, after one year of implementation, the activity had created jobs and micro-enterprises for about 500 youth (both males and females). Although more jobs and micro-enterprises have been created for females than males, the indicators where males have out-performed females

²⁸ The team never received the FY 2018 Annual Report. The FY 2017 Annual Report noted that more gender/youth focus would be incorporated into FY 2018 planned activities, partly by ensuring that its interventions are reaching micro-enterprises, which are more likely to be female- or youth-owned.

are the leadership and decision-making outcome indicators (Table I and Annual Report, FY 2018, pp. 34-25). The activity plans to address this discrepancy in the future.

The FY 2018 Annual Report notes that Advancing Youth use the Gender Integration Framework to ensure that program interventions are reaching young women. This means that prescriptive measures are designed to ensure young women are reached, using approaches that best fit their needs, based on the Youth and Gender assessment that was conducted in the first quarter of implementation. This assessment informed program managers that in order to reach a contractually-mandated 50/50 *participation* of males and females, the program would need to target females at a higher rate. As a result, the program *target* for females versus males is 60 to 40 percent (Annual Report, FY 2018, p. 34). Despite this initial success, the FY 2018 Annual Report also notes that females ages 15 to 19 are most likely to be left behind and that the program's overall reach to younger youth is lower. The activity plans to address this gap in Year 2 by engaging more with "power bearers" and guardians (Annual Report, FY 2018, p. 34).

Finally, through its efforts to target youth at risk of violence, the activity has learned that more females have experienced violence than males (64 to 36 percent) and that GBV is a serious problem among female youth. As a result, the activity plans to implement gender dialogues with youth about GBV, as well as confidential GBV screening referrals (Annual Report, FY 2018, p. 52).

Fintrac Mboga na Matunda's MEL framework also includes several indicators to measure short- and medium-term outcomes for females/youth: 1) percentage of female direct beneficiaries consuming a diet of minimum diversity; 2) percentage of women in leadership positions in producer organizations; and 3) percentage of youth in leadership positions in producer organizations. As Table I indicates, by the end of FY 2018, the activity was basically meeting its targets for these three indicators. One problem in the MEL framework is that the activity does not appear to be monitoring longer-term outcomes that are directly relevant to female/youth agriculture productivity and health outcomes, such as rates of female anemia and child stunting, as well as number and value of loans to female smallholders.

The MEL framework for Tetra Tech WARIDI does not include outcome indicators disaggregated by age or sex. Its most critical outcome indicators—the number of people gaining access to improved water or sanitation—are not sex-or age-disaggregated. In addition, there appear to be no indicators that capture the role of females/youth in water governance. Despite these gaps in the MEL framework, a recent Data for Development Mid-Term Evaluation of WARIDI concluded, through focus groups and interviews, that women make up half of the livelihood groups and a large part of community water committees (Data for Development, August 2018, p. 42).

HEALTH

In the Health sector, out of the six activities with gender/youth objectives or interventions, the team found data on MEL frameworks for four of the activities. Out of these four activities, the team identified gender/youth outcome indicators for all four activities: NACOPHA Sauti Yetu, Jhpiego Sauti, and Jhpiego Boresha Afya, and PACT Kizazi Kipya. However, after a careful review of the annual reports and MEL plans of the Health sector activities, the team concluded that these activities are overly focused on monitoring or reporting on a high number of outputs, or short-term outcome indicators, at the expense of carefully monitoring a select number of meaningful long-term metrics that can shed light on progress towards core gender/youth objectives.

NACOPHA Sauti Yetu's MEL framework includes three short-and longer-term gender/youth outcome indicators: 1) percentage change in demand for HIV testing among PLHIV couples, children and family members, disaggregated by sex; 2) number of people receiving post-GBV care, disaggregated by sex; and 3) number of HIV-positive adults and children receiving care and support services from outside facilities, disaggregated by sex. However, the team was unable to analyze the results data for two reasons. First, the indicator tables were cut off in the reports, leaving them difficult to read and interpret. Second, the male and female percentages did not add up to 100 percent, raising questions about the validity of the disaggregated data. Beyond these immediate problems, the MEL framework does not appear to include an indicator which directly measures ART usage and retention, disaggregated by age or sex.

Although Jhpiego Sauti does not include its complete MEL framework in its annual reports, the executive summaries provide data on two short- and medium-term gender/youth outcome indicators: 1) provision of HTC to KVP; and 2) provision of FP services, disaggregated by KVP type and sex.²⁹ Since activity initiation in 2015 and the end of FY 2018, 2,370,881 KVP persons have received HTC and 513,019 females, including 112,697 AGYW, have received FP services. The FY 2018 Annual Report notes a challenge in the “inconsistent supply” of emergency contraception pills in certain regions, such as Dodoma, Iringa, Morogoro, and Tabora (Annual Report, FY 2018, p. 52). However, one problem with the MEL framework, based on the material the team reviewed, is that there is no indicator which tracks long-term outcomes, namely rates of new KVP HIV infections and KVP use of modern contraception.

Jhpiego Boresha Afya’s MEL framework includes about 50 indicators. Seven indicators that are specifically relevant to female/youth health outcomes are listed on Table I. These indicators monitor the numbers of women and children receiving specific medicines or treatments, such as IPTP2 and IPTP3, which are both used to prevent malaria in pregnant women. As Table I indicates, the activity is making progress against targets. However, the FY 2018 Annual Report highlighted that numerous health facilities suffer from problems with drug procurement and distribution, such as a limited supply of essential medicines like Ampicillin and Gentamicin (Annual Report, FY 2018, pp. 27-29). The report also noted an inadequate supply of nutrition commodities, such as Vitamin A, mebendazole, oral rehydration salts (ORS), and pediatric zinc (Annual Report, FY 2018, p. 30). As with many of the other health activities, this activity does not appear to be monitoring long-term health outcomes, such as rates of infant or maternal mortality and female anemia.

PACT Kizazi Kipya’s MEL framework includes four female/youth outcome indicators: 1) number of female participants in VSLGs designed to increase access to productive economic resources; 2) number of OVC who received food/nutrition services outside health facility; 3) number of OVC/youth referred to HIV testing, based on standardized risk assessment tool; and 4) number of HIV-positive OVC linked to HIV support groups. As Table I indicates, from FY 2017 to 2018, although the activity made progress above targets in incorporating females into VSLGs and providing food and nutrition services to OVC, it has been much less successful in referring OVC/youth to HIV testing and support groups. This activity also does not appear to be monitoring meaningful long-term outcomes, such as the prevalence of VAC.

EDUCATION

In the Education sector, out of the two activities with gender/youth objectives or interventions, the team found MEL data for both activities—RTI International Tusome Pamoja and World Education Waache Wasome—and both include gender/youth outcome indicators.

RTI International’s Tusome Pamoja outcome indicators are the scores on its reading, writing, and math tests in 2013 and 2016, which are disaggregated by sex. The test data is difficult to summarize because scores are reported for each sub-task of the three tests and are not aggregated into one score. As Table I indicates, although the mean scores on reading sub-tasks increased for both boys and girls between 2013 and 2016, and a higher percentage of girls (6.3 percent) than boys (4.2 percent) scored as proficient readers in 2016, the scores remain extremely low. Likewise, between 2013 and 2016 the mean math scores did not improve. Although boys outperform girls, the performance of both is well below government targets (EGRA, Preliminary Findings Report, 2016, pp. 3 and 39). The activity also assessed the school learning environment and found “an unequal distribution of various instructional resources,” meaning that textbooks aligned with the 3Rs curriculum are not available. Ninety-one percent of teachers reported they do not have adequate materials for teaching and learning of 3Rs” (RTI International, 2016, p. 4).

World Education Waache Wasome’s MEL framework includes five short- and medium-term gender/youth outcome indicators: 1) number of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political resources and opportunities; 2) percentage of females who report increased self-efficacy after training; 3)

²⁹ The KVPs in the activity are: 1) FSWs; 2) men who have sex with men; 3) vulnerable AGYW, ages 15-24; and 4) partners of FSWs.

percentage of adolescent girls who report improved ability to manage life and solve problems; 4) percentage of parents who report satisfaction with economic strengthening interventions; and 5) percentage of teachers who demonstrate improved understanding of gender equitable practices and SRGBV prevention and response. In FY 2018, Year 1 and the pilot for the activity, data was only collected at a sample of two schools, as Table 1 indicates. Based on these early results, the activity has made some progress. In FY 2018, 98 of 136 female club members reported improved self-efficacy and 119 of 136 female club members reported improved ability to manage life problems. One potential gap in the MEL framework is that it does not include long-term outcome indicators, such as activity-level female transition to secondary school rate and female dropout rate from secondary school. According to the MEL framework, these indicators will be monitored as context indicators at the national level.

DRG

In the DRG sector, the team did not receive annual reports for the three of four activities that defined gender/youth objectives—and was, therefore, unable to analyze their gender/youth outcomes.³⁰ However, all three activities commenced in 2017, so it is also very early to assess even short-term outcomes.

But other sources can be drawn on to provide some analytic insights about the gender/youth outcomes of DRG activities. For example, a recently completed Data for Development performance evaluation of the WiLDAF Rule of Law: Access to Justice activity described several results, including: 1) targeted women reported a better understanding of their rights and greater confidence to demand respect for their rights; 2) the sensitization activities did not sufficiently reach rural areas, which are the areas of greatest need; 3) the activity played a central role in establishing Child Protection Teams (CPTs); 4) the activity successfully lobbied for several important laws, such as the Legal Aid Act and Children's Act, as well as revisions in the Police Form 3 used by health care workers and police to document cases of VAWC; and 5) corruption in the legal and law enforcement systems undermines confidence and usage of these institutions (Data for Development, April 2018).

The current activities in the DRG portfolio seem to be moving away from a narrowly legalistic, individual, rights-based approach to female empowerment and embracing an approach more rooted in collective power, civil society, and social movement activism. That is, the three current DRG activities assigned for review focus on empowering women's/youth rights organizations to engage in agenda-setting and advocacy, so that female and youth voices and issues are elevated in the public sphere.

The pathbreaking work of scholars Peggy Levitt and Sally Merry provide theoretical insight and empirical evidence about how sustained support for local women's rights CSOs eventually translates into female empowerment, through a process that she describes as vernacularization. Vernacularization occurs over time—certainly longer than the five years of a normal donor-funded project—and is the process by which local women's rights organizations seize global human rights ideas and transform them into more locally relevant ideas of gender justice. Local women's rights groups use global human rights ideas, but expand the domain, defining new rights and issues that resonate more with local audiences. By supporting local organizations that have the capacity to engage with global actors, over the long term donors are likely to succeed in both empowering women locally and transforming the global human rights practice so that it captures issues that are salient outside developed country contexts (Levitt and Merry, 2009).

CROSS-CUTTING

Although the Cross-Cutting activity in this assessment—the IIE Participant Training Program— included a gender/youth intervention, the annual reports provided no outcome information.

³⁰ As noted in the Section 3.1, these three activities are: Internews and PACT Data-Driven Advocacy, Internews and FHI360 Boresha Habari, and CEPPS Tushiriki Pamoja.

Table 5 summarizes gender/youth outcome information for the 19 activities that have defined gender/youth objectives or interventions.³¹ The team found evidence of progress towards gender/youth objectives in 10 activities.

Table 5: Activity Gender/Youth Outcomes, by Sector

| Activity | Gender/Youth Outcome Indicators | | | Progress Towards Gender/Youth Objectives | |
|----------------------------|---------------------------------|---|------------------------------|--|---------------------------|
| | No Data | Short- and Medium-Term Outcome Indicators | Long-Term Outcome indicators | No Evidence of Progress | Some Evidence of Progress |
| Economic Growth | | | | | |
| Mwanzo Bora | - | ✓ | ✓ | - | ✓ |
| Land Tenure | - | ✓ | ✓ | - | ✓ |
| NAFAKA | ✓ | - | - | - | - |
| WARIDI | - | - | - | - | ✓ |
| ENGINE | - | ✓ | ✓ | ✓ | - |
| Advancing Youth | - | ✓ | ✓ | - | ✓ |
| Mboga na Matunda | - | ✓ | - | - | ✓ |
| Health | | | | | |
| Sauti Yetu | - | ✓ | ✓ | Not available³² | |
| Sauti | - | ✓ | - | - | ✓ |
| SHOPS Plus | ✓ | - | - | - | - |
| Boresha Afya | - | ✓ | - | - | ✓ |
| Kizazi Kipya | - | ✓ | - | - | ✓ |
| Social Enterprise Activity | ✓ | - | - | - | - |
| Education | | | | | |
| Tusome Pamoja | - | - | ✓ | - | ✓ |
| Waache Wasome | - | ✓ | - | - | ✓ |
| DRG | | | | | |
| Data-Driven Advocacy | ✓ | - | - | - | - |

³¹ The five activities without gender/youth objectives or interventions are: USDA Capacity-Building in Agriculture, Michigan State ASPIRES, WADA Entrepreneurship for Resilient Village Water Systems, JSI Advancing Partners or Communities, and President's Office Strengthening Public Awareness of the Ethics Secretariat.

³² The problems with Sauti Yetu's data are noted in Table I, page 14.

| Activity | Gender/Youth Outcome Indicators | | | Progress Towards Gender/Youth Objectives | |
|------------------------------|---------------------------------|---|------------------------------|--|---------------------------|
| | No Data | Short- and Medium-Term Outcome Indicators | Long-Term Outcome indicators | No Evidence of Progress | Some Evidence of Progress |
| Boresha Habari | ✓ | - | - | - | - |
| Tushiriki Pamoja | ✓ | - | - | - | - |
| Cross-Cutting | | | | | |
| Participant Training Program | ✓ | - | - | - | - |

3.5 OTHER DONOR/GoT INTERVENTIONS AND BEST PRACTICES

Kills with other donors and GoT partners revealed other gender/youth objectives, interventions, strategies, best practices, and challenges. Some of these are similar to USAID interventions, while others address issues where USAID is less concentrated.

Violence Against Women and Girls: Both the United Nations Entity for Gender Equality and Empowerment of Women (UN Women) and United Nations Populations Fund (UNFPA) are more focused on the prevention and response to violence against women and girls (VAWG). UN Women implements interventions to support ratification and enforcement of the National Plan of Action on VAWC. UNFPA promotes comprehensive sexual education to reduce early marriage, pregnancies, and school dropout among adolescent girls. UNFPA sees challenges in reaching girls who have already dropped out of the education system and those facing hardships. Skills training, basic life skills knowledge, and completing primary education are the way out. Officials from other organizations (Legal and Human Rights Center and High Commission of Canada) noted that victims of GBV who are not economically empowered are more likely to return to a perpetrator’s household and face further violence.

Capacity and Skills Building of Females/Youth: The Swedish International Development Agency (SIDA), UNFPA and UN Women support capacity building and training activities targeting women, youth, and people with disabilities. These activities aim at empowering them so that they are able to address economic and social empowerment or compete for leadership at the local and national levels. UNFPA targets girls’ and youth empowerment through platforms that provide opportunities for them to excel.

Female/Youth Political Leadership: Donors such as UNFPA, UN Women, and SIDA support activities to increase women’s political participation and involvement of youth in decision-making fora at the local and national levels. Interventions include capacity building, mentorship, and coaching on leadership skills, which have facilitated their promotion to leadership positions at the African Union and Tanzanian Parliament, as well as United Nations International Children’s Emergency Fund (UNICEF) ambassadorships and the African Youth and Adolescent Network (AfriYAN) presidency.

Engaging Men: Both the European Union (EU) and UNICEF promote engagement with men to address children’s rights and VAWC. The EU attempts to address social and cultural norms and values, as well as economic vulnerability as a way to reduce dependency on FGM. UNICEF views male involvement in the care and support of children as essential. Both organizations understand that male engagement is a critical element in the local political economy of poor households because of economic vulnerabilities that men face at the family level. Male engagement involves sensitizing men to support women as allies in development instead of regarding them as competitors over domestic resources and leadership. It also creates the long-term potential to transform gender relations and sustain gender equality.

Sourcing Locally: SIDA’s approach to female/youth empowerment is innovative in that it does not attempt to create new programs, but instead supports already existing non-governmental organization (NGO) programs, after assessing the gender and women’s rights focus in their strategic plans. The SIDA approach is to build on the already existing skills, experience, and expertise of local organizations, rather than the more traditional top-down approach of major donors. Results from the supported projects are then used to feed back into the design of SIDA’s policy strategy. NGOs such as Tanzania Gender Networking Program (TGNP), Restless Development, and Children’s Dignity Forum (CDF) have entered into such agreements with SIDA.

SIDA’s experience suggests an alternative model for gender/youth empowerment in Tanzania: directly engaging and sourcing local organizations and stakeholders to implement gender/youth capacity building and empowerment interventions. USAID has also supported WiLDAF, Tanzanian Media Women Association (TAMWA), and Tanzanian Women Lawyers Association (TAWLA) in capacity building events around women’s legal justice. The contracting of local expertise to generate transformative change in gender norms and values is also imperative. Sourcing locally has the benefit of engaging professionals who are thoroughly familiar with best practices and approaches that are likely to be accepted in communities. This approach also aligns with the USAID Journey to Self-Reliance, which emphasizes allowing countries to solve their own development challenges.

Improving coordination and communication between stakeholders (GoT, donors, and CSOs): Interviews with Ministry of Industries, Trade, and Investments (MoITI) and Ministry of Education, Science, and Technology (MoEST) underscored the importance of improving communication and coordination between the government, donors, and CSOs. For example, the MoITI trains women and youth on food processing, value addition, and identifying BDS providers, but was not aware of the USAID ENGINE activity that pursues similar activities. The ministry also trains and supports women involved in informal cross-border training so that they understand their rights—an intervention also implemented by the Gender Training Institute (GTI), a sister organization to TGNP. Similarly, in the Education sector, although stakeholders are engaged at the local level, the representatives at the national government level are relatively uninformed about these activities.

The MoEST, through the Tanzania Institute of Education (TIE), works to ensure that that the whole education curriculum is gender-responsive, in addition to interventions that: provide food to children in schools; distribute sanitary pads to girls, especially in rural areas; sensitize parents in rural areas on the importance of educating girls; establish scholarships for girls from poor families; create competition platforms in STEM subjects; and scale up Tuseme Clubs. However, greater coordination among donors, CSOs, President’s Office – Regional Administration and Local Government (PO-RALG), MoEST, and MoITI could help parties to better understand what is going on around gender, and the appropriate roles of each partner.

Sustainable Development Goal (SDG) Indicators: Both UN Women and UNFPA noted that the sustainable development goal (SDG) indicators could provide a more useful and consistent set of metrics to track gender equality in Tanzania, especially since the GoT has incorporated these indicators into its national development strategy and monitoring framework. Consistent use of these indicators by donors could enhance coordinated tracking of gender/youth goals. The Tumaini project indicators could also be revised to align with the SDG framework.

4.0 KEY FINDINGS AND RECOMMENDATIONS

These findings and recommendations are organized into two sections: the first offers suggestions for improving the *process* of integrating gender/youth into the program cycle; the second suggests substantive gender/youth *issues* for both current activities and the next CDCS.

4.1 PROCESS

Key Finding: USAID Tanzania IPs differ in their integration of gender/youth issues.

Recommendation: Bolster support to IPs in the program design stage to create a foundation for integration from Year 1.

One of the central conclusions of this assessment is that, based on this review of 24 activities, USAID/Tanzania IPs differ in their integration of gender/youth issues into the program cycle. For example, 40 percent of this set of 24 activities have not defined any specific activity-level gender/youth objectives.

The program design stage is a critical juncture, and many IPs clearly require greater support in designing a project that successfully integrates gender and youth priorities. The three core areas where many IPs require support are designing:

1. Activity objectives that define specific desired female or youth empowerment outcomes or targets;
2. Interventions that clearly explain how the intervention will bring about the desired changes for females/youth; and
3. A limited but meaningful set of indicators that can shed light on progress towards these gender/youth goals.

To define specific gender/youth objectives within an activity requires a comprehensive and nuanced understanding of context—the specific gender/age outcome disparities and the *causes* of these disparities. In some cases, a new gender/youth assessment prior to project initiation may be necessary; but most likely all that is needed is to leverage the prodigious *existing knowledge base*, but clearly think through and identify the implications of existing research for gender/youth objectives during program design.

To plan specific interventions requires clearly articulating *how* the proposed intervention will achieve desired outcomes for females and youth—that is, the strategy for reaching these goals, also known as “theory of change.” For example, based on the documents reviewed in the Economic Growth sector, most activities did not elaborate their strategy for reaching and incorporating a sufficient number of females or youth. DAI Advancing Youth was one project that clearly elaborated a path to integration: by using the Gender Integration Framework as a tool, they concluded that in order to achieve gender parity, they had to aim for a 60/40 participation ratio of females to males, because of the likelihood that a large number of females reached would drop out.

The process of identifying a limited but meaningful set of indicators that can really shed light on progress is especially challenging. Another central finding of the assessment is that most activities—especially in the Health sector—are overly focused on a laundry list of indicators that monitor outputs or short-term outcomes. In the Education sector, longer-term outcomes such as girls’ rate of transition to secondary school and dropout rate should also be monitored at the activity level. Very few activities are actually measuring longer-term outcomes. In addition, many activities require assistance in ensuring that key indicators are disaggregated by age and sex.

Key Finding: Structure, format, and content of annual reports vary greatly, making it extremely difficult to extract high-value gender/youth data.

Recommendation: Collaborate with USAID Global to design a streamlined and user-friendly annual report template that captures outcomes for females/youth.

Another core finding from this assessment is that the structure, format, and content of annual reports vary greatly, both among IPs, as well as from year to year with the same IP. Except in a few cases, the team found it extremely difficult to locate useful data on females and youth. USAID Tanzania should consider initiating a long-term process to refine the template for IP reporting, especially reporting on gender/youth outcomes. One potential model could be the Form 10K that the United States Securities and Exchange Commission (SEC) requires publicly trading companies to file. Every 10K contains the same four parts and 15 schedules. A more structured and streamlined reporting template would make

it much easier for USAID program staff to understand and monitor activity progress in general, including towards gender/youth objectives. As part of this template, there should be space for a section that engages in *qualitative* or *narrative* analysis about progress towards gender/youth objectives. As Albert Einstein once said, “*Not everything that counts can be counted, and not everything that can be counted counts.*” Einstein’s insight is especially true for gender/youth outcomes, which involve qualitative transformations in power structures and social and cultural norms that cannot be quantitatively measured.

Key Finding: Although 10 activities in the Economic Growth, Health, and Education sectors demonstrate evidence of progress towards gender/youth goals, this assessment could not extrapolate conclusions about outcomes for several other activities (especially in the DRG sector) because of missing documentation.

Recommendation: Address this knowledge gap by working with IPs to expedite sharing of annual reports and consider extending the timeline of this assessment to fill gaps.

As already noted, one of the limitations of this assessment was that the team never received annual reports for five activities, most of which were in the DRG sector. Although the team was able to conclude that 10 activities have made some progress toward gender/youth objectives, it was not possible to extrapolate conclusions about outcomes for activities with no documentation. For the future, the Mission can work with IPs to ensure timely sharing of annual reports. In the short-term, the Mission could extend the timeline of this assessment to fill gaps.

Key Finding: SIDA does not attempt to create new gender/youth programs, but instead supports already existing NGO programs.

Recommendation: Consider directly sourcing local organizations and expertise.

The KII with SIDA revealed that its approach to gender/youth integration is to build on the already existing skills, experience, and expertise of local organizations, rather than a more top-down approach. Some of the supported local NGOs are: TGNP, CDF, Connected Farmer Alliance (CFA), Agricultural Markets Development Trust (AMDT), Private Agricultural Sector Support (PASS-CRDB Bank), Tanzania Horticultural Association (TAHA), and Restless Development Tanzania. This suggests an alternative model for gender/youth empowerment in Tanzania: directly engaging and sourcing local organizations and stakeholders to implement gender/youth capacity building and empowerment interventions.

Key Finding: GoT officials at the ministry level appear to be unaware of many donor gender/youth activities carried out at local government levels.

Recommendation: Improve communication/coordination with the GoT at the national level.

IIIs with GoT officials at the ministry level revealed a relative lack of knowledge about some key donor interventions focused on gender/youth implemented at the local government levels. For example, although the MoITI trains women and youth on food processing, value addition, and identifying BDS providers, officials were unaware of the USAID ENGINE activity that pursues similar activities. This suggests a need for increased communication and coordination with the GoT at the national level about gender/youth activities.

Key Finding: The SDG indicators could provide a more useful and consistent set of metrics to track gender equality in Tanzania.

Recommendation: Consider integrating SDG indicators into the MEL frameworks of all Mission gender/youth activities.

Two donors suggested that the SDG indicators could provide a more useful and consistent set of metrics to track gender equality in Tanzania, especially since the GoT has incorporated these

indicators into its national development strategy and monitoring framework. The Mission could move towards integrating SDG gender indicators into its MEL frameworks.

4.2 SUBSTANTIVE ISSUES

Key Finding: There are a few key gaps in the coverage of critical gender/youth objectives among current activities.

Recommendation: Increase focus on gender/youth problems that are highly prevalent but not prioritized in current activities—especially GBV.

This assessment has provided a systematic analysis of the stated objectives of 24 activities and concluded that there are a few gaps or areas of under-emphasis in the coverage of important gender/youth objectives. As Table 4 (page 19) reveals, in the economic growth sector, the current activities have failed to prioritize increasing the formal employment of females. In the Health sector, activities have failed to prioritize: 1) addressing GBV; and 2) addressing the cultural and social barriers that prevent females, especially adolescent girls, from accessing health services such as FP. Addressing GBV is mentioned as a primary objective in only two of this set of activities the team was asked to review: Waache Wasome (Education sector) and Data-Driven Advocacy (DRG sector). WiLDAF Rule of Law: Access to Justice, an important activity addressing GBV, has now closed.

Perhaps the most important objective to increase prioritization is addressing GBV, given that it is both prioritized in foundational USAID global gender policy documents, and remains highly prevalent in Tanzania. The most recent Tanzania Demographic and Health Survey (2015) shows that the prevalence of violence against women, especially IPV, remains high. Fifty (50) percent of ever-married women have experienced physical, sexual, or emotional violence. Forty (40) percent of women have experienced physical violence perpetrated by anyone; and 17 percent have experienced sexual violence (MoHCDGEC et. al., 2016, p. 367). This high incidence rate is underpinned by social norms and widely-held attitudes: More than 58 percent of women and 40 percent of men still believe that wife beating is justified [Ministry of Health, Community Development, Gender, Elderly, and Children (MoHCDGEC), 2016, p. 325]. Other types of GBV, such as early marriage and FGM, are also prevalent; although, in the case of FGM, the prevalence rate is either decreasing or the practice has been pushed underground due to its prohibition. USAID could collaborate with the other donors already prioritizing GBV, such as UN Women, UNFPA, and Department for International Development (DFID), and emphasize strategies that engage men.

Increasing opportunities for the formal employment of females/youth also deserves greater focus in USAID Tanzania activities. As the 2012 USAID Tanzania Gender Assessment noted, only 29 percent of current formal sector employees are women and they make much less on average than men (USAID Tanzania, 2012, p. 8). The most recent Integrated Labor Force Survey shows that about 1.8 million men are paid formal employees, compared to about 950,000 women, although the percentage of paid formal employees in the labor force is very low for both sexes [National Bureau of Statistics (NBS), 2014, p. xxxi].

Finally, in the Health sector, addressing the social and cultural norms that limit the access of females, especially AGYW, to health services should be elevated as a priority objective. As the 2012 Gender Assessment—as well as the Tumaini project—notes, constructive male engagement must be a central component in addressing gender disparities in health outcomes. Men play a critical role in influencing health outcomes and often control decisions about the use of contraception, FP, and access to health services (USAID Tanzania, 2012, p. 29).

Key Finding: Although five activities in the Economic Growth sector appear to be making progress towards gender/youth objectives, the continued inability of females/youth to access sufficient credit could impede longer-term progress.

Recommendation: Increase focus on the supply of non-exploitative credit from FIs.

Another key finding of this assessment is that, although five activities in the Economic Growth sector appear to be making some progress towards gender/youth objectives, the inability of females/youth to access necessary credit may impede longer-term gains.

DAI Land Tenure found that, although several thousand women had successfully acquired CCROs, they aspire to use them as collateral to access credit for their businesses. In other words, for many beneficiaries, CCROs are not just an end in themselves; claimants would like to use these documents as collateral to access credit and grow businesses. There are both demand-side and supply-side issues to be addressed. On the demand side, one part of the solution is to train female claimants on accessing credit and business planning.

But the supply-side blockage is equally important. Relevant FIs must be trained on gender barriers to credit access and methods of credit analysis that are more flexible and incorporate diverse information sources. In addition, FIs may need to be incentivized to reduce interest rates and revise lending terms that remain exploitative. Another possible remedy is the enforcement of a rule that all Local Councils reserve 10 percent of their collected revenue to lend to women, youths, and disabled people, without collateral or interest.

Key Finding: Although three activities in the Health sector appear to be making progress towards gender/youth objectives, blockages in drug procurement and distribution could undermine longer-term progress.

Recommendation: Increase support to the Health sector at the district level to better manage drug and health equipment procurement and distribution.

This assessment has also found that, although three activities in the Health sector appear to be making progress towards gender/youth objectives, blockages in drug procurement and distribution could undermine long-term gains. Both of Jhpiego's activities—Sauti and Boresha Afya—have identified problems with drug procurement and distribution, namely supply issues with emergency contraception, essential medicines such as Ampicillin and Gentamicin, and nutrition commodities, such as Vitamin A, mebendazole, ORS, and pediatric zinc. Building the capacity of healthcare facilities and workers ultimately makes little difference if drug supply and distribution systems are broken. The Medical Stores Department has decentralized its stores into seven zones to be nearer District stakeholders. The health sector at the district level requires increased technical support so that officials can manage the procurement of drugs and other health equipment more efficiently.

ANNEXES

ANNEX I: CONCEPT NOTE

Data for Development provides services to strengthen the production and analysis of high-quality data and enables USAID/Tanzania, its implementing partners (IPs), and strategic local partners, including the NBS and other Tanzanian institutions to make timely and evidence-based programmatic decisions to improve development outcomes in Tanzania. Gender equality and female empowerment are core development objectives, fundamental for the realization of human rights and key to effective and sustainable development outcomes. These outcomes, which are especially important for people who are marginalized or excluded due to ethnicity, age, gender identity, sexual orientation, lack of income, disability, or other factors reflect the gamut of activities that USAID undertakes across multiple sectors and fields.

USAID/Tanzania has a long history of supporting programming to increase gender equality. The goal of this programming is to improve the lives of citizens around the world by advancing equality between females and males, girls and boys and empowering women and girls to participate fully in and benefit from the development of their societies. The integration of gender equality and female empowerment is addressed throughout the Agency's Program Cycle and related processes: in strategic planning, project design and implementation, and monitoring and evaluation. This integrated approach helps USAID/Tanzania to address gender gaps and the constraints that hold women back. USAID's ADS requirements specify a need for each partner and activity to conduct a gender assessment and that IPs consistently report to USAID on results related to gender equality and female empowerment through the use of gender sensitive indicators and evaluations.

USAID/Tanzania and its implementing partners have conducted multiple gender and youth assessments as required by the award, contract, agreement and/or an approved Activity MEL plan. At a recent meeting of IPs in Morogoro (2018), it became apparent that some of the Mission's gender and youth assessments contain duplication of themes, targeted age groups, and geographic locations. In response to this preliminary finding, USAID/Tanzania will review selected country- and project-level gender and youth assessments, annual reports, associated targets, and indicators and detail the findings, conclusions, and recommendations for future gender and youth assessments.

The Mission has been working with various development partners operating in Tanzania through forums such as development partners' group (DPG)-Gender in fostering gender equality and women's empowerment (GEWE) in the country. The partners have important roles that they play in supporting the GoT to foster GEWE. The gender and youth assessment will include them so as to seek their opinions and experience around gender work in Tanzania.

DESIGN AND METHODOLOGY

The gender and youth assessment will involve desk review and KIIs.

The desk review will help inform reporting on DO I: Tanzania women and youth empowered and IR I.1: Gender equality increased. The desk review also will contribute to the mission's results framework and design for the new CDCS. The desk review will specifically:

- Identify common themes and findings;
- Identify duplication of efforts/audiences;
- Identify any knowledge gaps or lack of; and
- Provide recommendations for effective future implementation and integration.

Potential Assessment Questions

- I. To what extent are USAID programs contributing towards women and youth empowerment? What worked and why or why not?

Potential common themes and findings:

- Changes in the national gender policy and legislative issues such as the law regulating marriages;
- Economic empowerment;
- Preventing and responding to GBV;
- Inclusion of vulnerable populations; and

- Livelihoods and resilience.
2. Are there duplicative activities among targeted implementing partners in relation to the current Gender Equality & Female Empowerment Policy (GEFE)? Are there examples of coordination and collaboration between IPs? How, if at all, did it reduce duplication and make better use of resources towards achieving DOI?
 3. In reviewing and analyzing gender and youth assessments and annual reports, what have been the most useful components of the gender and youth tools and what are remaining knowledge gaps?
 4. Which project activities have been effective in achieving women and youth's empowerment in the current CDCS? Which strategies and approaches should be considered for future program design in the next CDCS?

ASSESSMENT APPROACHES

1. Desk review

Data for Development will review up to 24 gender (and youth) assessment reports, which range in length from 12-22 pages (without annexes). The annual reports of the 24 selected IPs will be included in the desk review because the reports provide feedback on implementation status of the assessments. PADs, CDCS reviews, and other relevant documents will be reviewed.

2. Key Informant Interviews

Selected KIIs will be conducted with selected Mission staff, including but not limited to Team Leads of DO 1, 2, and 3, Contracting Officer Representatives (CORs) responsible for cross-cutting program objectives, the gender advisor, and other staff as appropriate. Selected GoT counterparts, other donors, local NGOs/CSOs, and youth organizations' representatives will be included in the KIIs (see Annex 1).

Table 1. Activities Selected for Desk Review

| Sn | Implementing Partner | Activity Name |
|------------------------|--------------------------------|---|
| Education | | |
| 1 | RTI International | Tusome Pamoja (National Reading Assessment) |
| 2 | World Education Inc., Bantwana | Waache Wasome (Flagship basic literacy activity) |
| Economic Growth | | |
| 3 | DAI Global and sub-partners | Feed the Future (FTF) Tanzania Advancing: Increasing entrepreneurship and workforce readiness skills among young people aged 15-29 |
| 4 | ACDI/VOCA | NAFAKA: Introduce and promote improved and resilient varieties of food crops (maize and rice) |
| 5 | Michigan State University | ASPIRES: Emphasis on policy engagement, supported by collaborative applied policy research |
| 6 | DAI Global LLC., | FTF land tenure: Seeks to clarify and document land ownership, increase local understanding of land use and land rights. |
| 7 | TetraTech and sub-partners | WARIDI: Promotes integrated water resources management and service delivery across multiple sectors. Specifically, in selected districts of the Rufiji and Wami-Ruvu river basins. |

| Sn | Implementing Partner | Activity Name |
|------------------|---|--|
| 8 | USDA | Capacity Building in Agriculture: Efforts connect key actors in the agricultural sector to develop income-generating activities for smallholder farmers throughout the country. |
| 9 | IESC and sub-partners | ENGINE: The program broadens access to finance for micro- and SMEs to facilitate increased investment and growth. The program focuses on enterprises owned by women and youth and operating within agricultural value chains. |
| 10 | WADA Tanzania | WADA: The project will increase water access to more than 70,000 rural Tanzanians currently without sustainable, reliable access to clean water. |
| Nutrition | | |
| 11 | Fintrac Inc., | Mboga na Matunda: Increase the competitiveness and inclusiveness of the horticulture subsector while improving the nutritional status of Tanzanians. |
| 12 | Africare | Mwanzo Bora: Address malnutrition and promote healthy behaviors, particularly among pregnant women and children. |
| Health | | |
| 13 | Jhpiego with sub-partners | Sauti: Assist Tanzania's Ministry of Health and the Tanzania Commission for AIDS to operationalize the new National Guidelines for Comprehensive Package of HIV Interventions for Key Populations, which will direct the provision of health and HIV services among vulnerable demographics |
| 14 | JSI Research and Training Institute Inc., | Advancing partners and communities: Support the Center for International Research and Development (CIDR) to mobilize private sector funding for health. |
| 15 | Jhpiego with sub-partners | Boresha Afya: Increase access to high-quality, comprehensive, and integrated health services through a package encompassing reproductive, malaria, maternal, newborn, child, and adolescent health service. |
| 16 | PACT | Kizazi Kipya: Household empowerment happens through case management, economic strengthening, improving positive parenting skills, and increasing the uptake of essential services, including HIV services, to reduce the impact of HIV on households. |
| 17 | NACOPHA | Sauti yetu: Engage people living with HIV in all spheres of development, particularly on issues related to HIV in Tanzania |
| 18 | Abt Associates and sub-partners | SHOPS Plus: Improve health outcomes in malaria, HIV/AIDS, maternal and child health, and other family health services. |
| 19 | T-MARC Tanzania | USAID Social Enterprise activity: Improve health status and sustain economic growth in Tanzania by preventing the spread of disease (particularly HIV/AIDS) and unwanted pregnancies. |

| Sn | Implementing Partner | Activity Name |
|--|--|---|
| Democracy Human Rights and Governance | | |
| 20 | Internews and FHI360 | Boresha Habari: Support an open, inclusive environment in which media and civil society provide accurate and impartial information that promotes participation, inclusion, and accountability. |
| 21 | Internews and PACT | Data Driven Advocacy: The Data-Driven Advocacy activity seeks to improve and sustain the ability of Tanzanian CSOs to influence policy on national-level rights issues through the strategic use of better data and information. |
| 22 | President's Office Secretariat | Strengthening Public awareness of activities performed by the ethics secretariat: Strengthening Public Awareness of Activities Performed by the Ethics Secretariat project to inform citizens about its role and core functions. |
| 23 | Consortium for Elections and Political Process Strengthening [International Republican Institute (IRI), National Democratic Institute (NDI), and IFEC] | Tushiriki Pamoja: Strengthen and support civil society, particularly organizations addressing Tanzanian women and youth, to effectively advocate for inclusive political processes. |
| Cross Cutting | | |
| 24 | Participant Training Program: Build the capacity of GoT institutions and local organizations in to enhance achievement of USAID/Tanzania's 2015-2019 CDCS. The activity particularly focuses on women and youth empowerment and data-driven decision-making but can support achievement of all three strategic DOs. | |

ANNEX 2: ANNUAL REPORTS AND GENDER AND YOUTH ASSESSMENTS

| Sn | IP Name | Activity | G&Y Assessments | Annual Report(s) per FY | | | |
|----|--------------------------------|---|--|----------------------------|---|----------------------------|-------------|
| | | | | 2014 / 2015 | 2015 / 2016 | 2016 / 2017 | 2017 / 2018 |
| 1 | Internews & FHI360 | USAID Boresha Habari-Media and Civil Society Strengthening Activity: August 2017 – August 2022 | Use SAIV PAD | Activity had not commenced | Activity had not commenced | Activity had not commenced | X |
| 2 | Internews & PACT | Data Driven Advocacy: August 2017 – August 2022 | Use SAIV PAD | Activity had not commenced | Activity had not commenced | Activity had not commenced | X |
| 3 | President's Office Secretariat | Strengthening Public Awareness of Activities performed by the Ethics Secretariat: January 2013 – March 2019 | No Gender assessment was conducted for this activity | ✓ | No interventions were conducted this year | X | X |
| 4 | CEPPS (IRI, NDI & IFEC) | Tushiriki Pamoja: November 2017 – November 2021 | No Gender assessment was conducted for this activity | Activity had not commenced | Activity had not commenced | Activity had not commenced | X |
| 5 | RTI International | Tanzania National Early Grade Reading Assessment: October 2015 – September 2018 | No Gender assessment was conducted for this activity | Activity had not commenced | Use Preliminary Findings Report | | |
| 6 | World Education Inc. Bantwana | Waache Wasome ("Let Them Learn"): December 2016 – September 2021 | No Gender assessment was conducted for this activity | Activity had not commenced | Activity had not commenced | ✓ | X |

| Sn | IP Name | Activity | G&Y Assessments | Annual Report(s) per FY | | | |
|----|--------------------------------|--|--|----------------------------|----------------------------|----------------------------|-------------|
| | | | | 2014 / 2015 | 2015 / 2016 | 2016 / 2017 | 2017 / 2018 |
| 7 | Prime: DAI Global LLC and subs | Feed the Future Tanzania Advancing Youth: August 2017 – August 2022 | ✓ | Activity had not commenced | Activity had not commenced | Activity had not commenced | ✓ |
| 8 | ACDI/VOCA | NAFAKA 2: July 2016 – June 2020 | ✓ | Activity had not commenced | Activity had not commenced | Activity had not commenced | ✗ |
| 9 | Michigan State University | Feed the Future Aspires Project: May 2016 – April 2019 | ✗ | Activity had not commenced | ✗ | ✗ | ✓ |
| 10 | IESC with sub partners | Tanzania Enabling Growth through Investment and Enterprise (ENGINE) program: September 1, 2016 – August 31, 2020 | ✓ | ✗ | ✗ | ✓ | ✗ |
| 11 | DAI Global | Feed the Future Tanzania Land Tenure Assistance (LTA): December 6, 2015 – December 5, 2019 | No Gender assessment was conducted for this activity | Activity had not commenced | ✓ | ✓ | ✓ |
| 12 | Fintrac Inc. | Feed the Future Tanzania Mboga na Matunda: January 2017 – January 2021 | ✓ | Activity had not commenced | Activity had not commenced | ✓ | ✓ |
| 13 | Africare | Mwanzo Bora Nutrition Program: August 2011 – August 2018 | No Gender assessment was conducted for this activity | ✗ | ✗ | ✓ | ✓ |

| Sn | IP Name | Activity | G&Y Assessments | Annual Report(s) per FY | | | |
|----|--|--|--|----------------------------|----------------------------|----------------------------|-------------|
| | | | | 2014 / 2015 | 2015 / 2016 | 2016 / 2017 | 2017 / 2018 |
| 14 | IIE | Tanzania Participant Training Program: July 2014 – July 2019 | No Gender Assessment was conducted for this activity | ✓ | ✓ | ✓ | ✓ |
| 15 | USDA | Capacity Building in Agriculture: August 2015 – August 2020 | X | Activity had not commenced | X | X | X |
| 16 | WADA-Tanzania | Entrepreneurship for Resilient Village Water system: March 2018 – March 2020 | X | Activity had not commenced | Activity had not commenced | Activity had not commenced | X |
| 17 | Tetra Tech (with sub-partners) | Water Resources Integration Development Initiative (WARIDI) | ✓ | X | ✓ | ✓ | X |
| 18 | JSI Research and Training Institute., Inc. | Advancing Partners and Communities: March 2015 – November 2018 | No Gender assessment was conducted for this activity | Activity had not commenced | Activity had not commenced | X | X |
| 19 | Jhpiego (with sub-partners) | USAID Boresha Afya: Lake/Western Zone: October 2016 – September 2021 | ✓ | Activity had not commenced | Activity had not commenced | ✓ | ✓ |
| 20 | PACT | USAID Kizazi Kipya Project: July 2016 – July 2021 | Gender assessment in progress | Activity had not commenced | Activity had not commenced | ✓ | ✓ |
| 21 | Jhpiego (with sub-partners) | Sauti: February 2015 – February 2020 | X | Activity had not commenced | ✓ | ✓ | ✓ |

| Sn | IP Name | Activity | G&Y Assessments | Annual Report(s) per FY | | | |
|----|--------------------------|---|--|----------------------------|----------------------------|--------------------------|--------------------------|
| | | | | 2014 / 2015 | 2015 / 2016 | 2016 / 2017 | 2017 / 2018 |
| 22 | NACOPHA | Sauti Yetu: December 2013 – December 2019 | X | Shared quarterly reports | Shared quarterly reports | Shared quarterly reports | Shared quarterly reports |
| 23 | Abt Associates with subs | Sustaining Health Outcomes through the Private Sector (SHOPS Plus): October 2015 – September 2020 | No Gender assessment was conducted for this activity | Activity had not commenced | Shared quarterly reports | Shared quarterly reports | Shared quarterly reports |
| 24 | T-MARC Tanzania | USAID Social Enterprise Activity: January 2017- December 2019 | X | Activity had not commenced | Activity had not commenced | X | X |

ANNEX 3: OTHER DOCUMENTS

ACDI/VOCA. "NAFAKA Gender and Youth Strategy." 2016

Data for Development. "A Final Evaluation of Rule of Law: Access to Justice Integrating Gender Based Violence: Final Report." Prepared for USAID/Tanzania. 2018

Data for Development. "Mid-Term Evaluation of WARIDI." 2018

Fintrac. "Mboga Na Matunda Gender and Youth Integration Strategy." 2017

Levitt, P. and Merry, S. "Vernacularization on the Ground: Local Uses of Global Women's Rights in Peru, China, India, and the US." *Global Networks* 9(4). 2009

Ministry of Health, Community Development, Gender, Elderly, and Children (MoHCDGEC)

[Tanzania Mainland], Ministry of Health (MoH) [Zanzibar], National Bureau of Statistics (NBS), Office of the Chief Government Statistician (OCGS), and ICF. "Tanzania Demographic and Health Survey." 2015-2016

National Bureau of Statistics (NBS) [Tanzania]. "Tanzania Integrated Labor Force Survey." 2014

RTI International. "Assistance to Basic Education: All Children Reading (Preliminary Findings Report, EGRA)." 2016

Social Impact. "Mid-Term Performance Evaluation of Tanzania FTF Program." 2015

USAID. "Ending Child Marriage and Meeting the Needs of Married Children." 2012

USAID. "Gender Equality and Female Empowerment Policy." 2012

USAID. "Youth in Development Policy." 2012.

USAID and Department of State. "US Strategy to Prevent and Respond to GBV Globally." 2012

USAID Tanzania. "Gender Assessment for Country Development Cooperation Strategy." 2012

USAID Tanzania. "Gender Analysis for Project Planning." 2013

USAID Tanzania. "Country Development Cooperation Strategy: 2014-2019." 2014

USAID Tanzania. "Tumaini: Gender Equality and Youth Inclusion Project Appraisal Document." 2016

ANNEX 4: LIST OF KEY INFORMANT INTERVIEWS

Donor Community

1. High Commission of Canada
2. UNICEF
3. European Union
4. UNFPA
5. UN Women
6. SIDA-Sweden
7. Young African Leaders Initiative (YALI)
8. Program Management Specialist (Gender and Youth)-USAID/Tanzania

Government of Tanzania

1. Ministry of Education, Science, and Technology
2. Ministry of Industries, Trade, and Investment

Civil Society Organizations

1. Legal and Human Rights Center (LHRC)
2. Tanzania Media Women Association (TAMWA)
3. Women in Law and Development in Africa (WiLDAF)
4. Tanzania Gender Networking Program (TGNP)

ANNEX 5: CONFLICT OF INTEREST FORMS

| | |
|--|--|
| Name | Michelle Sieff |
| Title | Team Leader |
| Organization | ME&A |
| Evaluation Position | <input checked="" type="checkbox"/> Team Leader <input type="checkbox"/> Team member |
| Evaluation Award Number (contract or other instrument) | - |
| USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable) | Gender and Youth Assessment |
| I have real or potential conflicts of interest to disclose. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> <ol style="list-style-type: none"> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation. | - |

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

| | |
|------------------|---|
| Signature |  |
| Date | March 5, 2018 |

| | |
|---|--|
| Name | Shakila Mayumana |
| Title | Gender Specialist |
| Organization | Data for Development |
| Evaluation Position | <input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member |
| Evaluation Award Number (contract or other instrument) | - |
| USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable) | Gender and Youth Assessment |
| I have real or potential conflicts of interest to disclose. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> <ol style="list-style-type: none"> 7. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 8. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 9. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 10. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 11. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. <i>Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</i> | - |

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

| | |
|------------------|---|
| Signature |  |
| Date | September 2018 |

| | |
|--|--|
| Name | |
| Title | |
| Organization | |
| Evaluation Position | <input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member |
| Evaluation Award Number <i>(contract or other instrument)</i> | <i>Contract AID-OAA-1-15-00024/AID-621-TO-17-00005.</i> |
| USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i> | Gender and Youth Assessment |
| I have real or potential conflicts of interest to disclose. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| <p>If yes answered above, I disclose the following facts:</p> <p><i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <p>12. <i>Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>13. <i>Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</i></p> <p>14. <i>Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</i></p> <p>15. <i>Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>16. <i>Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>17. <i>Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</i></p> | - |

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

| | |
|------------------|---|
| Signature |  |
| Date | <i>September 2018</i> |