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Sustainable Accountability Uniting Tanzanian and Irish Youth (SAUTI-Youth) project (2020-2023)

Final report

Submitted on:
7 November 2023

Revised on:
22 December 2023

Submitted to:
World Vision Ireland

Submitted by:
International Institute for Child Rights and Development (IICRD)



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Acknowledgement

The Sustainable Accountability Uniting Tanzanian and Irish Youth (SAUTI-Youth) end-of-project report summarizes processes, results and learning that occurred during the entire course of the project between 13 February 2020 to the date of its submission.

The evaluation report was written by a team of researchers from the International Institute for Child Rights and Development: Bosun Jang, Dr. Kate Butler, Julieth Kweka, and Maria Mdachi. The evaluation drew extensively on project documents produced by World Vision Ireland, World Vision Tanzania, Youth Work Ireland Galway, as well as policies, guidelines and plans produced outside the auspices of the project. Constructively building on this body of gray literature were interviews and discussions with project administrators; local government authorities in Galway City and Galway County of Ireland and Handeni and Korogwe Districts in Tanzania; youth participants; and Young Experts from the AU-EU Youth Hub Governance Cluster. The evaluation team would like to thank everyone who provided meaningful input and expertise for the production of this report.

Our great appreciation is also offered to the young people who paved the road to the SAUTI-Youth project and helped define the activities aimed at strengthening governance and youth participation in their communities. Their efforts have and will inspire generations to stand up for the rights of all people around the globe in the face of an ever-changing world.

Acronyms

AU	African Union
CVA	Citizen Voice and Action
IEC	Education and communication (material)
IIED	International Institute for Environment and Development
EU	European Union
FGD	Focus Group Discussion
IICRD	International Institute for Child Rights and Development
IGA	Income-generating activity
KII	Key informant interview
LGA	Local Government Authority
OECD DAC	Organization for Economic Co-operation and Development Development Assistance Committee
SAUTI-Youth	Sustainable Accountability Uniting Tanzanian and Irish Youth
SPC	Strategic Policy Committee
TOC	Theory of change
TOT	Training of trainers
VICOBA	Village Community Banking
WV IRE	World Vision Ireland
WVT	World Vision Tanzania
YE	Young Expert
YWIG	Youth Work Ireland Galway

Executive summary

Nearing the end of SAUTI-Youth, World Vision Ireland (WV IRE) commissioned the [International Institute for Child Rights and Development \(IICRD\)](#) to conduct an end-of-project evaluation to assess the project's (1) **impact**, including the extent to which it has achieved its intended objectives; (2) **sustainability**, including the long-term sustenance of relationships between targeted youth and local government officials; (3) **potential for replication, modification or scale-up**, to inform future programming; and (4) **new promising practices or lessons learned** from the project. This report summarizes the processes, results, and learnings that occurred during the entire course of the project between 13 February 2020 to the date of its submission.

This evaluation consisted of three phases:

- **Phase 1: Inception** for project documents review and key informant interviews (KII) of project administrators;
- **Phase 2: Data collection and preliminary analysis** for further documents review, KII with local government authorities (LGA); art-based participatory focus group discussions (FGD) with youth; online youth survey; and preliminary analysis; and
- **Phase 3: Analysis and reporting** for final reporting

Below are the key findings and conclusions the evaluation team has reached after interviewing 101 administrators, LGA, and youth, and analyzing survey responses from 86 youth. The findings informed practical recommendations that the SAUTI-Youth project team can pursue during the remainder of the project and shortly after its termination, as well as learnings for improvement of institutional practices and future programming.

Key findings and conclusions

Relevance	<ul style="list-style-type: none">● Conclusion 1. SAUTI-Youth responded with highly relevant, comprehensive programming to an overarching institutional gap in Ireland and Tanzania that diminishes trust in government among youth and leaves climate change—an issue that matters to young people—largely unaddressed.● Conclusion 2. In the absence of tailored approaches for the selected target populations in its theory of change—i.e., female youth and individuals with disabilities—the degree of SAUTI-Youth's relevance to those individuals remains unclear.
Coherence	<ul style="list-style-type: none">● Conclusion 3. Guided by the AU-EU Partnership and its youth development agenda, SAUTI-Youth proved highly compatible with the global, national, and local climate action and youth policy landscapes of Ireland and Tanzania.● Conclusion 4. SAUTI-Youth's potential for linkages for greater impact of youth participation in the governance process remain to be explored.
Effectiveness	<ul style="list-style-type: none">● Conclusion 5. Using climate change as the entry point to engaging youth in local governance proved effective, but will require structural changes and support mechanisms for the effect to last.● Conclusion 6. The combined effects of the various project activities—i.e., events, training, policy action, climate actions, and social protection activities—demonstrate the efficacy of the CVA model and its agility for adaptation.

Key findings and conclusions

Efficiency	<ul style="list-style-type: none">● Conclusion 7. The design and partnership among WV IRE, WVT, and YWIG proved resilient against harsh realities of COVID-19, but less so against mobility of youth.● Conclusion 8. SAUTI-Youth is a highly cost-effective, replicable, worthwhile investment with agility for adaptation across sectors and geographies.
Impact	<ul style="list-style-type: none">● Conclusion 9. SAUTI-Youth—through training, advocacy, implementation of climate action plans, and participation in public processes—generated immediate impact at systems, community, and individual levels, paving potential pathways to sustainable solutions for meaningful youth engagement.
Sustainability	<ul style="list-style-type: none">● Conclusion 10. Forthcoming termination of the project in the absence of systemic structural changes and concrete platforms for youth engagement leaves sustainability questionable.

Recommendations and learnings

Systemic level	<ul style="list-style-type: none">● Recommendation 1. Continue SAUTI-Youth in some form (e.g., secure financial resources, integrate the existing human capital from SAUTI-Youth to existing youth platforms, promote institutionalization of youth participation in public processes)● Learning 1. Exchange trips may be more than a one-time, costly exercise, but a significant value-add.
Community level	<ul style="list-style-type: none">● Learning 2. ‘Youth’ does not automatically equate to ‘digital’ and vice-versa.● Recommendation 2. Be more meaningful in servicing target populations; do more than ‘include and stir’
Individual level	<ul style="list-style-type: none">● Learning 3. At the individual level, secondary objectives (IGA, climate action) superseded the primary objective for the core beneficiaries, and that is okay.● Learning 4. The project may have unintentionally benefited the CVA focal points more than the general youth group members.
From youth themselves	<ul style="list-style-type: none">● Recommendation from youth 1. <i>‘Policies related to youth should be written in a simplified language so we can understand and engage.’</i>● Recommendation from youth 2. <i>‘Climate lessons should be incorporated into our education system as part of the school curriculum. Otherwise, the knowledge disappears with the ending of SAUTI.’</i>

1. Overview



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Since its first establishment in 2000, the African Union-European Union (AU-EU) Partnership has pioneered efforts to bring the two continents closer together.¹ One major concern impacting both continents is improving engagement of youth participation spanning across 6 areas identified by the Youth themselves, which include governance and environment. And thus, the AU-EU Youth Cooperation Hub ('the Hub' hereon) was initiated, with among its pilot projects, the Sustainable Accountability Uniting Tanzanian and Irish Youth project (SAUTI-Youth), as direct outputs of this political process.² SAUTI-Youth is managed by World Vision Ireland (WV IRE) and implemented by World Vision Tanzania (WVT) in Korogwe and Handeni Districts within Tanga Region and Youth Work Ireland Galway (YWIG) in Galway City and Galway County of Ireland. Using WV's Citizen Voice and Action (CVA) model during its implementation from 13 February 2020 to 12 December 2023, SAUTI-Youth participants aimed to convert their local government commitments into action that address the climate crisis.³

¹ https://international-partnerships.ec.europa.eu/policies/africa-eu-partnership_en

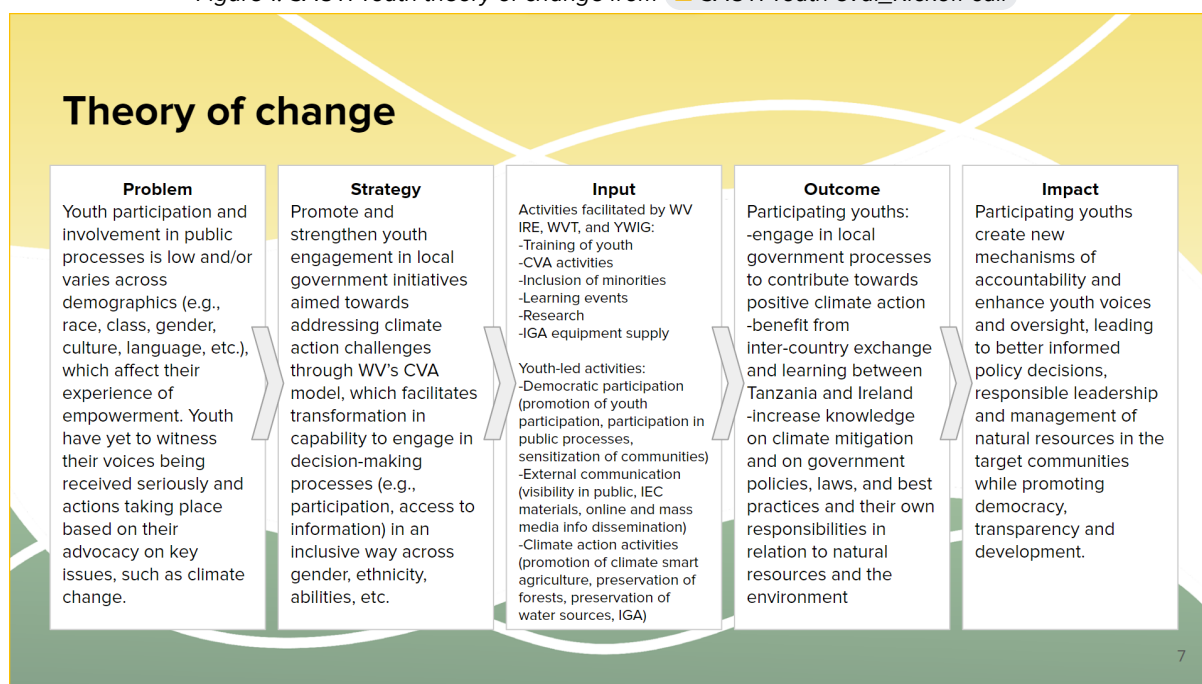
² <https://aueuyouthhub.org/>

³ https://aueuyouthhub.org/wp-content/uploads/2022/01/AUEU-Hub-Roadmap-Governance_2021.pdf

1.1. Project theory of change

Project documents articulated the youth participation and climate change landscapes of Ireland and Tanzania, specific strategies of tackling issues identified in the baseline assessments, and intended short- and long-term outcomes. For a clear articulation of the project thinking, we have distilled the information into a theory of change (TOC) (see **Figure 1**). The inception report elaborated on each aspect of the TOC.

Figure 1. SAUTI-Youth theory of change from SAUTI-Youth eval_Kickoff call



1.2. Objective of evaluation

Nearing the end of SAUTI-Youth, WV IRE commissioned the [International Institute for Child Rights and Development \(IICRD\)](#) to conduct an end-of-project evaluation to assess the project's (1) **impact**, including the extent to which it has achieved its intended objectives; (2) **sustainability**, including the long-term sustenance of relationships between targeted youth and local government officials; (3) **potential for replication, modification or scale-up**, to inform future programming; and (4) **new promising practices or lessons learned** from the project. This report summarizes the processes, results, and learnings that occurred during the entire course of the project between 13 February 2020 to the date of its submission.

2. Methodology



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2.1. Approach

The end-of-project evaluation consisted of three phases:

- **Phase 1: Inception** for project documents review and key informant interviews (KII) of project administrators in WV IRE, WVT, YWIG, and the EU;
- **Phase 2: Data collection and preliminary analysis** for further documents review, KII with local government authorities (LGA) in project geographies; art-based participatory focus group discussions (FGD) with CVA focal points, youth group members, and Young Experts (YE) from the Hub (see **Figure 2**); online youth survey for CVA focal points and youth group members; and preliminary analysis in lead up to the 20 October 2023 project closeout conference held in Tanzania; and
- **Phase 3: Analysis and reporting** for final reporting of key findings and recommendations for improvement in the future.

Figure 2. Youth FGD in Tanzania (left) and Ireland (right); see [SAUTI-Youth eval_Preliminary findings](#) for more

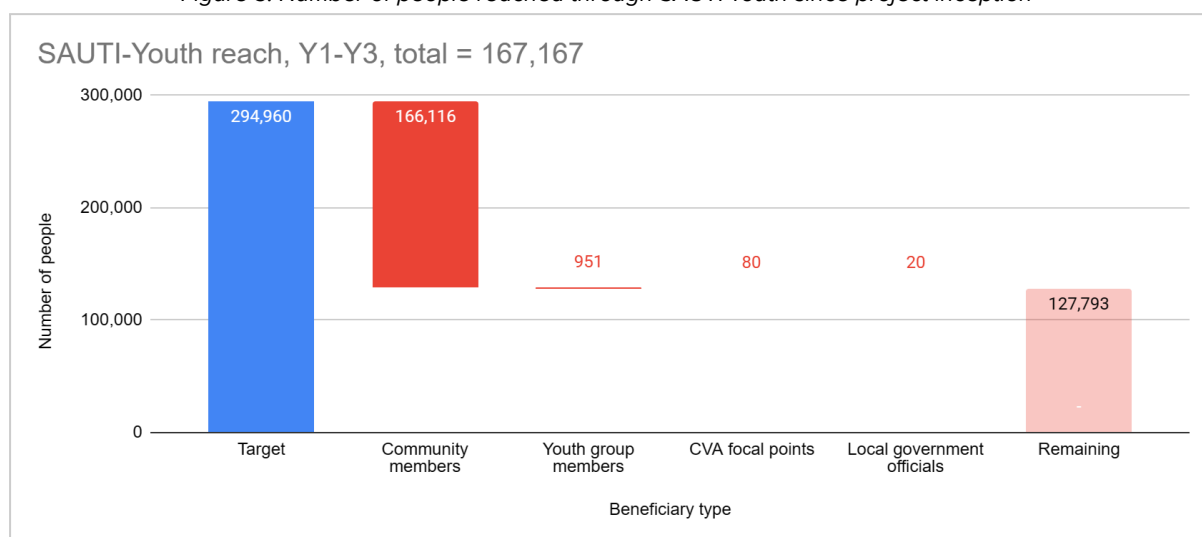


IICRD designed the evaluation per the Organisation for Economic Co-operation and Development Development Assistance Committee (OECD DAC) criteria: relevance, coherence, efficiency, effect, impact, and sustainability. We employed mixed methods of qualitative and quantitative data collection and analysis, embedding the most significant change methodology into all KII, FGD, and the online youth survey. Depending on the location of interviewees, access to the Internet, and feasibility of coordination, we conducted online and in-person interviews. The youth survey was distributed via WhatsApp and administered at central locations with Internet connectivity, such as town centers and the closeout conference venue. [Annex 2](#) lists links to the data collection instruments, available in English and Kiswahili.

2.2. Sampling

As shown in **Figure 3**, at the time of this report, SAUTI-Youth had reached 167,167 individuals (57 percent of the target of 294,960).

Figure 3. Number of people reached through SAUTI-Youth since project inception



Among those reached, we interviewed 10 project administrators, 8 LGA, 80 youth, and 3 YE between 21 September-13 October 2023 ([Annex 1](#) contains the full list of participants), and gathered 86 responses (12 from Ireland, 74 from Tanzania) on the youth survey between 9-26 October 2023. **Figure 4** further contextualizes the sample size for each group within the total participant population.

Figure 4. Sample size in the context of the total count of participants reached

Participant group	Reach	Sample, KII & FGD	Sample, youth survey
YE	6	3 (50%)	-
LGA	20	8 (40%)	-
All youth	1,031	80 (8%)	86 (8%)
CVA focal points	80	41 (51%)	44 (55%)
Youth group member	951	39 (4%)	42 (4%)

In coordination with WVT and YWIG, we reached CVA focal points and youth members from the two program areas in Ireland and seven villages across Handeni and Korogwe, which were selected based on accessibility of location, availability of youth, and varying degrees of activism. See **Figure 5** for details.

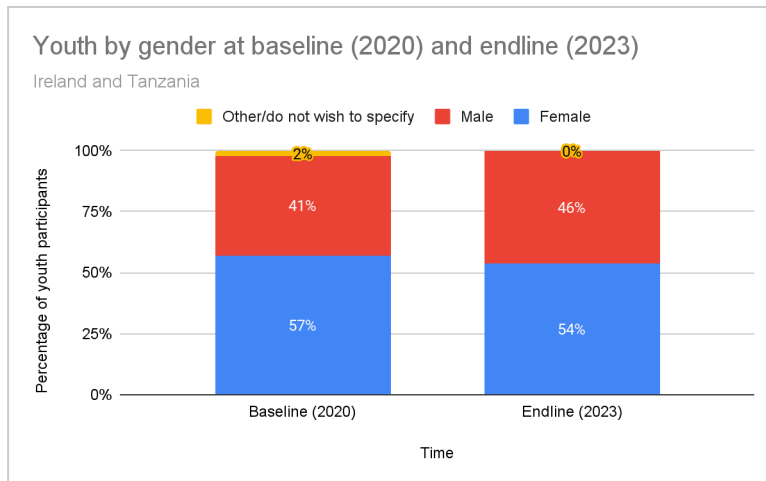
Figure 5. Number of CVA focal points and youth group members interviewed through FGD (N = 80)

Country	District and village / town	CVA focal points (m/f)	Youth members (m/f)	Total (m/f)	
Ireland	Galway City	9 (2/7)	9 (0/9)	18 (2/16)	
	Galway County*	-	-	-	
Tanzania	Handeni	Masatu	-	8 (3/5)	8 (3/5)
		Ngojoro	5 (2/3)	-	5 (2/3)
		Bondo**	-	-	-
		Ugweno	2 (1/1)	8 (5/3)	10 (6/4)
	Korogwe	Kwagunda	11 (9/2)	-	11 (9/2)
		Mnyuzi	11 (8/3)	-	11 (8/3)
		Mng'aza	2 (1/1)	7 (3/4)	9 (4/5)
	Mkwakwani	1 (1/0)	7 (2/5)	8 (3/5)	
Total		41 (24/17)	39 (13/26)	80 (37/43)	

* Youth unavailable, FGD could not be coordinated

** FGD canceled due to the youth group being called upon by the LGA to respond to an emergency

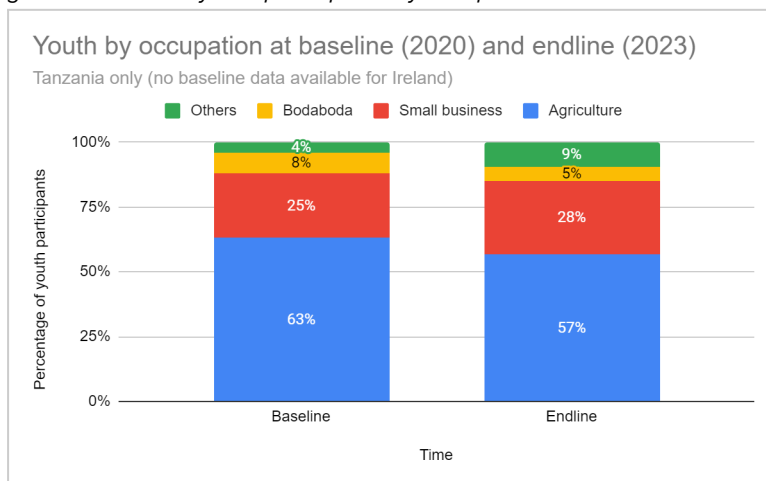
Figure 6. Youth participants by gender in baseline and endline



Overall, the distribution of demographic characteristics among youth participants was comparable between baseline and endline.

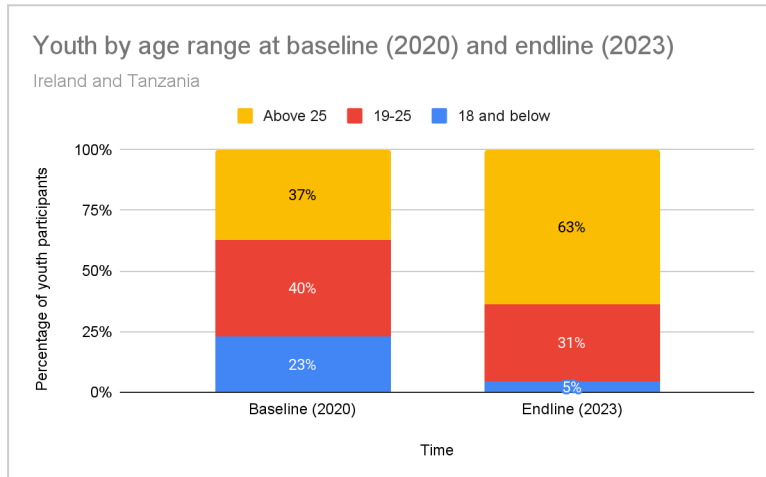
As shown in **Figure 6**, the distribution between genders was similar between baseline and endline interviews, with female youth forming the majority.

Figure 7. Tanzanian youth participants by occupation in baseline and endline



The distribution across occupation among the Tanzanian participants also proved similar, with agriculture emerging as the dominant profession, followed by small business (see **Figure 7**).

Figure 8. Youth participants by age range in baseline and endline

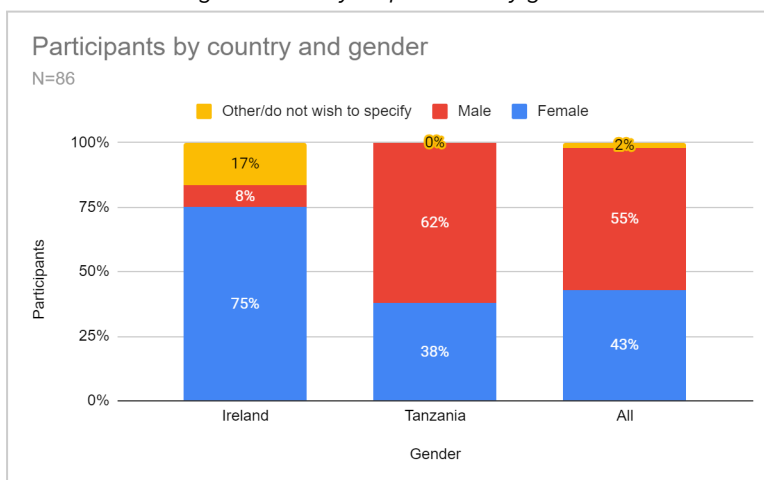


The variation in the distribution across age ranges in **Figure 8** is likely due to the increase in the youth's age between the beginning of SAUTI-Youth in 2020 and towards its end in 2023.

2.3. Diversity among SAUTI-Youth participants

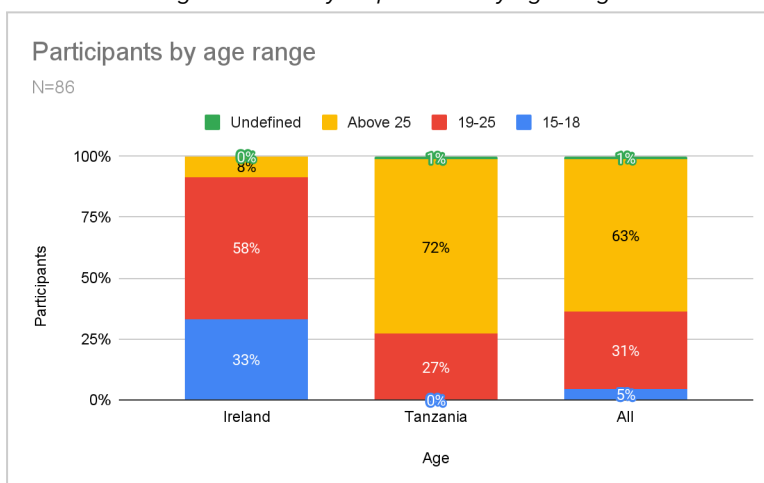
A deeper analysis of the diverse demographics of SAUTI-Youth participants from the youth survey helps contextualize the evaluation findings discussed in Section 3.

Figure 9. Survey respondents by gender



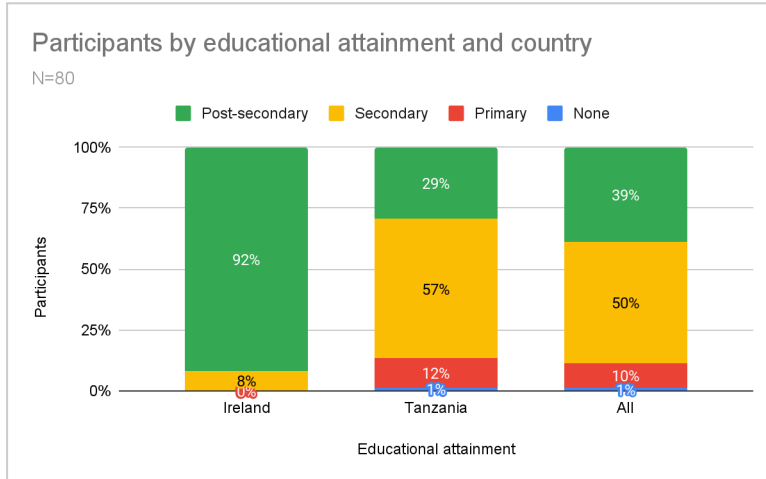
Whereas the majority (75 percent) of the participants were female in Ireland, the participants in Tanzania were predominantly male (62 percent) (**Figure 9**). This resulted from an open enrolment, not a targeted recruitment.

Figure 10. Survey respondents by age range



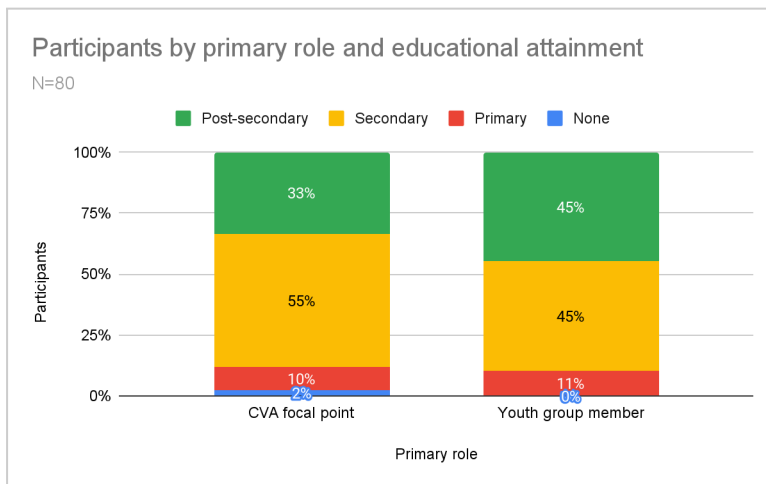
As shown in **Figure 10**, the majority of the youth (63 percent) are above the age of 25, followed by ages 19-25 (31 percent). This distribution reflects that of the respondents in Tanzania; only 1 respondent from Ireland was above 25 years-old, with the remaining 12 ranging between 15 and 25.

Figure 11. Survey respondents by educational attainment and country



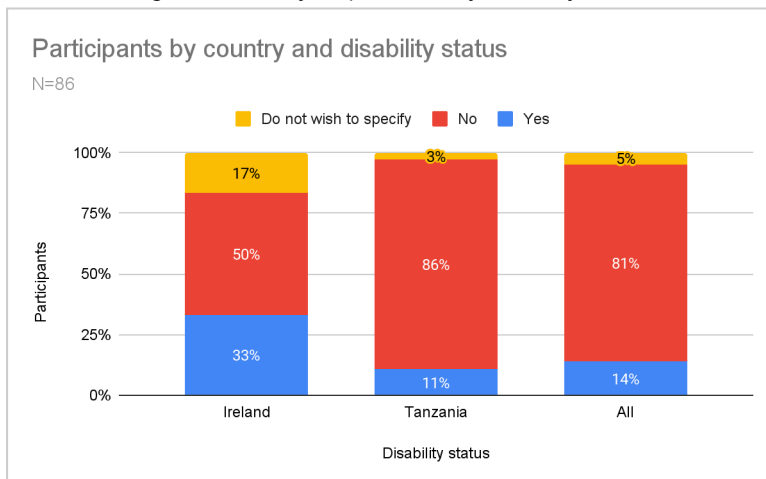
50 percent of the youth have completed or are currently attending secondary school as their highest level of education (Figure 11). This distribution reflects the participant population in Tanzania; the majority of the respondents (92 percent) in Ireland are attending or have completed college.

Figure 12. Survey respondents by educational attainment and primary role



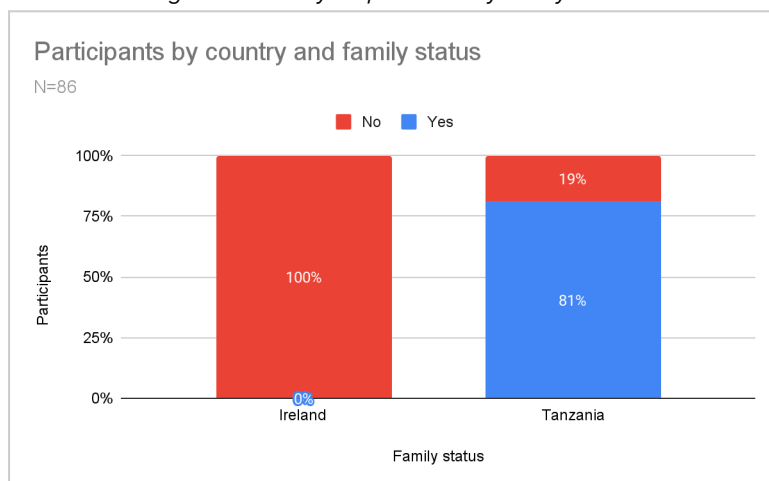
Educational attainment does not seem to have been a criteria for assuming the positions of CVA focal point and youth member, as the roles were distributed almost evenly across the different levels of education (Figure 12).

Figure 13. Survey respondents by disability status



Albeit small in count, that nearly half of the Irish youth respondents identified to presently have a disability, have been diagnosed with a disability before, or decline to specify (Figure 13) is noteworthy. As SAUTI-Youth had not pursued targeted recruitment, this is likely representative of the youth served by the partner, YWIG.

Figure 14. Survey respondents by family status



Given the ages of youth participants in Ireland (below 25) and prevalence of early marriage in Tanzania, the difference in family status—i.e., has a dependent such as a spouse or a child⁴—in **Figure 14** is not surprising. 81 percent of respondents from Tanzania had a family, which leads to different economic and social needs and roles within their community, as well as geographic mobility.

2.4. Limitations

The main constraint of this evaluation is representation of sub-populations within the pool of youth participants. Specifically:

- **Representation of individuals with disability was reduced to one youth in Tanzania.** Only one youth identified to have a disability participated in the FGD in Tanzania. There was no equivalent representation from Ireland; the high prevalence of disability surfaced during the youth survey analysis.
- **Stories of participants who could not be reached remained a secondhand narrative from the project administrators, as opposed to direct testimonies.** Youth members from the Traveler community in Galway and rural villages of Handeni and Korogwe could not be reached in time. Coordination with Korogwe LGA and youth members in Bondo did not come to fruition due to a local emergency response.
- **Available participants for FGD proved disproportionately low in Ireland.** Due to the high mobility of youth in Ireland, many of those who had joined the project in the earlier years and experienced the CVA process were no longer in Galway and/or had lost contact with YWIG. For instance, no FGD could be coordinated in Galway County due to non-responsiveness from the LGA and severely limited availability of youth members. We therefore ensured that the documents review and the interview with YWIG included testimonies on the activities completed in Galway County.

We also recognize the potential value of a more anthropological method of data collection—that is, the engagement of indirect stakeholders and beneficiaries of SAUTI-Youth such as community elders, youth of similar ages, and young children in the local community. The limited timeframe of this evaluation defined in the TOR, as well as the organic design and implementation of youth-led activities transpiring from the CVA process, as opposed to a carefully architected social program supported by a corresponding research capacity, simply did not lend itself to such an undertaking.

⁴ The youth survey did not limit the definition of a 'family' to those living in the same physical household because what defines a person's economic interest and geographic mobility is likely his/her financial responsibility for someone else in who they consider 'family' regardless of their location of residence.

3. Key findings and conclusions

3.1. Relevance



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3.1.1. Gaps and contributions of SAUTI-Youth

Conclusion 1. SAUTI-Youth responded with highly relevant, comprehensive programming to an overarching institutional gap in Ireland and Tanzania that diminishes trust in government among youth and leaves climate change—an issue that matters to young people—largely unaddressed.

Interviewees cited two multi-layered, systemic problems that SAUTI-Youth aimed to address:

- **Overall lack of faith and distrust in LGA among youth.** Despite policies for youth development and platforms for youth participation, such as the National Youth Council and Comhairle na nÓg in Ireland, young people do not feel consulted on decisions that affect them. In Tanzania, women and individuals with disabilities rarely partake in public consultations. The lack of opportunities for meaningful participation have generated frustration towards the government and disillusionment with its processes.
- **Continued unresponsiveness to climate change and its impact on local communities alongside practices that harm the environment.** Deforestation, water source mismanagement, and inaction toward such activities prevail due to general lack of public knowledge on climate change and environmental regulations. In rural

Tanzania, such practices have led to scarcity of alternative means of livelihood for youth.

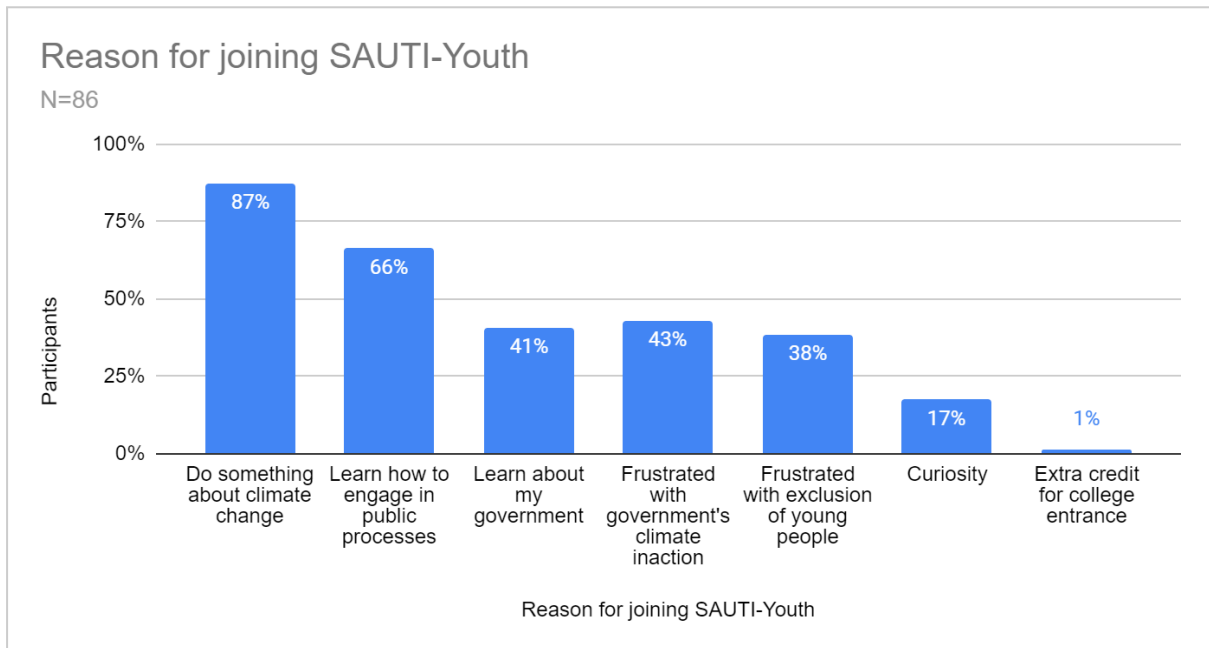
While both countries have national policies on and platforms for youth participation and climate action, the gap between *de jure* policies and *de facto* practice remains wide, as evidenced by the following testimonies:

'There was a big disconnect between national and local levels when it came to the National Climate Action and youth participation. At the national level, we had just one person from Galway, which was not representative at all. So we created the Galway Climate Action Assemblies.' -YWIG

'There was no participation of young people in decision-making processes. This included no representation of young people in the Development Committees of the Local Government structures. In regards to climate change, there were issues of environmental degradation; water resource shortages and unfriendly use of the natural resources.' -Korogwe LGA

The youth survey results (see **Figure 15**) testified to the shared sentiment of frustration, in which 87 percent of respondents confirmed joining SAUTI-Youth to 'do something about climate change.' The least of them had joined out of curiosity or to acquire extra credit for academic pursuit.

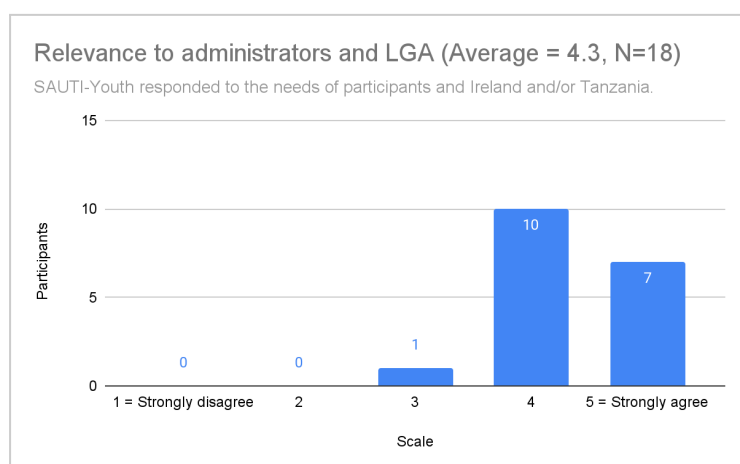
Figure 15. Youth response to the youth survey question 'Why did you join SAUTI-Youth?'



Overall, the SAUTI-Youth stakeholders interviewed—project administrators, LGA, and youth—agreed that the project directly addressed the gaps to meaningful participation of youth in governance, accountability, and climate actions. The contributions of SAUTI-Youth ranged widely across systems, community, and individual levels, from infusion of financial resources and human capital to empowerment of communities and youth increase in knowledge about climate action and skills to advocate for change. **Figure 16** maps the gaps and types of counter-mechanisms that SAUTI-Youth facilitated to address those gaps.

Figure 16. Gaps and contributions of SAUTI-Youth identified by project administrators, LGA, and youth participants at the 🌀 systems level, 🌿 community level, and 👤 individual level

Gaps	Contributions of SAUTI-Youth
Overarching institutional gap	▶ 🌀 Infuse financial resources and human capital
Lack of (1) awareness about climate action and (2) reinforcement of climate conservation regulations; environment-unfriendly practices and drought	▶ 🌿 Increase knowledge about climate action ▶ 👤 Take climate action ▶ 👤 Increase knowledge of climate action
Negative attitude towards climate action	▶ 🌿 Change attitude towards climate action
Lack of government accountability in climate action and in general	▶ 👤 Increase knowledge in policies and governance ▶ 👤 Foster skills in advocacy and engagement of LGA
Lack of youth participation in local governance and climate action	▶ 🌀 Facilitate involvement in governance and climate action ▶ 🌀 Give young people framework for engaging LGA ▶ 🌀 Show LGA methods of engaging youth ▶ 🌿 Change attitude towards youth ▶ 👤 Foster a sense of hope, empowerment, and belonging
Disconnect from global development issues and inability to localize a global or national issue	▶ 🌀 Localize the global agenda ▶ 🌀 Build linkage to global agenda and global development
Lack of means of livelihood of young people	▶ 👤 Foster means of livelihood
Inequity in representation and participation	▶ 👤 Foster diversity and inclusion



Given the above, the ratings captured in **Figure 17** and **Figure 18** are not surprising; when asked whether SAUTI-Youth responded to the needs of participants in Ireland and Tanzania, nearly all of the administrators, LGA, and youth 'agreed' or 'strongly agreed' that the project was relevant.

Figure 17. (Top) Rating of SAUTI-Youth's relevance by administrators and LGA

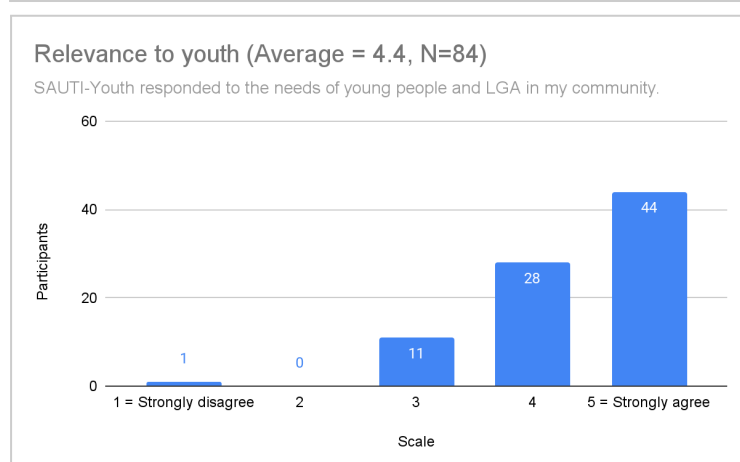


Figure 18. (Bottom) Rating of SAUTI-Youth's relevance by youth

3.1.2. Lack of diversity in programmatic approach

Conclusion 2. In the absence of tailored approaches for the selected target populations in its theory of change—i.e., female youth and individuals with disabilities—the degree of SAUTI-Youth’s relevance to those individuals remains unclear.

From its onset, inclusion of individuals with disability, female youth, and other marginalized groups comprised one of the key strategies of SAUTI-Youth. Forging partnerships with WVT and YWIG—two local organizations with expertise in youth development, youth workers, and, in the case of WVT, capacity to hire staff dedicated to inclusion—was a strategic decision. However, while testimonies from youth FGD revealed the immediate sense of representation and participation that inclusion of minorities have had on those individuals, the evaluation team could not detect activities beyond one-off touch points. Participation of one youth from the Traveler community at the Climate Assembly in Ireland, one-time information sessions to women on Village Community Banking (VICOBA) and provision of a wheelchair to one individual with disability in Tanzania—outreach activities that surely facilitated positive experiences—do not constitute facilitation of strategic, meaningful inclusion.

‘SAUTI-Youth project is the only project that actually made a deliberate attempt for inclusion and representation of people with disabilities. I feel very much overwhelmed and proud that I am able to make a difference.’ -Youth member from Mnyuzi

The youth survey results suggested that SAUTI-Youth may have paved an entry point doing more than simply ‘include and stir.’ As shown in **Figure 19**, the majority of youth agreed that SAUTI-Youth helped them gain ‘a greater understanding of the impact of climate change on their community as well as marginalized communities.’ While interviews transpired limited mention of structurally vulnerable populations, participants seem to have grown aware of the differential effects of climate change on marginalized children and families. Exploring this connection, which is clear to young people themselves, may offer WV a unique opportunity to facilitate meaningful inclusion of minorities.

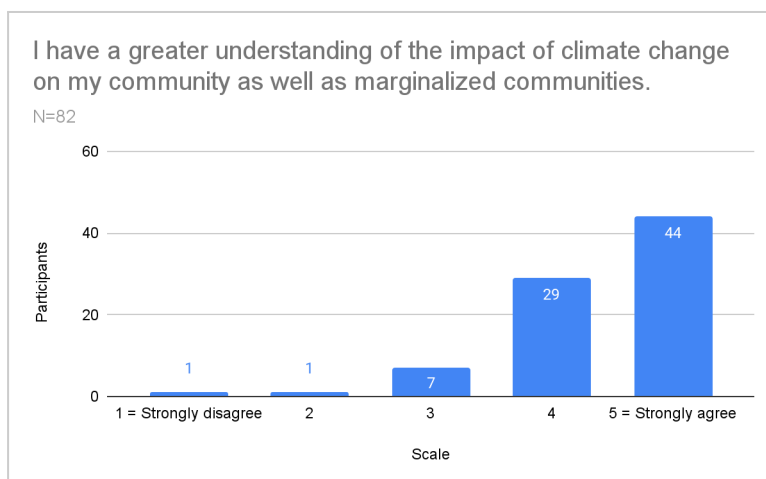


Figure 19. Responses to the question ‘On a scale of 1-5, how much do you agree with the following statement: Because of SAUTI-Youth, I have a greater understanding of and exposure to the impact of climate change on my community as well as socially and economically marginalized communities (individuals with disability, marginalized communities, girls, etc.)’

3.2. Coherence

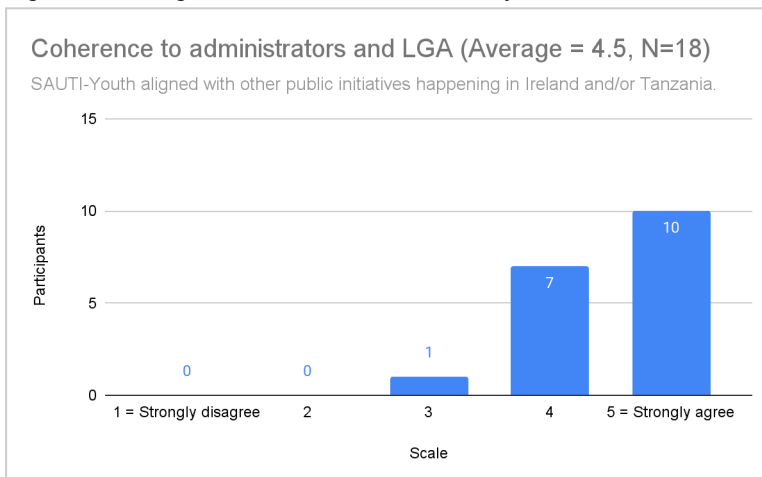


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3.2.1. Linkage to the broader youth and climate policy and programming landscapes

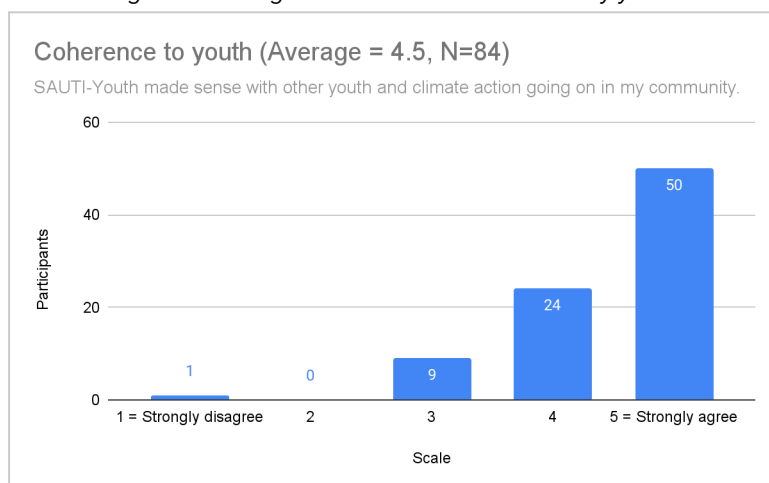
Conclusion 3. Guided by the AU-EU Partnership and its youth development agenda, SAUTI-Youth proved highly compatible with the global, national, and local climate action and youth policy landscapes of Ireland and Tanzania.

Figure 20. Rating of SAUTI-Youth's coherence by administrators and LGA



Reducing the institutional gap cited in section 3.1 through institutional strengthening, social accountability, and policy dialogue is the aim and interest of the EU, which funded SAUTI-Youth, as well as its three partners—WV IRE, WVT, and YWIG—whose programs prioritize the holistic development children and young people. Naturally, the three dimensions of

Figure 21. Rating of SAUTI-Youth's coherence by youth



SAUTI-Youth–governance, youth development, and climate change–proved to be highly coherent with the policy and social landscapes of Ireland and Tanzania. As **Figure 20** and **Figure 21** show, nearly all of the administrators, LGA, and youth ‘agreed’ or ‘strongly agreed’ that the project was coherent.

In operation, ‘coherence’ in Tanzania translated into integration into the ongoing national tree planting initiative; participating in the National Youth Week celebrations outside of Handeni and Korogwe as well as COP27 as youth representatives of Tanzania; and adapting sustainable means of livelihood in agriculture—one of the country’s largest sectors of the economy—as adaptation measures against deforestation, flooding, and drought, etc.

In Ireland, too, SAUTI-Youth felt coherent to the broader policy dialogue in the country. It included but was not limited to the CVA activities such as climate action policy research, community awareness and waste management initiatives, direct communication with LGA, participation in COP26 and the Mary Robinson Conference, and execution of Climate Assemblies in partnership with academic institutions and the Galway County Council.

3.2.2. Other potential linkages for greater impact

Conclusion 4. SAUTI-Youth’s potential for linkages for greater impact of youth participation in the governance process remain to be explored.

SAUTI-Youth remained faithful to its original parameters given its limited budget and capacity, but the project administrators were well-aware of SAUTI-Youth’s potential to broaden its reach and impact. Possibilities included expansion into more countries (e.g., Kenya, Lesotho), other sources of economic livelihood (e.g., green business initiatives) for Tanzania, and a more comprehensive advocacy agenda at the global and national levels. YWIG cited continuing to lobby for a youth seat in the Climate Strategic Policy Committee (SPC) of Galway, modeling after the Wicklow SPC, as an important milestone for youth participation in Ireland.

LGA in Ireland and Tanzania shared a plethora of existing public platforms that projects like SAUTI-Youth could explore. They included the tree planting in Msomera⁵ overseen by the Permanent Secretary of the Ministry of Community Development, environmental education campaigns at national and LGA level, and local climate change interventions operated by the Inuka Tusonge Foundation and the Forestry and Value Chains Development Programme (FORVAC). LGA in Ireland encouraged SAUTI-Youth to build upon existing initiatives instead of taking on new duties, such as joining forces with local science groups active in promotion of biodiversity, listing Local Tidy Science Group and the Galway National Park City Initiative.

⁵ Msomera in Handeni is a newly established community for the Masai, who were relocated from Ngorongoro Crater. To render the bare location habitable, the government has allocated resources to install facilities, amenities, and nature to host biodiversity.

3.3. Effectiveness



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3.3.1. Successes and the remaining road to impact

Conclusion 5. Using climate change as the entry point to engaging youth in local governance proved effective, but will require structural changes and support mechanisms for the effect to last.

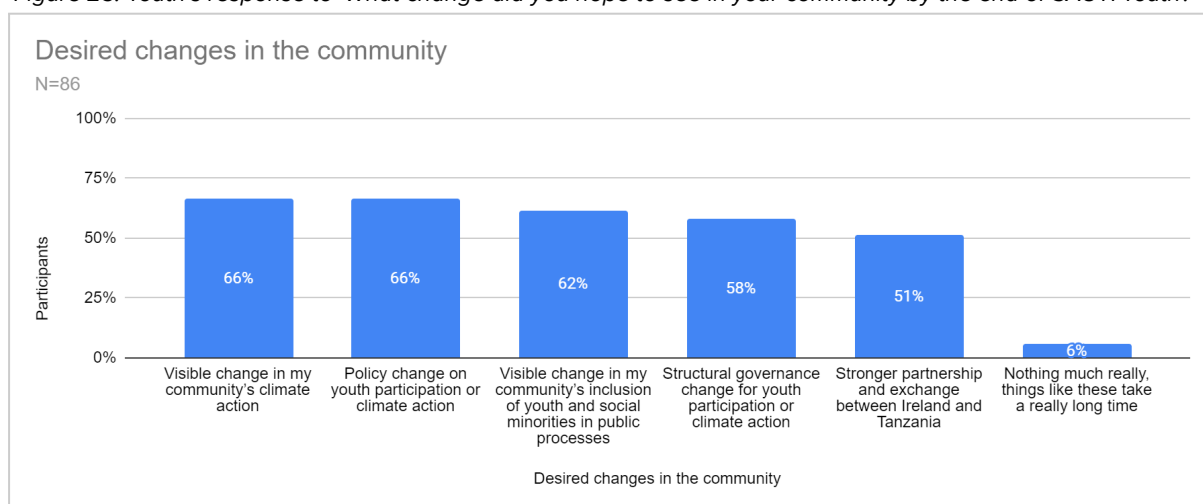
SAUTI-Youth strategically combined two critical issues that matter to youth—meaningful participation and climate action—using the latter as the entry point to achieving the broader goal of transforming LGA’s decision-making processes. When asked to identify their vision of success, project administrators’ responses mirrored the three outcomes delineated in the original project proposal, with a stronger emphasis on governance than climate action (see **Figure 22**). Youth survey responses highlighted their desire for change in governance as well as, but in nexus with climate action (see **Figure 23**).

Figure 22. Administrators’ description of their vision of success

Outcome in the project proposal	Administrators’ vision of success
Meaningful engagement in government processes	<ul style="list-style-type: none"> ▶ ‘equitable representation’ ▶ ‘positive cyclical relationship among policy, community, and individuals’ ▶ ‘local, national and regional governments appreciate the centrality of youth participation in governance and public policy’
Learning from bilateral exchange between Ireland and Tanzania	<ul style="list-style-type: none"> ▶ ‘increased understanding of the [governance] experiences of their peers in another country’

Outcome in the project proposal	Administrators' vision of success
Enhanced knowledge in climate mitigation and government policies and processes	'individual youths gain knowledge in climate action and confidence in their ability to engage in public processes'

Figure 23. Youth's response to 'What change did you hope to see in your community by the end of SAUTI-Youth?'



Below is a discussion on the effectiveness of SAUTI-Youth towards the intended outcomes: (1) meaningful engagement in government processes; (2) learning from bilateral exchange between Ireland and Tanzania; and (3) enhanced knowledge in climate mitigation and government policies and processes.

Meaningful engagement in government processes

One of the greatest achievements of SAUTI-Youth was building quality relationships between youth populations and LGA. All interviewees agreed that the open relationship and the manner of interaction between LGA and the public in Tanzania enabled SAUTI-Youth groups to pursue a focused climate action agenda. In contrast, youth participants in Ireland found their LGA interested in hearing their voice, but unwilling to commit to concrete action, despite the national government prioritizing climate action in various global fora.

The Irish groups consequently focused on paving the road for formalized relationships with their LGA via advocacy and self-generated community actions. The project stopped short of attaining a joint community-government action plan at the time of this evaluation, but the structural changes in the youth-LGA relationship set the foundation for future youth engagement in climate action. In Tanzania, on the other hand, the youth had implemented the CVA model in its entirety—that is, the designing, implementation, and monitoring of joint community-government action plans—by Year 3.

Learning from bilateral exchanges between Ireland and Tanzania

Interviewees collectively valued the rich learning from bilateral in-person and remote exchanges between youth in Ireland and youth in Tanzania. It exposed young people to not only each other's project reality, but life in general, which is how relationships and partnerships develop. The majority of youth agreed that the relationship formed among the Irish and Tanzanian youth through SAUTI-Youth was a good example of Africa and Europe working together (see **Figure 24**).

Per the project administrators and YE, the learning visit proved enriching particularly for the Irish youth, who witnessed the power of the CVA model when implemented faithfully. Seeing the tangible consequences of climate change caused mostly by the Global North on the populations in the Global South also helped them understand the complexity of international development. **Figure 25** reflects this learning, along with others cited by youth themselves.

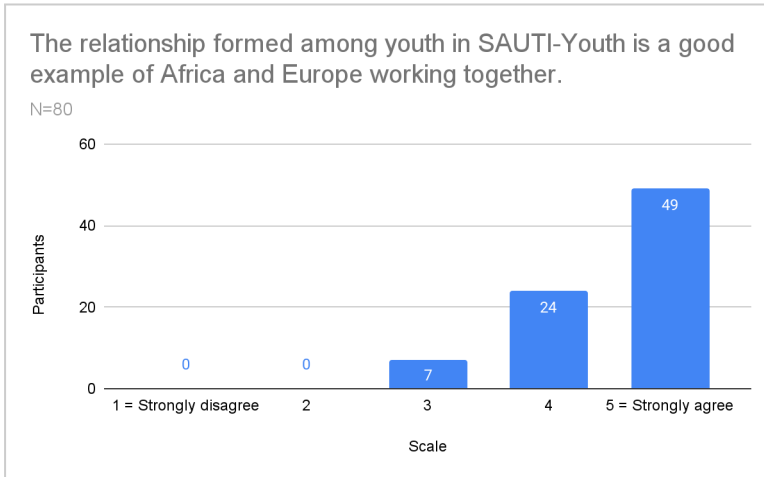
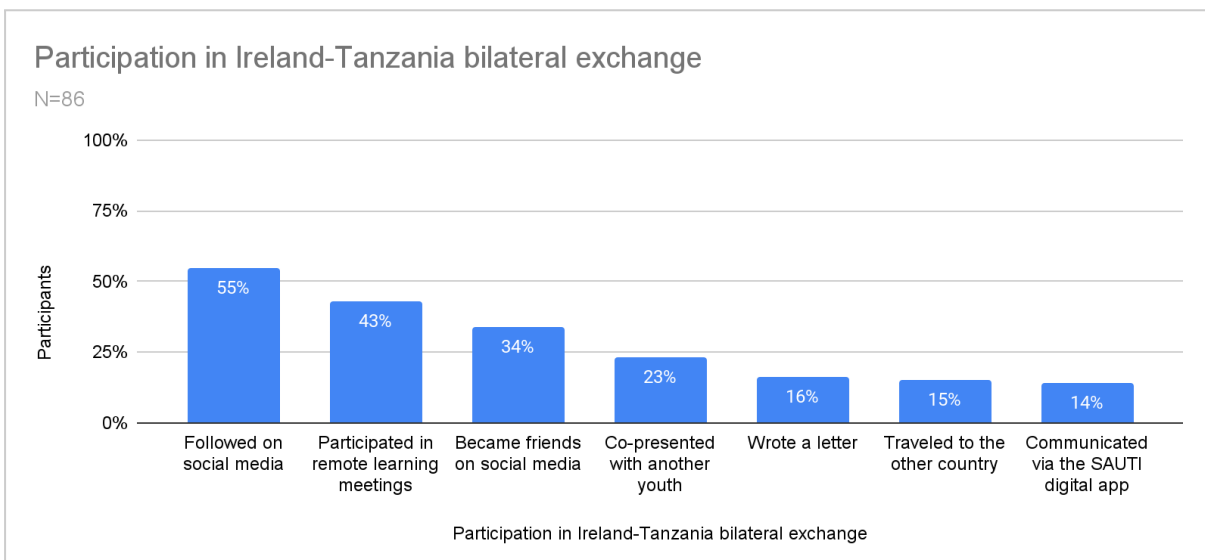
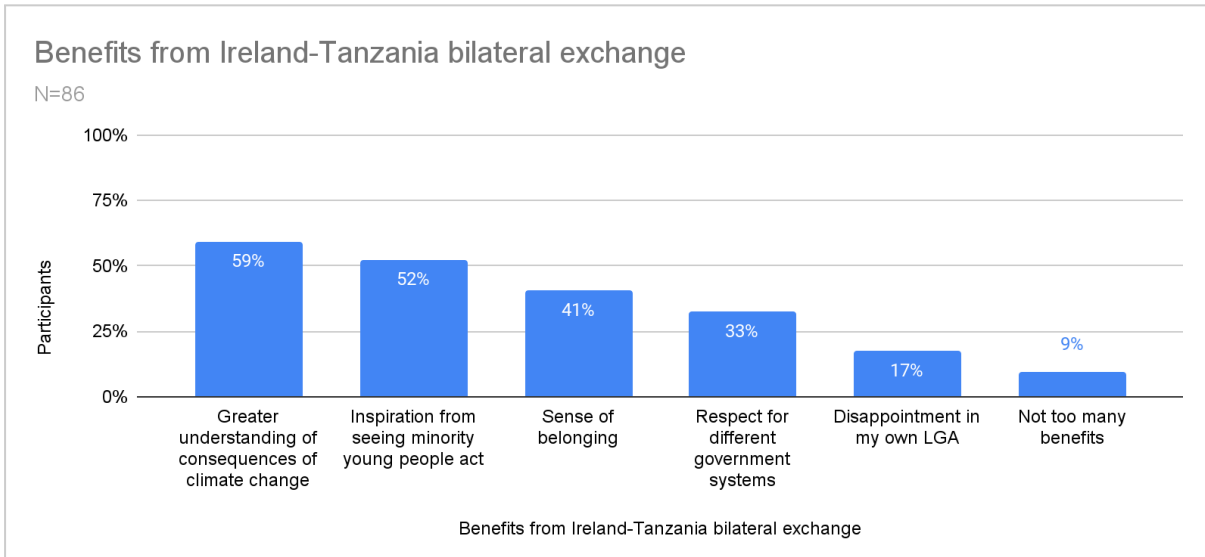


Figure 24. (Left) Youth's response to 'On a scale of 1-5, how much do you agree with the following statement: The types of relationships formed between youth in projects like SAUTI-Youth is a good example of how Africa and Europe can work together on shared challenges.'

Figure 25. (Middle) Youth's response to 'What types of benefits did you gain from the bilateral exchange with youths in Ireland / Tanzania?'

Figure 26. (Bottom) Youth's response to 'In which of the following bilateral exchange activities did you participate?'



Out of 86 respondents to the youth survey, 76 (88 percent) of them participated in at least one bilateral exchange activity, with the most common form being following on social media (see **Figure 26**). Upon a closer look at the disaggregation between CVA focal points and youth group members (see **Figure 27** and **Figure 28**), while a similar proportion of youth group members exchanged via social media ('followed on social media,' 'became friends on social media') and penpals ('wrote a letter'), a significantly larger percentage of CVA focal points 'participated in remote learning meetings,' 'co-presented with another youth,' 'traveled to the other country,' and 'communicated via the SAUTI digital app,' which largely depend on exposure to opportunities facilitated by project administrators and access and familiarity with technology.

Figure 27. CVA focal points' response to 'In which bilateral exchange activities did you participate?'

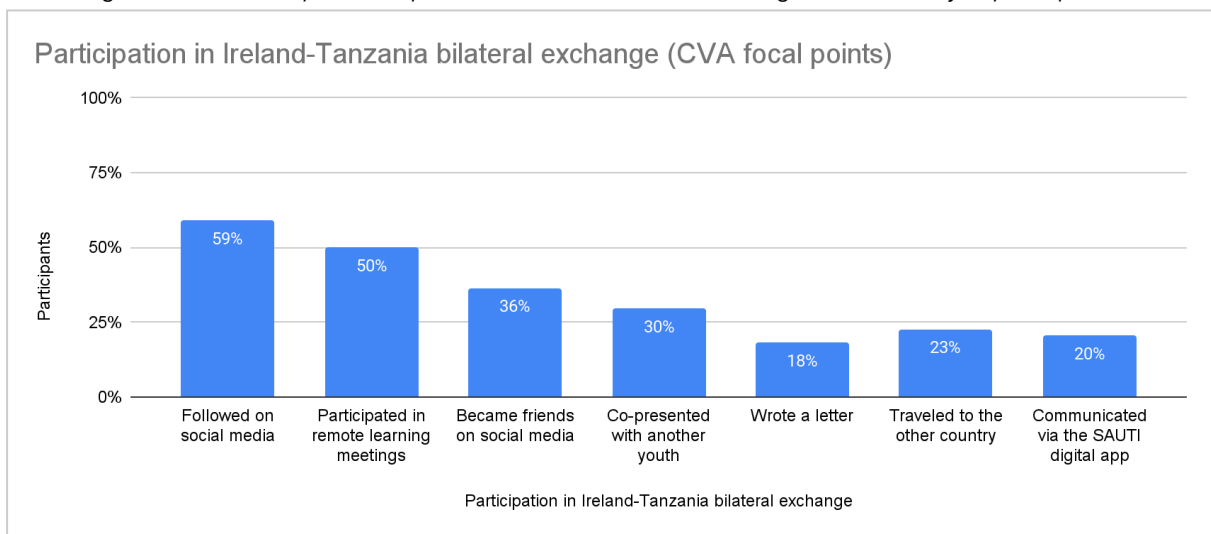
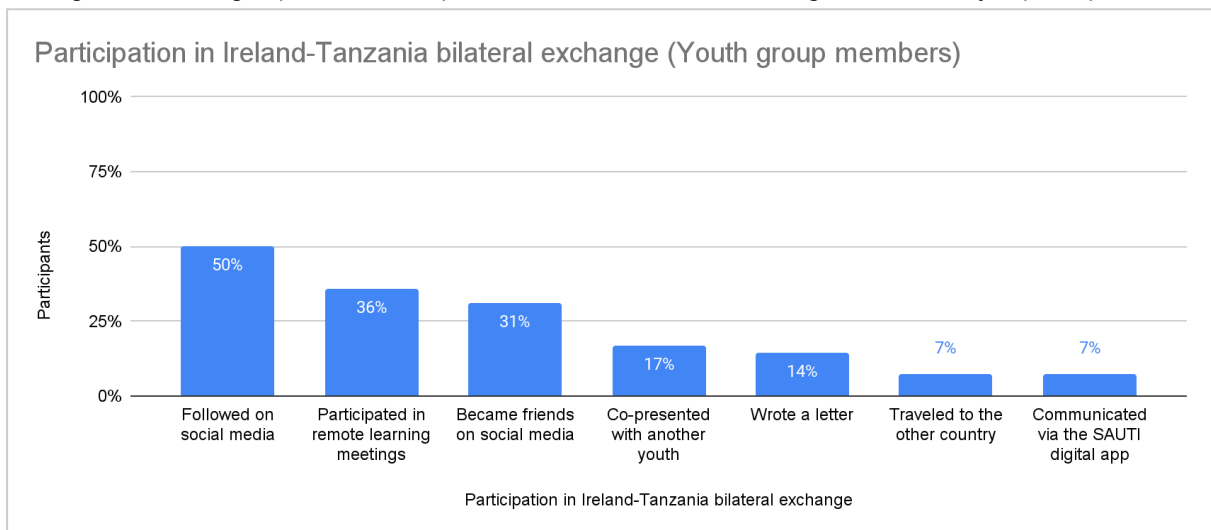


Figure 28. Youth group members' response to 'In which bilateral exchange activities did you participate?'



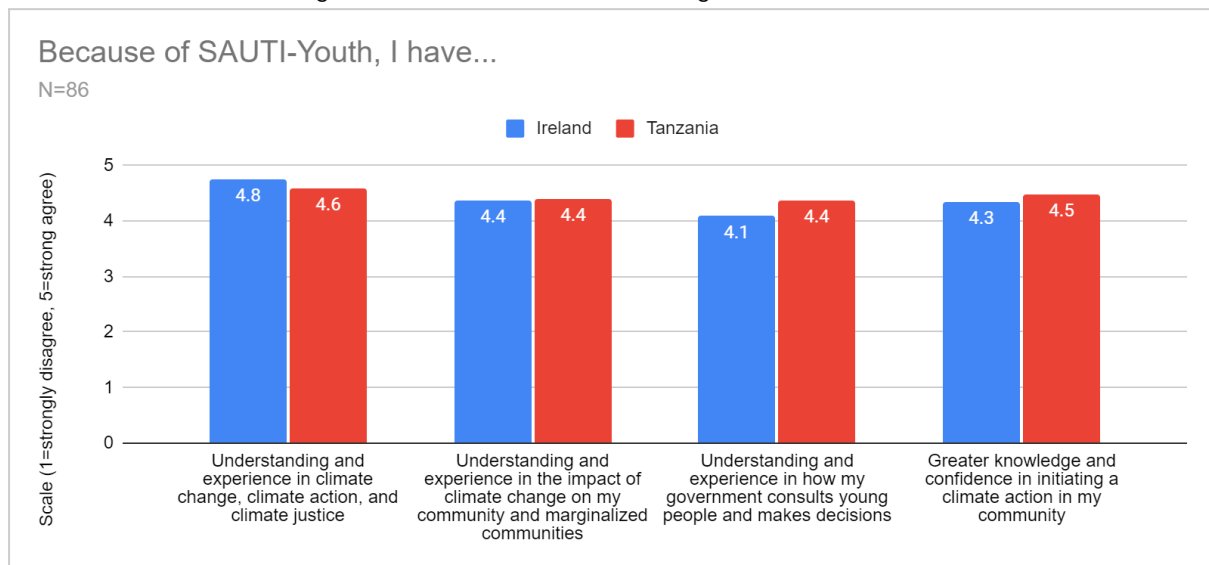
Because of the effectiveness of the bilateral exchange, one interviewee expressed regret that the meeting had to only take place in Year 3, and not Year 1 (due to the pandemic), when the activity likely would have been more effective for learning and relationship-building among youth. On the other hand, project administrators also recognized the associated administrative complexities and high cost. The significant cost and complex operations of organizing exchange mechanisms (e.g., visits, international conferences) raises the question of cost-efficiency. Foregoing local initiatives of scale, such as training of CVA focal points in an

additional AP, to invest in a costly, small-scale output poses a tough programmatic decision for administrators.

Enhanced knowledge in climate mitigation and government policies and processes

In both Ireland and Tanzania, youth claimed gaining knowledge on climate change and governance, as well as the confidence to initiate a climate action in their community as a result of SAUTI-Youth (see **Figure 29**). LGA and project administrators, too, valued SAUTI-Youth’s contribution to the increased knowledge among youth on a plethora of issues, including but not limited to policy-making, government processes, effects of climate change, community mobilization, and awareness-raising campaigns. They shared observing the learning leading to confidence and sense of achievement among youth participants.

Figure 29. Youth’s self-claimed learnings from SAUTI-Youth



Structural change in governance

According to the testimonies of the stakeholders, ‘the structural governance change for youth participation or climate action’ that the youth had hoped for in **Figure 23** did not come to fruition during the lifetime of the project. SAUTI-Youth has demonstrated that, if given the opportunity and resources, youth can be cultivated into valuable human capital and assets to the community. The project unfortunately came to a close without lasting structures and systems to adequately support their continued relationship with LGA. The heavily hierarchical structure and operations of LGA in Ireland and a more accommodating structure in Tanzania that is not being utilized for key processes, such as the revision of the National Youth Policy, leave little space for proactive youth participation.

The SAUTI-Youth digital app was intended to partly fill this gap by providing a means for youth to track climate-related policies and hold LGA accountable on their commitments during and after the project. The YE, who had partaken in ideating the original call for proposal and its requirements envisioned a digitized, user-driven, real-time tracking of policies, legislations, and regulations that, once prototyped and tested, could be scaled relatively easily—that is, ‘add more cities, more countries, more users,’ as well as be ‘sustainable’ should the ownership sit with the EU, WV, or the like. It is worth noting that the requirement for a digital component (but not necessarily its maintenance) stemmed not from an AU or EU strategy, but a vision among the YE for a ‘cool’ tool for accountability that could appeal to young people.

The various hiccoughs in the design stage (e.g., the unforeseen termination of contract with the first vendor, complexities of translating English-Kiswahili exchanges among users, etc.) led to significant delays, with the app’s launch yet pending at the time of this evaluation. While most interviewees involved in the development process had very little or negative reflections on the experience, the YE encouraged SAUTI-Youth to see the potential in such a tool.

‘I really hope [SAUTI-Youth] will somehow be replicated in other communities, and there will be more organized structures with that. And also from a digital point of view, monitoring of [government] promises can be done with AI now—with Chat GPT, really—so having a new project with updated technology could really bring some interesting benefits for the society as well. I hope to see something like that.’

3.3.2. Effectiveness of the CVA model

Conclusion 6. The combined effects of the various project activities—i.e., events, training, policy action, climate actions, and social protection activities—demonstrate the efficacy of the CVA model and its agility for adaptation.

The CVA model served as the core technical methodology for SAUTI-Youth. Based on successful test cases from Sierra Leone, Uganda, and Mauritania, where the model had guided health and education programming with adults and youth, WV adapted the model for the first time for youth-only programming in climate change in both developed and developing contexts specifically for SAUTI-Youth. The adapted model provided a framework for engaging LGA and step-by-step guidance on creating community action.

The project administrators, LGA, and the youth felt that the CVA model played an important role in the project’s effectiveness in achieving the objectives (see **Figure 30**). Specifically, the CVA model gave youth the knowledge, resources, and language to strategically participate in government processes and form quality relationships with their LGA. In Ireland, young people commonly mentioned that the CVA model guided them in advocating for climate action in a ‘nonviolent way.’ This was deemed important to them because climate action is often associated with young people sparking protests at the dismay of the government. In Tanzania, youth shared that the CVA process equipped them with skills to identify local problems, seek solutions, and plan projects to bring about change that is meaningful to their immediate community. This positive experience with the CVA model among youth is captured in **Figures 31** and **Figure 32**.

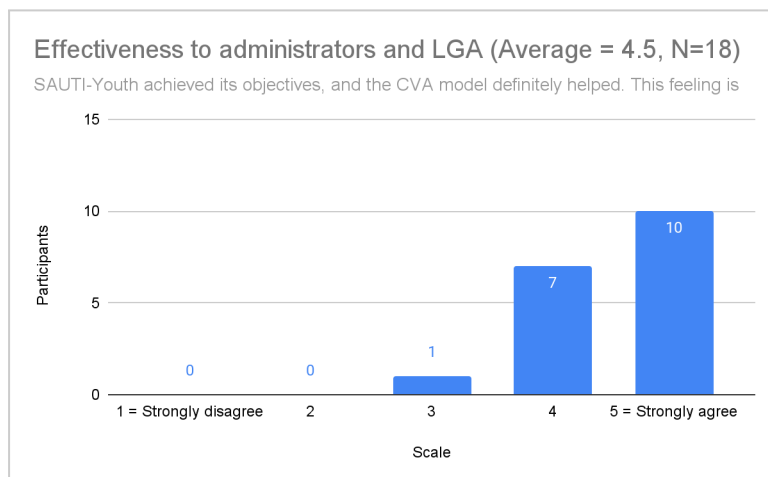


Figure 30. Youth’s response to ‘On a scale of 1-5, how much do you agree with the following statement: CVA helped young people in SAUTI-Youth meaningfully engage in public processes?’

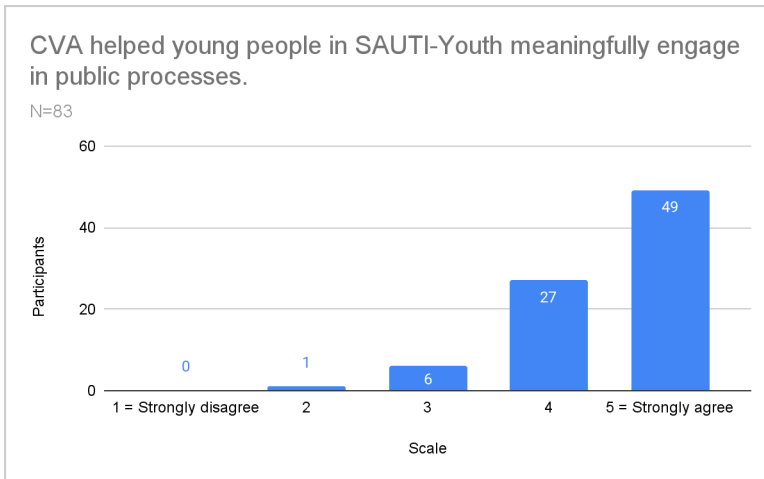


Figure 31. Youth's response to 'On a scale of 1-5, how much do you agree with the following statement: CVA helped young people in SAUTI-Youth meaningfully engage in public processes?'

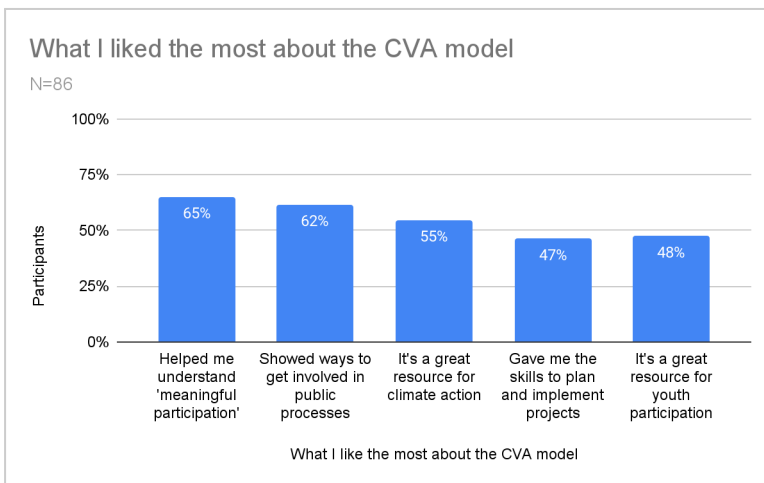


Figure 32. Youth's response to 'What did you like the most about the CVA model?'

As with any activity, the CVA model was not absent of challenges. The CVA model provided a great framework, but required substantial contextualization to be effective, particularly in Ireland where government operations via-a-vis the public, let alone youth, did not lend itself to the open relationship assumed by the model. All interviewees noted the hierarchical and bureaucracy of the Irish government system for communicating in a personable way with the public as a barrier for SAUTI-Youth and its CVA model to go beyond extending youth's voice to achieve two-way accountability. As one youth put it:

We hardly know who our politicians are and have very little knowledge about what our civil servants, even the technical ones, do... What are the chances of meeting a public figure in-person in Ireland?

This feeling of inaccessibility of LGA in Ireland was often compared against the context of Tanzania, where technical civil servants operate as 'part of the community.' Such embeddedness of the individual civil servants does not seem to extend to the accessibility of the LGA as a system, however; neither the KII and FGD revealed youth's sense of achieving full government accountability in Ireland and Tanzania through the CVA model.

Participants also shared specific recommendations for adjustment for the CVA model that are actionable by WV. Half of the respondents to the youth survey perceived the CVA model to be too time-consuming, followed by nearly a quarter finding it 'confusing and complicated' (see **Figure 33**).

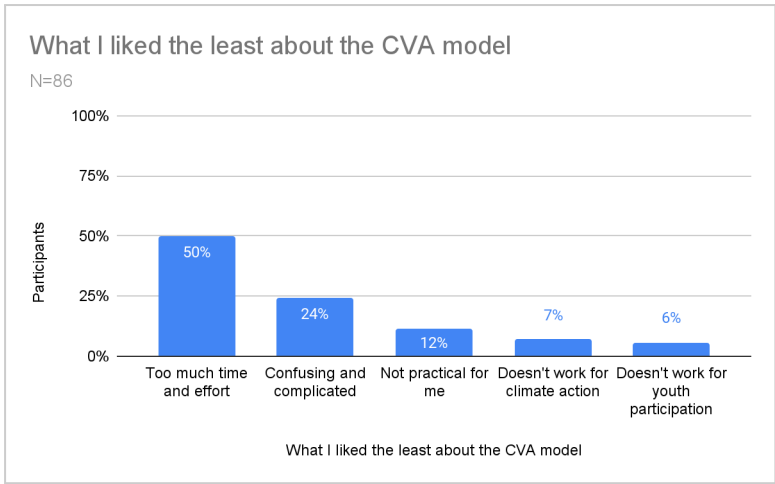


Figure 33. Youth's response to 'What did you like the least about the CVA model?'

Implementing partners also shared specific recommendations for adjustment to the CVA model that are more readily actionable by WV. They included: (1) shortened duration from multi-year to one year; (2) addition of a step-down training from WV to the implementing partner, before the training of youth participants; (3) when in nexus with a technical topic, such as climate action, incorporate technical expertise for knowledge orientation and transfer; and (4) broadened scope from local to national level programming, particularly for contexts where changes by LGA is contingent upon changes at the national level.⁶

⁶ This was specifically in the context of Ireland, where youth were denied a seat in the Climate Change SPC, on the basis that a mandate from the national level is required for the Galway City and Galway County Councils to enforce the same change.

3.4. Efficiency



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3.4.1. Design of SAUTI-Youth activities

Conclusion 7. The design and partnership among WV IRE, WVT, and YWIG proved resilient against harsh realities of COVID-19, but less so against mobility of youth.

The project strategy is anchored on the principles and milestones outlined in the CVA model, which requires (1) a consistent cohort of young people who share a common policy interest to carry out (2) in-person activities within (3) a targeted local geography. In SAUTI-Youth, that some of the key activities faced delays or transitioned to an online administration posed relatively less disruption to the project goals than the challenges of keeping youth cohorts intact to follow through a policy agenda across years.

In operation, SAUTI-Youth translated into two broad categories of activities: (1) those facilitated by WV IRE, WVT, and YWIG at the global, national, and local levels, which collectively gave life to (2) youth-led activities for local communities. All activities found in project documents to date are summarized in **Figure 34** below.

Figure 34. SAUTI-Youth activities implemented to date (i.e., the writing of this report)

Activity category	Activity sub-category	Activity
Activities facilitated by WV IRE, WVT, and YWIG at the global, national, and local levels		
Technical support and guidance	Training of SAUTI youth	CVA training, policymaking process, climate action workshop, litter workshop, digital literacy training, etc.
	CVA activities	community gathering process, joint community-government action plans, community scorecard meetings, interface meetings, CVA toolkit creation
	Research	policy research, youth participatory mechanisms, review of legislations, litter survey, IIED partnership
Enabling environment	Inclusion of minorities	wheelchair provision, appointment of Gender & Advocacy specialist in WVT
	Supply equipment for IGA	commercial beehives, beekeeping protective gears, horticulture irrigation equipment
	Learning events	virtual meetings, letter writing, self-introduction videos, exchange visits to Ireland/Tanzania

Activity category	Activity sub-category	Activity
Youth-led activities at the local level		
Democratic participation and accountability mechanisms	Promotion of youth participation	request for a seat at the Climate Change SPC
	Participation in public processes	Galway City Development Plan, youth consultation on Galway Climate Action Plan, election to village management committee
	Relationship building with schools	primary and secondary school environment clubs, higher education institutions
	Community awareness	awareness-raising campaigns about community action and female participation, educational cinema shows, activism tours
	Relationship building with governments	monitoring of local government standards around litter, biodiversity, public transport, agricultural practices, etc.; co-training with LGA; lobbying LGA for youth engagement
External communication	Visibility in public	presentations at SPC, local festivals and fora, dialogue with policymakers at global and local climate events
	Fliers and information, IEC materials development	leaflets, t-shirts, banners, guidelines
	Online and mass media information dissemination	social media postings on special days like the Earth Day, mass media programming on climate policies and platforms
Technical climate action activities	Advocacy for climate action	Climate Assemblies, meetings with local government for advocacy messaging
	Promotion of climate smart agriculture	reduction of fire burning, wood cutting, monocrop farming, human activities along water sources
	Preservation of forests	seed collection and planting, tree planting around water catchment areas and public spaces, prevention of unauthorized tree cutting
	Preservation of water sources	cleaning water channels, monitoring of human activities near water sources, inspecting water sources
	IGA	Bee-keeping, cultivation of cassava, running of small savings and loans groups, Saving for Transformation (S4T) WV program
	Research	policy research, review of legislations, litter survey

The activities rarely operated mutually exclusively from or in parallel to one another. For instance, WV and YWIG introduced the participating youth to the CVA model, which inspired youth-led research on climate action policies and review of climate-related legislations. The research findings set the foundations for youth-led appeals to LGA for climate action. In Ireland, these efforts culminated at WV- and YWIG-facilitated global conferences and local assemblies, while in Tanzania, they transpired youth-led, LGA-supported climate-smart forest and water resource management practices.

The interwoven nature of SAUTI-Youth activities and the design of the CVA model make cohort management critical to their success. Keeping a cohort of volunteer youth intact proved challenging in Galway, where young people under age 18 are much more mobile than the 18-35-year-olds in rural villages of Korogwe and Handeni, most of whom had a livelihood and a family. As a result, youth workers at YWIG found themselves restarting teams and projects multiple times, while youth groups in Tanzania progressed per the CVA model, from the first CVA focal points training in Year 1 to implementation and monitoring of joint action plans in Year 3.

SAUTI-Youth coped much better with COVID-19 restrictions than youth mobility, with its overall project objectives unaffected. The pandemic disrupted the schedule of in-person

activities (e.g., training, Ireland-Tanzania youth exchange visits) and made outreach activities (e.g., community consultations) particularly challenging to administer. Conducting highly interactive activities (e.g., learning meetings, awareness campaigns, training) online meant falling subject to technical glitches, less lively interactions, and fatigue. However, those factors seem to have not hugely affected cohort management and implementation of activity plans.

It is also worth noting the organic genesis of the majority of the activities in Figure 34. The income-generating activities (IGA) in Tanzania, as well as the projects executed by the youth themselves—from small-group research undertakings to large events such as the Climate Assemblies—are outputs of youth consultations through the CVA process.

3.4.2. Perception of SAUTI-Youth as an investment

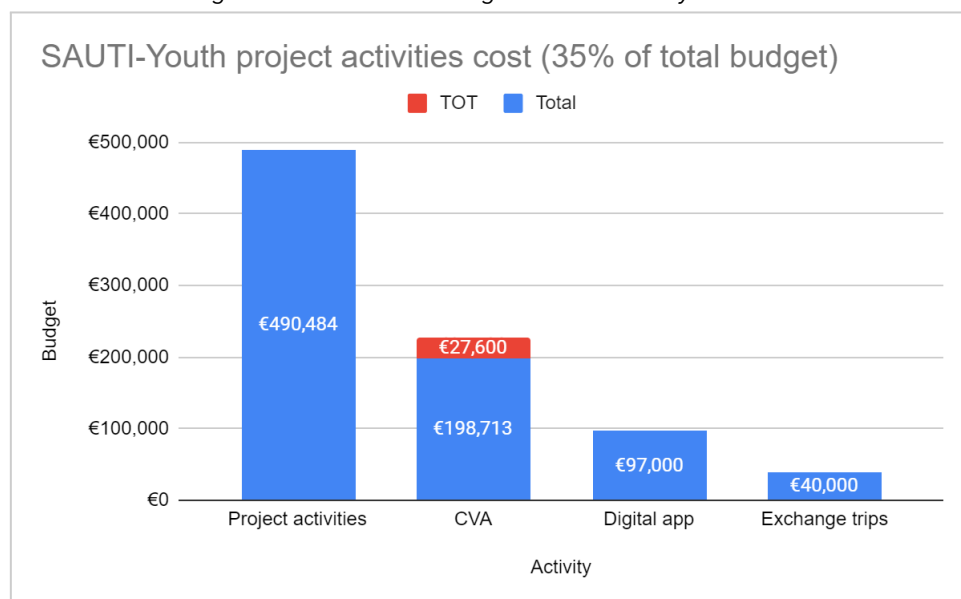
Conclusion 8. SAUTI-Youth is a highly cost-effective, replicable, worthwhile investment with agility for adaptation across sectors and geographies.

Participants shared the sentiment that the SAUTI-Youth was a worthwhile investment, particularly emphasizing the cost-effectiveness of the project considering its breadth and depth. As one project administrator put it:

‘SAUTI-Youth is a highly cost-effective model in that it requires a very low amount of resources for a scaled impact. All that it requires are the training: the first TOT and refresher training every 6-12 months. After training just 90 CVA focal points, they influence a wide net of beneficiaries in their communities.’

The training of trainers (TOT) referenced above comprised 12 percent of the estimated CVA implementation cost of EUR 226,313, or 46 percent of the entire project activities budget. The digital app of EUR 97,000, on the other hand, made up 20 percent of the activities budget for a much less impact (even if it had worked). (See **Figure 35.**)

Figure 35. SAUTI-Youth budget for selected key activities



While some interviewees expressed the preference to have dedicated more resources to in-country efforts to scale geography, reach, and/or activities, overall, all uniformly viewed SAUTI-Youth as a ‘good use of public resources’ (see **Figure 36** and **Figure 37**).

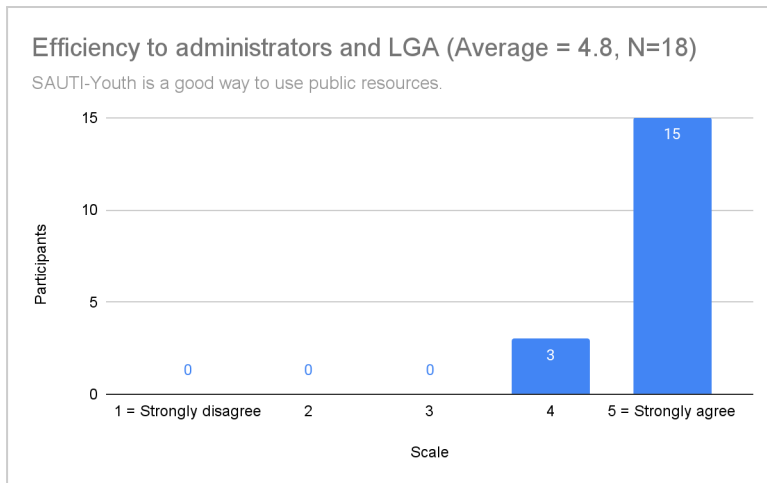


Figure 36. Administrators and LGA's rating of SAUTI-Youth's efficiency

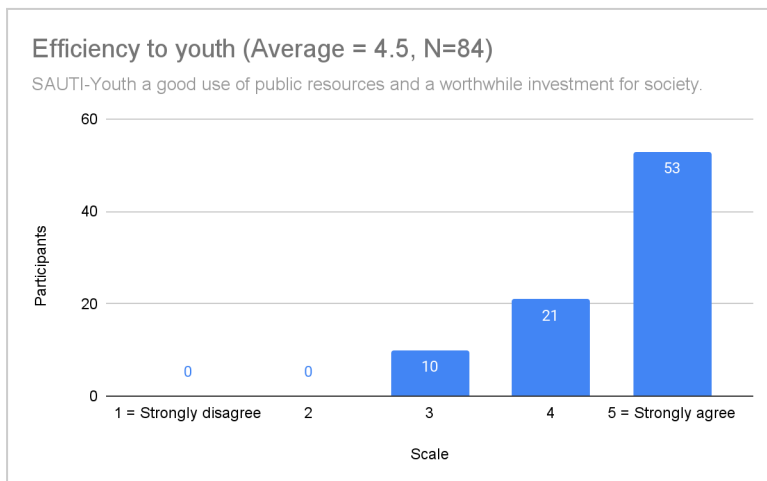


Figure 37. Youth's response to 'On a scale of 1-5, how much do you agree with the following statement: SAUTI-Youth a good use of public resources and a worthwhile investment for society?'

3.5. Impact



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Conclusion 9. SAUTI-Youth—through training, advocacy, implementation of climate action plans, and participation in public processes—generated immediate impact at systems, community, and individual levels, paving potential pathways to sustainable solutions for meaningful youth engagement.

When asked to identify the ‘most significant change’ SAUTI-Youth has attained so far, participants highlighted the strong and trust-based relationship between youth and LGA that enabled collective approaches to climate mitigation in their communities. This outcome, which can be seen at systems, community, and individual levels, collectively marks a stepping stone toward greater change in the climate policy landscape and governance.

3.5.1. Systems level

SAUTI-Youth helped create political and democratic spaces for youth engagement in local government processes. Although the ‘spaces’ look different between Ireland and Tanzania, the impact worth highlighting is the creation of those spaces.

Youth in Tanzania joining their village management committees following their active participation in SAUTI-Youth was an unexpected, positive outcome that signals potential for long-term impact of the project. This deems particularly important and relevant for the country, 45 percent of whose population is below the age of 15. SAUTI-Youth commenced in 2020, in parallel to the government coincidentally starting to invite young people into its governance structure the same year. This environment may have contributed towards SAUTI-Youth participants taking on political roles in their communities.

Ireland presents quite a contrary distribution of population; children below the age of 15 comprise only 21 percent of the population. While this does not justify non-participation of young people in its policy-making processes, the youth groups in Ireland met with resistance for change in the governance structure.

Against that backdrop, SAUTI-Youth provided the financial and human resources to mobilize youth for advocacy, which in recent years bore significant fruits, such as the local Climate Assemblies and youth representation at COP27. The SAUTI-Youth efforts came to fruition in November 2023 with the release of the [Galway County Council's Draft Climate Action Plan 2024-2029](#), which explicitly acknowledged the contribution of the projects, the Youth Climate Assembly, and how youth's feedback on local climate action directly informed the plan. The recent national mandate to create three climate action positions in all LGA—climate action coordinator, climate action officer, and community climate action officer—may also set an environment ripe for leveraging the 'spaces' created under SAUTI-Youth.

'...[We] were in the youth councils, but now because we are out of school we cannot be part of the councils again. SAUTI offers such a great platform as any young person can be part of it and feel empowered.'

-Youth from Galway City

'In Galway, our ability to engage with young people has been significantly enhanced through the work of SAUTI-Youth...'

-Galway County Council's Draft Climate Action Plan 2024-2029

Not all early signs of impact have converted into full trust in LGA. Youth survey results indicate a strong shared feeling among youth in Ireland and Tanzania of the structural impact that SAUTI-Youth has brought. Most youth agreed that, through the project, their knowledge to navigate their local government processes and give feedback on issues that affect their communities has increased. However, youth in Ireland rated significantly lower than their counterparts in Tanzania on their potential to influence their LGA (see **Figure 38**). Nevertheless, youth viewed it worthwhile to contact their LGA about issues that affect them, their family, and their community (see **Figure 39**).

Figure 38. Youth's response to statements about their interaction with LGA

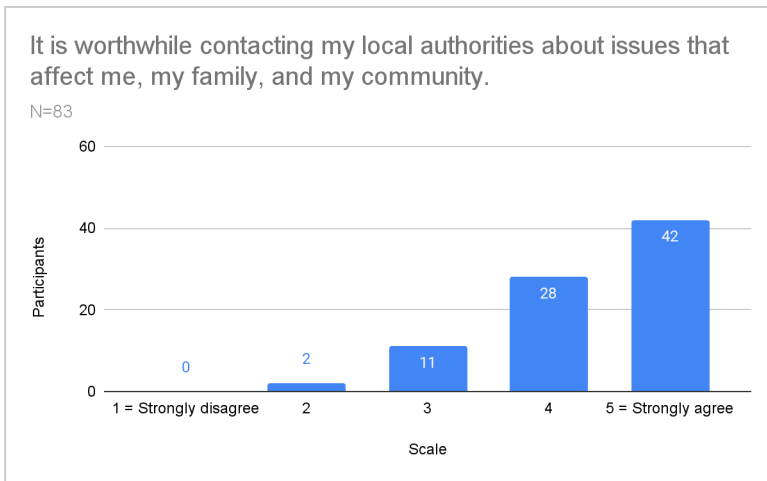
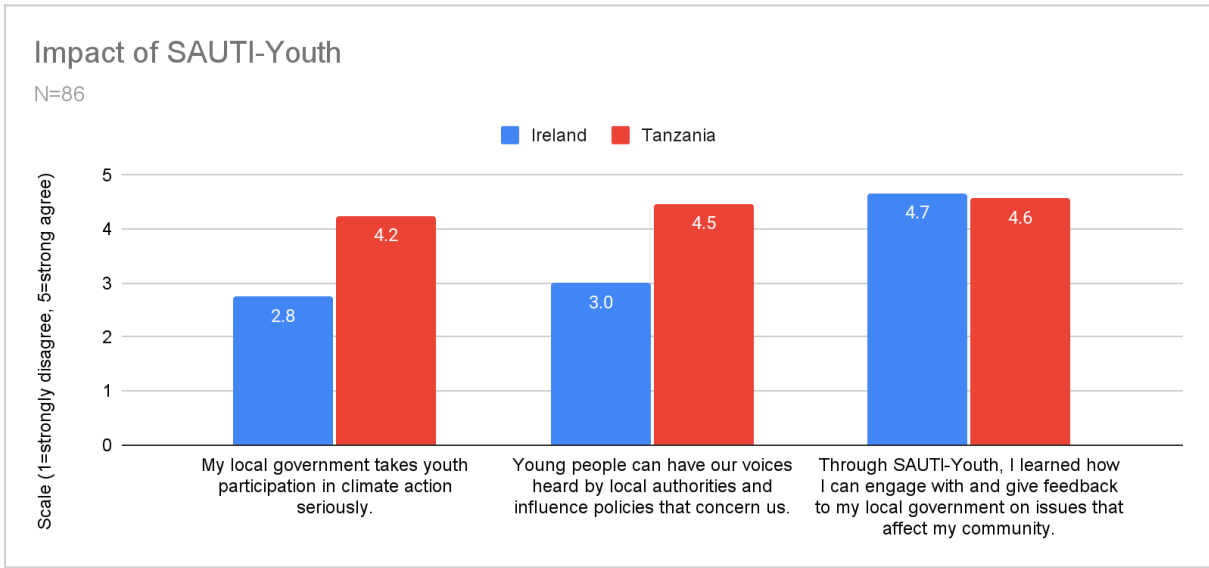


Figure 39. Youth's response to 'On a scale of 1-5, how much do you agree with the following statement: It is worthwhile contacting my local authorities about issues that affect me, my family, and my community?'

Such sense of empowerment—or lack thereof—may partly be attributed to the disproportion between LGA taking action in support of the youth vs. youth being invited to take part in LGA's activity, as shown in **Figure 40**.

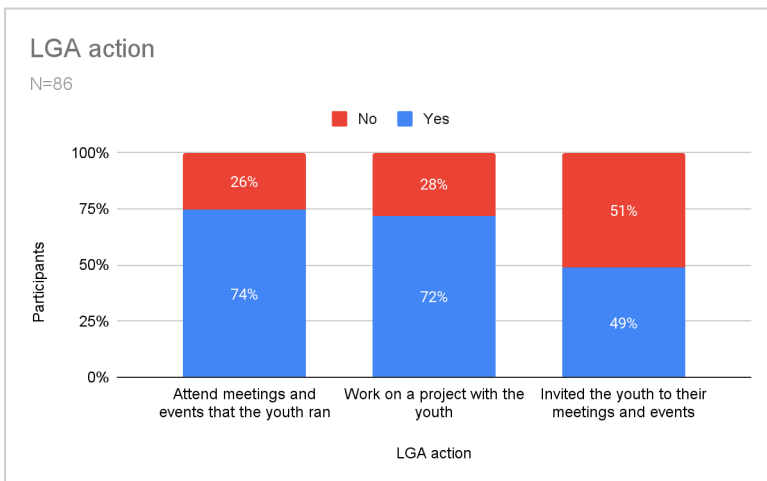


Figure 40. Youth's response to 'What did the local authority do for SAUTI-Youth?'

3.5.2. Community level

SAUTI-Youth facilitated youth-LGA collaboration in direct service of the local community.

Most interviewees attributed the generally non-inviting culture of LGA towards young people not to their disinterest or unwillingness to engage, but the sheer lack of knowhow. Against this backdrop, SAUTI-Youth equipped LGA with mechanisms for meaningful public consultation, providing a two-way street to communicate. This was a feat in and of itself in Ireland, where children rarely have a chance to interact with their LGA. In Tanzania, the tangible impact of youth participation in the protection of forests and water sources, as well as climate-smart agricultural practices and IGA, exemplified the potential of youth inclusion.

For youth, SAUTI-Youth equipped them with a systematic approach to LGA engagement, resulting in young people pioneering community action, such as the implementation of proposed by-laws (which were previously not being implemented). For instance, in Korogwe, the District Commissioner collaborated with communities and ward leadership to revise regulations on forest harvesting, with the involvement of young people in safeguarding the trees from unauthorized harvesting. This small group of young people not only changed the community's management of its forestry, but also—and arguably more importantly—set an example of healthy youth participation for the future.

A lot more is likely required than on-and-off collaboration between LGA and youth for the latter to feel a sense of commitment from LGA.

At the end of the project, while most Tanzanian youth respondents perceived their LGA to be deeply interested and ready to commit to a climate action, only 25 percent of the Irish youth felt the same (see **Figure 41**). The highest number of Irish youth perceived that the LGA may be 'interested, but not willing to commit.' As shown in **Figure 42**, the division in perception hardly exists between CVA focal points in leadership positions or youth members, with, unfortunately, the majority of CVA focal points and youth members unable to detect a sense of commitment from their LGA.

Figure 41. Youth's response to the question 'How would you describe your local authority's attitude towards SAUTI-Youth and youth participation in general?' - by country

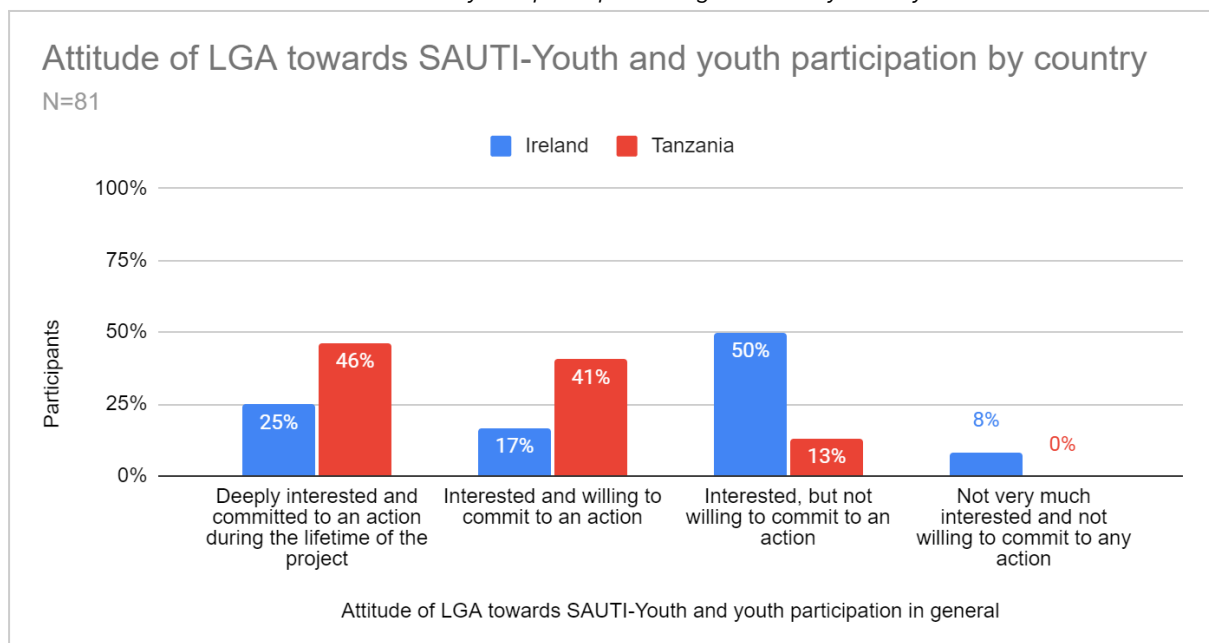
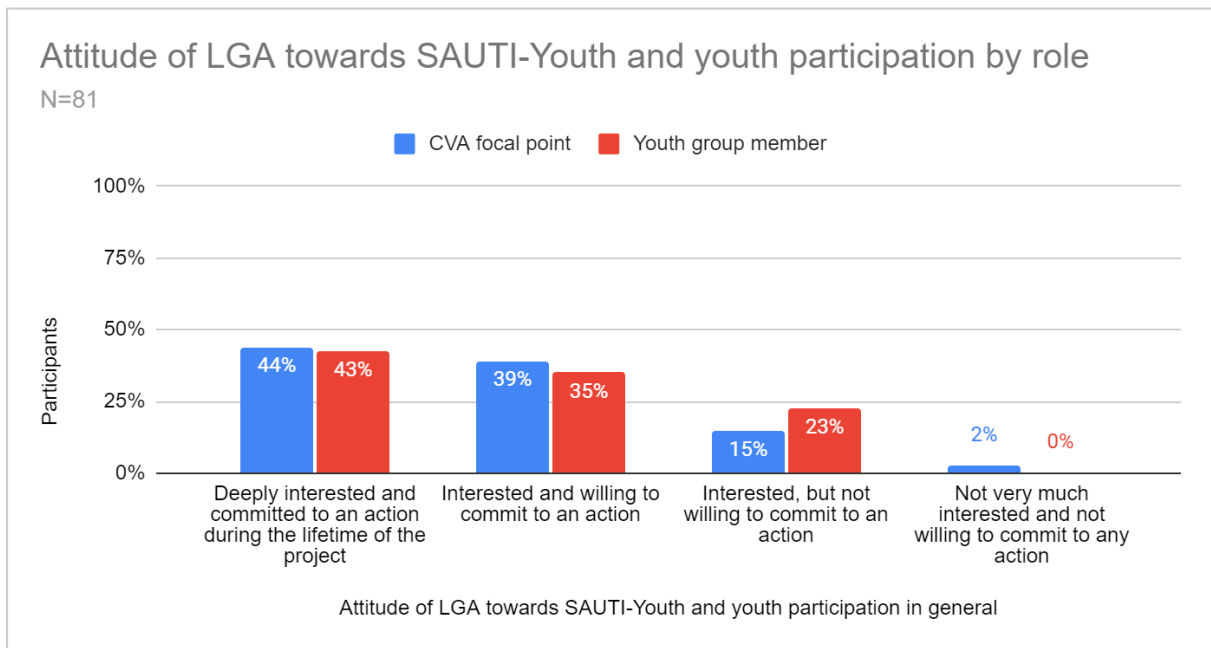


Figure 42. Youth's response to the question 'How would you describe your local authority's attitude towards SAUTI-Youth and youth participation in general?' - by role in SAUTI-Youth



3.5.3. Individual level

Youth participated in SAUTI-Youth with 'deep interest' and 'heavy engagement,' according to youth survey results captured in **Figure 43** and **Figure 44**. That CVA focal points reported to have participated with greater interest than youth members is intuitive, given their leadership role in the project. The testimonies discussed below represent stories of all youth participants.

Figure 43. Youth's response to the question 'Generally, how would you describe your engagement in SAUTI-Youth?' - by country

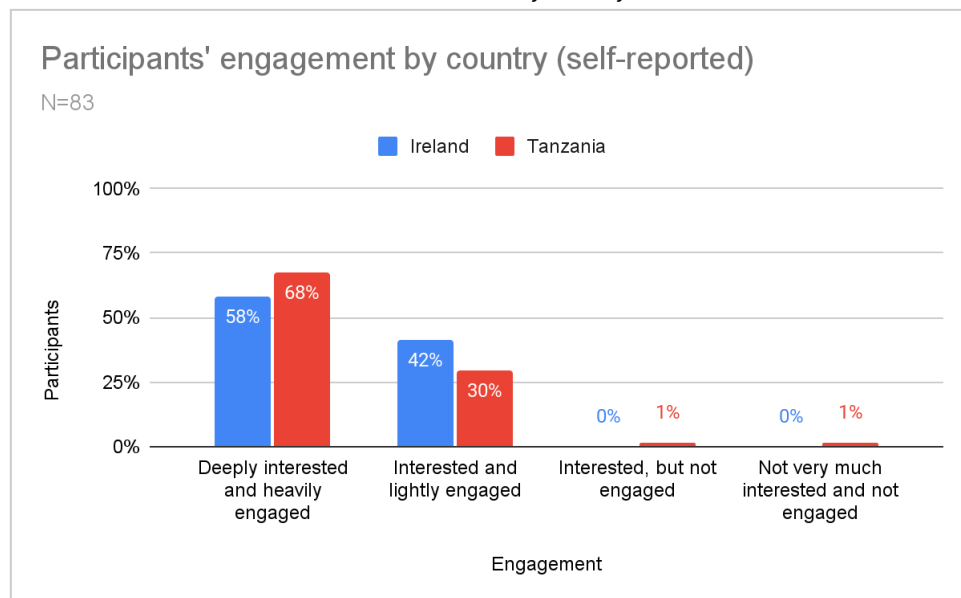
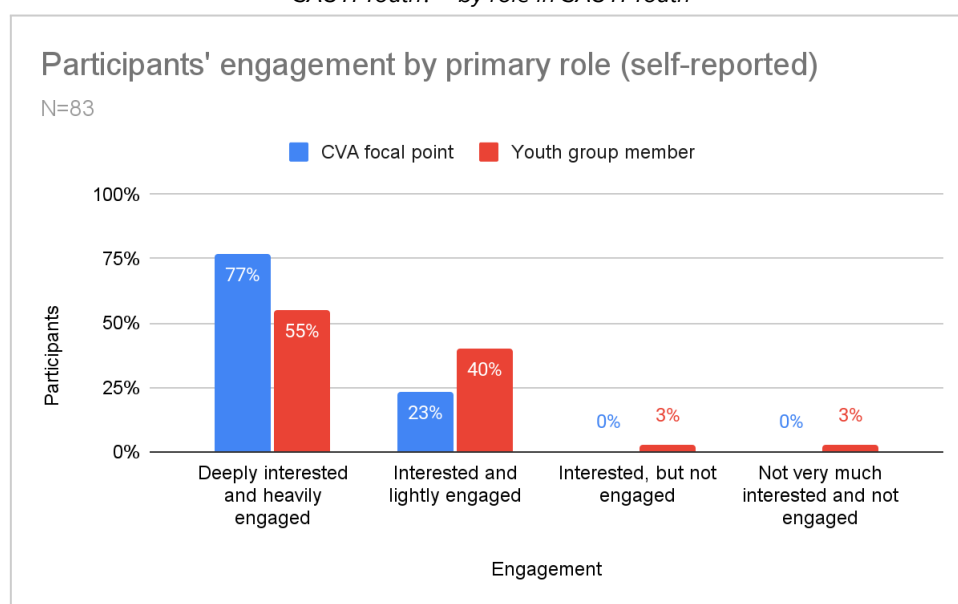


Figure 44. Youth's response to the question 'Generally, how would you describe your engagement in SAUTI-Youth?' - by role in SAUTI-Youth



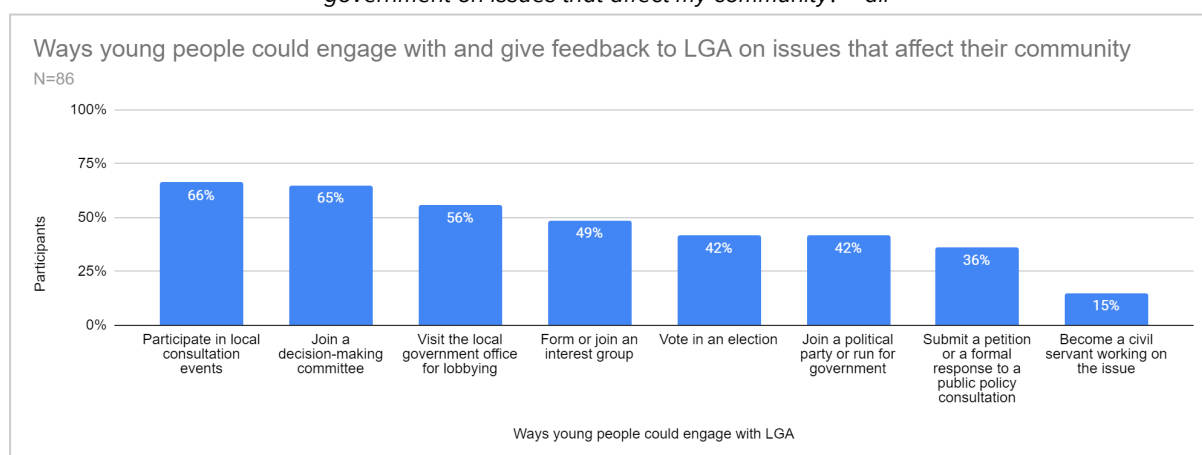
SAUTI-Youth cultivated change agents through shifts in knowledge, attitude, and perception. SAUTI-Youth offered a portfolio of training opportunities, such as courses on climate change, legislative processes, the CVA model, advocacy for awareness campaigns, and, in the case of Tanzania, digital literacy. Application of this knowledge gain in their daily lives, as well as community action to address issues they care about, shifted their attitude and perception toward the potential of youth participation. All interviewees cited increase in IGA self-confidence, sense of agency, and sense of contribution to their society as one of the most significant changes of SAUTI-Youth. In Tanzania, discovering alternative means of livelihood through green growth IGA also instilled among youth a sense of economic empowerment.

SAUTI-Youth empowered youth with a sense of belonging and confidence in practicing their agency to create positive change. Being part of a group of people with a shared interest in climate action, which is commonly stereotyped as 'nerdy,' instilled a sense of validation and belonging. Furthermore, representation of young girls and persons with disability conveyed that, regardless of our differences, everyone desired the same changes. Knowledge and experience in initiating policy dialogue and bringing tangible changes to their community fostered confidence and motivation to continue, leading to a significant number of youth in Tanzania joining local governance committees.

The results in **Figure 45** align with the abovementioned outcome. When asked to identify ways in which individuals can engage with their LGA on issues that affect their community—a one of the key performance indicators of SAUTI-Youth—97 percent (83 out of 86) respondents⁷ cited strategies used in SAUTI-Youth, such as 'participate in local consultation events' and 'join a decision-making committee,' as opposed to a more common means, such as 'voting in an election.' It is worth noting a comment added by one Irish youth identified to be below 18: 'a lot of these do not apply to those under 18.' This testimony may speak to the limited sense of empowerment among minors, who must find alternative, untraditional ways to engage in public processes.

⁷ The 83 consists of 100 percent (12 out of 12) of youth in Ireland and 96 percent (71 out of 74) of youth in Tanzania.

Figure 45. Youth's response to 'In what ways could young people engage with and give feedback to my local government on issues that affect my community?' - all



The overall trend of youth seeing 'participation in local consultation events' and 'joining a decision-making committee' as prevalent means of participation remains consistent upon disaggregation of the data by gender and country (see **Figure 46** and **Figure 47**). **Figure 46** shows that female participants (37 out of 86) expressed more optimism towards all mechanisms of participation compared to their male counterparts (47 out of 86), particularly on 'forming or joining an interest group' (29 percent variance) and 'voting in an election' (27 percent variance). We are unable to define the reason for this, as SAUTI-Youth tailor programmatic approaches or messages across genders.

Similar degree of gap can be seen in **Figure 47**, in which the participants in Ireland demonstrated a much more positive attitude towards means of youth participation compared to those in Tanzania. The variations in characteristics of the youth in the two contexts that had emerged from the FGD may be helpful in interpreting this result. The survey data represents only 12 youth in Ireland who elected themselves into SAUTI-Youth based on their passion for public response to climate action and the sense of belonging it offered. The 74 youth in Tanzania who responded to the survey may have shared an equal level of passion for climate action, but also were strongly drawn by IGA and, for a group of women, related financial training. Arguably, the data from Tanzania may be more representative of the general youth population than the one from Ireland.

Figure 46. Youth's response to 'In what ways could young people engage with and give feedback to my local government on issues that affect my community?' - by gender⁸

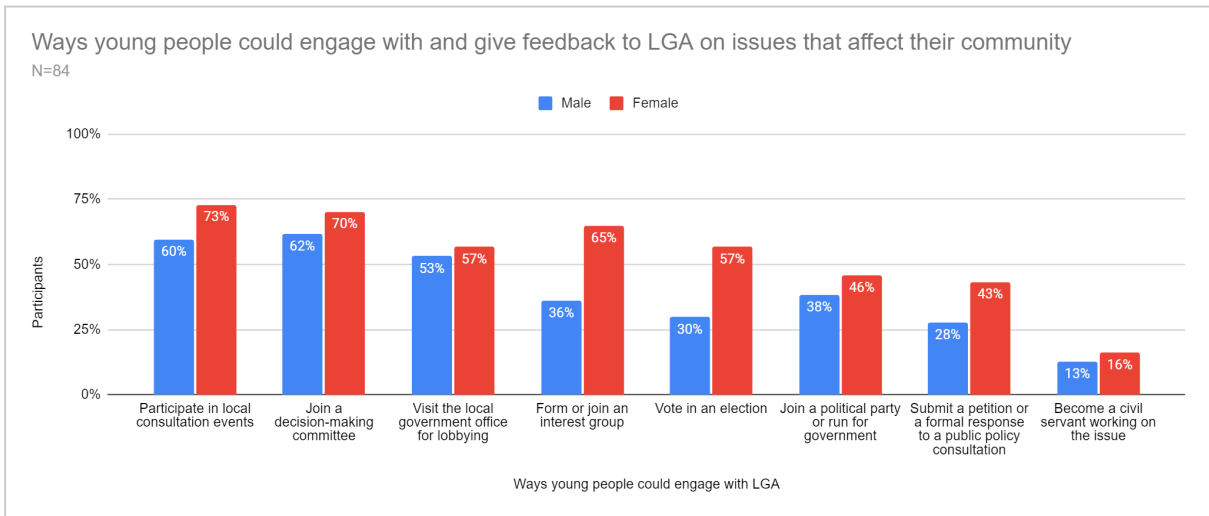
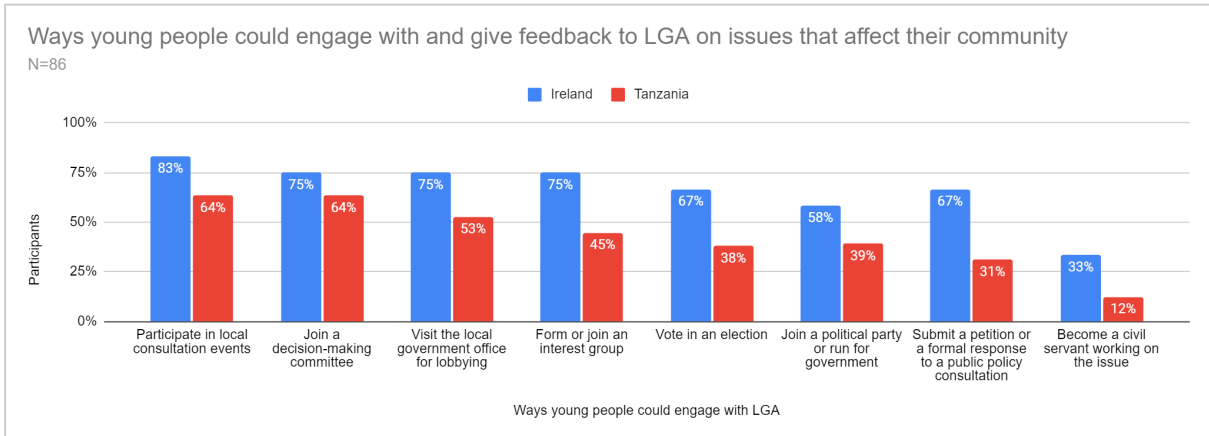


Figure 47. Youth's response to 'In what ways could young people engage with and give feedback to my local government on issues that affect my community?' - by country



⁸ The N is 84, not 86, after removing 'other/wish not to identify,' of which there were only two youths.

3.6. Sustainability



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Conclusion 10. Forthcoming termination of the project in the absence of systemic structural changes and concrete platforms for youth engagement leaves sustainability questionable.

The administrators, LGA, and youth of SAUTI-Youth, as well as the beneficiaries whose lives they have touched, pursued the universe of results of discussed above—the structural changes that helped bridge the distance between LGA and youth; the community changes that youth have instilled to affect the residents’ interaction with the environment; and individual growth into agents of change—with a shared hope of sustaining them.

Upon reviewing the list of ‘most significant changes’ and conditions for sustainability gathered through KII and FGD, we grouped them into the following categories of sustainability (see **Figure 48**):

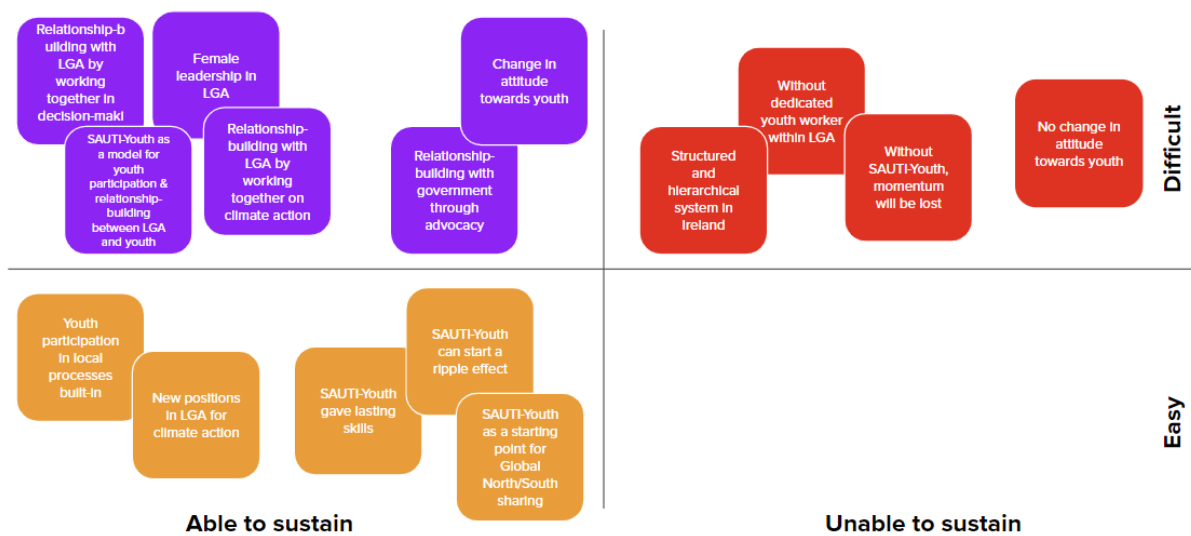
Figure 48. Categories of sustainability

Category and definition of sustainability	‘Most significant changes’ and conditions
<p>☐ Relatively easy to sustain: Changes with a supporting structure and changes at the individual level that are entirely within the control of self</p>	<ul style="list-style-type: none"> • Youth participation in local processes built-in • New positions in LGA for climate action • Skills gained through SAUTI-Youth • Small ripple effect of SAUTI-Youth • SAUTI-Youth as a starting point for Global North/South sharing
<p>☐ Possible to sustain but not without challenges: Changes may be possible but</p>	<ul style="list-style-type: none"> • Youth participation

Category and definition of sustainability	'Most significant changes' and conditions
not without challenges in the absence of a supporting structure or continuation of resources (human, financial, time, etc.)	<ul style="list-style-type: none"> Relationship-building between LGA and youth by working together in decision-making and climate action Relationship-building with government through advocacy Female leadership in LGA Change in attitude towards youth
Difficult to sustain: Changes that lack supporting structure or individual or attitudinal change that serves as foundations of further change	<ul style="list-style-type: none"> Structured and hierarchical system in Ireland Lack of dedicated youth worker within LGA Termination of SAUTI-Youth, momentum will be lost No change in attitude towards youth

Figure 49 is a quadrant mapping of the changes and conditions that risk sustainability for an easy-to-read visualization.

Figure 49. Quadrant mapping of 'most significant changes' per category of sustainability



While the 'lowest hanging fruit'--or milestones already achieved with a high likelihood of sustainability--are found in the 'able to sustain' and 'easy' quadrant, barriers to sustainability that are largely out of control are located in the 'difficult' and 'unable to sustain' quadrant. The 'able to sustain' and 'difficult' quadrant--or the achievements that took the most effort and will require continued investment to sustain--likely require the most attention from project administrators and coordination with LGA as SAUTI-Youth comes to a close.

4. Recommendations and learnings



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This section culminates the findings and distills them into (1) recommendations on which the concerned parties of SAUTI-Youth should act within or shortly after the project lifetime; and (2) learnings that the concerned parties should incorporate into institutional practices and future programming. Appended at the end are two practical recommendations from youth themselves that, if implemented, may go a long way in encouraging meaningful participation of youth in policy-making and climate action.

4.1. Systemic level

- **Recommendation 1. Continue SAUTI-Youth in some form.** As attested by all interviewees, initiatives like SAUTI-Youth are important in creating systemic changes, such as youth participation, local governance, and climate action. Donors should continue to fund projects for systems strengthening, and organizations like WV, WVT, and YWIG should seek resources and capacity to build on the pathway paved by SAUTI-Youth.
 - Even if SAUTI-Youth as a project may not continue, capitalize on the human capacity cultivated through SAUTI-Youth and facilitate their integration into national and local initiatives (e.g., the ongoing tree planting initiative, government consultations, etc.).
 - Promote practice and institutionalization of youth participation in public processes, such as changes in the local governance structures (e.g., 25 percent of the committee must be youth) and periodic public consultations on new regulations, city plans, etc.
- **Learning 1. Exchange trips may be more than a one-time, costly exercise, but a significant value-add.** Although costly and logistically complex, bilateral exchange

was one of the most effective means of achieving AU-EU partnership, far beyond the YE support and the digital app. Such a high-cost trip—or a well-facilitated remote congregation—may be what is required for meaningful partnerships.

- **Learning 2. ‘Youth’ does not automatically equate to ‘digital’ and vice-versa.** In designing a project, determine the parameters and requirements strategically, in linkage with broader policy agenda, social goal, etc. If a digital component should be required, define the specific gap it is filling and mandate a maintenance plan for sustainability or a handover or exit plan for clear expiration.

4.2. Community level

- **Recommendation 2. Be more meaningful in servicing target populations.** In the case of SAUTI-Youth, one of the subpopulations of participants consisted of farmers, for whom the impacts of climate change were imminent and alternative livelihoods through IGA proved highly relevant and impactful. A similarly customized approach for the other target sub-populations of female youth and individuals with disabilities that may facilitate their ‘just transition’ to climate change adaptation may be worthwhile.

4.3. Individual level

- **Learning 3. At the individual level, secondary objectives (IGA, climate action) superseded the primary objective (governance) for the core beneficiaries, and that is okay.** Governance, accountability, and institutional strengthening comprised the project’s primary objective, but the LGA and youth perceived SAUTI-Youth as a climate action initiative. Climate change and IGA served as appealing entry points that not only successfully engaged young people throughout the lifetime of the project, but was also highly pertinent to their daily lives. Leveraging such a powerful secondary objective to achieve the primary objective qualifies as a just strategy.
- **Learning 4. The project may have unintentionally benefited the CVA focal points more than the general youth group members.** The substantial effect that opportunities such as overseas travel and presentations at domestic and international events have on the sense of empowerment among youth cannot be refuted. While more data would be required for verification, the evaluation detected possible signs of CVA focal points benefiting more from such opportunities than youth group members—or a Matthew effect, the tendency of individuals with initially higher level of access to opportunities and social network to accrue greater social assets in proportion to others. This may be worth noting for project administrators to consider for future projects, to be more deliberate in distributing opportunities evenly across beneficiaries to prevent.

4.4. From youth themselves

- **Recommendation from youth 1.** *‘Policies related to youth should be written in a simplified language so we can understand and engage.’*
- **Recommendation from youth 2.** *‘Climate lessons should be incorporated into our education system as part of the school curriculum. Otherwise, the knowledge disappears with the ending of SAUTI.’*

5. Annexes

5.1. Annex 1: Data collection participants

5.1.1. KII with administrators

Date	Name	Organization	Position
Ireland			
25 Aug 2023	Aidan Sinnott	WV IRE	Program Manager
25 Aug 2023	Maurice Sadlier	WV IRE	Programmes & Policy Director
28 Aug 2023	Letizia Gorini	YWIG	Project Coordinator
30 Aug 2023	Sheila Garry	WV IRE	Head of Program Quality & Development
30 Aug 2023	Donald Mogeni	WV International	Technical Director, Social Accountability
Tanzania			
31 Aug 2023	Shukrani Dickson	WVT	Project Coordinator
31 Aug 2023	Deogratus Martine	WVT	Project Officer
31 Aug 2023	Maximillian Saanbya	WVT	M&E Officer
28 Sept 2023	Godfrey Kisemba	WVT	Gender Advocacy and Campaign Officer
EU			
1 Sept 2023	Amandine Duhoux	EU Delegation to AU	EU Desk Officer

5.1.2. KII with LGA

Date	Name	Organization	Position
Ireland			
26 Sept 2023	Tiarnan McCusker	Galway City Council	Environmental Awareness Officer / Community Climate Action Officer
25 Sept 2023	Tina Ryan	Galway County Council	Climate Action Coordinator
25 Sept 2023	Rosina Joyce	Galway County Council	Biodiversity Officer
28 Sept 2023	Brendan Smith	Galway National Park City	Multisectoral Galway National Park City
28 Sept 2023	Natasha Muldoon	ARD family Resource Centre	Youth Worker
Tanzania			
21 Sept 2023	Rachel Mbelwa	Handeni District Council	District Community Development Officer
21 Sept 2023	Mongo Thomas Mongo	Handeni District Council	Handeni District Youth Officer
21 Sept 2023	Napoleon Mlowe	Handeni District Council	Handeni Natural Resource Officer
20 Oct 2023	Said Shenkawa	Korogwe District Council	Kwamgunda Ward Councillor

5.1.3. FGD with YE, CVA focal points, and youth member

See [SAUTI-Youth eval_FGD attendance sheet](#)

5.2. Annex 2: Data collection tools

The evaluation team used the following data collection tools. The KII protocol for administrators was piloted during the inception phase, informing the design of the KII protocol for governments and FGD protocol for youth participants. All tools, along with the Youth Survey, underwent review by WV IRE, WVT, and YWIG. The Tanzania evaluation team led the translation into Kiswahili.

5.2.1. KII for project administrators

- Protocol: [SAUTI-Youth eval_KII protocol_Administrators](#)
- [Scorecard Jamboard](#)
- [Interview recordings and Jamboard outputs](#)

5.2.2. KII for LGA

- Protocol - English: [SAUTI-Youth eval_KII protocol_LGA v2](#)
- Protocol - Kiswahili: [SAUTI-Youth eval_KII protocol_LGA v2 Kiswahili.docx](#)
- [Scorecard Jamboard](#)

5.2.3. FGD with youth participants

- Protocol - English: [SAUTI-Youth eval_FGD protocol_Youth_English v2](#)
- Protocol - Kiswahili: [SAUTI-Youth eval_FGD protocol_SWAHILI.docx](#)

5.2.4. Youth survey

- Survey - English: [SAUTI-Youth eval_Youth survey_English](#)
- Survey - Kiswahili: [SAUTI-Youth eval_Youth survey_Kiswahili v2](#)

5.3. Annex 3: Milestone reports

5.3.1. Inception report

- Inception report: [SAUTI-Youth eval_Inception report_Report.pdf](#)
- Inception report presentation deck: [SAUTI-Youth eval_Inception report_Deck.pdf](#)

5.3.2. Preliminary findings presentation

- Preliminary findings presentation deck: [SAUTI-Youth eval_Preliminary findings](#)
- Preliminary findings presentation deck for the project closeout conference: [SAUTI-Youth eval_Preliminary findings_Closeout conference](#)



SAUTI -Youth is a European Union co-funded project led by World Vision Ireland, in partnership with Youth Work Ireland Galway and World Vision Tanzania. This report was created with the financial support of the European Union. Its contents are the sole responsibility of World Vision Ireland and do not necessarily reflect the views of the European Union. Please visit the European Union at https://europa.eu/european-union/index_en.