

EBLI ANNUAL REPORT 2017



NAME OF PARTNER ORGANIZATION: EDUCATION FOR BETTER LIVING ORGANIZATION (EBLI)

PROJECT TITLE: KIJANA CHAGUA MAISHA PROJECT

PROJECT NUMBER: 7021

PROJECT PERIOD: 3 YEARS (JAN 2017 TO DEC 2019)

REPORTING PERIOD: JANUARY-DECEMBER 2017

REPORTING DATE: JANUARY 8TH 2018

PERSON RESPONSIBLE FOR THIS REPORT: BENARD MAKACHIA

PHONE / E-MAIL, (SKYPE, WEB-SITE): educationfor_betterliving@yahoo.com

1.0 IMPORTANT CHANGES IN THE CONTEXT

There have been various statements by the government on teen pregnancy but three major statements stood out. On 23rd June 2017 the president of Tanzania, John Magufuli addressed the matter on pregnancy by saying “In my administration, as long as I am president ... no pregnant student will be allowed to return to school. We cannot allow this immoral behavior to permeate our primary and secondary schools ... never”. On 11th October 2017 Minister of Health, Community Development, Gender, seniors and Children, Ummu Mwalimu launched a nationwide campaign against child pregnancies, ordering creation of special desks for defense and security of children at all schools. Ms Mwalimu issued a six-month ultimatum to schools to establish the special desks, with one or two teachers picked to attend to child concerns at each school. She urged parents, guardians and teachers as well as girl children, education stakeholders and the community to take care of the adolescents, reaffirming the government support. On 2nd December 2017, Mwanza Regional Commissioner John Mongella ordered District Commissioners to ensure the arrest of all pregnant schoolgirls in the region to serve as a deterrent. “There has been a tendency of pregnant school girls not to mention the name of a person who impregnated them. This is a challenge when one is required to testify in court,” Mongella said during a meeting with education stakeholders.

Amidst all these developments, Education for Better Living Organization (EBLI) has succeeded in providing sexual Reproductive Health and rights and Gender Based Violation education to youths across the two districts in Mwanza region. The much needed education has been given to youth that are not in schools, youths in 10 select schools in Mwanza through “Kijana Chagua Maisha clubs” who spread the knowledge to other members of the school and also to community gatekeepers and parents who are the main support to the youth. EBLI believes that if youth are equipped with knowledge on SRHR & GBV they have a fighting chance at eradicating teen pregnancies and spread of HIV.

SUMMARY OF EBLI'S REACH IN 2017

	Number reached directly for 2017	Number reached indirectly for 2017
YOUTH IN SCHOOL	1089 (F: 608,M: 481)	5445
YOUTH OUT OF SCHOOL	200 (F: 99,M: 101)	650
YOUNG MOTHERS	102 (F: 87,M: 15)	300
COMMUNITY GATEKEEPERS AND PARENTS	200 (F: 137,M: 63)	800
TOTAL	1,591 (F: 931 ,M: 660)	7,195

1.1 Important changes within the organization

At the beginning of May 2017 EBLI conducted an interview to find a candidate to fill the position of program manager previously occupied by Rose Edward, and we have successfully hired Andrew Mwakibolwa, with a background in community development.

Michael Leen of Maryknoll Lay Missioners left EBLI at the end of his three year contract. Michael was very instrumental in the expansion of the young mothers' entrepreneurship and business component. EBLI is highly indebted to Michael and he will be missed immensely.

The EBLI secondary education for young mothers and vulnerable youth section has acquired the services of Steve Pope from Maryknoll Lay Missioners as from June this year. He is in charge of teaching Basic English to young mothers who have graduated from the computer and entrepreneurship training.

Song Yoo of KOICA left EBLI at the end of her two year contract. Song was very influential in the training of the young mothers' computer skills. EBLI is highly indebted to Song Yoo and she will be missed immeasurably.

1.2 LIST OF ACTIVITIES OF 2017

Table 1.1: Indicates list of activities.

PLANNED FRAME)	ACTIVITIES(AS PER LOG	IMPLEMENTED ACTIVITIES	COMMENTS/REASONS DEVIATIONS/ADJUSTMENTS	FOR
Result 1.1: Students know and are able to use BCP and empowered to abstain from sex or practice safe sex.				
1.1: Recruit and conduct 6 training of trainers (2 per year for 5 days each)on behavior change process (BCP) that address sexual and reproductive health and rights (SRHR)to 170 "Kijana Chagua Maisha" student leaders and teachers from 10 secondary schools (50 in 2017,50 in 2018 and 70 in 2019)		Two(5 days) training of Trainers seminar on behavior change Process (BCP) to 50 (F: 31, M: 19) people that address sexual and reproductive health and rights (SRHR) attended by 30 Student leaders and 20 teachers. For five days (50 participants in total from 10 Schools that Have "Kijana Chagua Maisha" clubs.)	Trainings for the first year have been successfully conducted.	
Result 1.2: Informed community on SRHR and GBV.				
1.2 Conduct 108 media sessions for 3 years (36 Per year) in order to create awareness of sexual reproductive health rights (SRHR) and Gender based Violence (GBV) within the Mwanza community, with a specific emphasis on reducing teenage pregnancies.		A total of 50 media sessions were carried out 5 being newspaper articles and 45 were radio interviews in order to create awareness of sexual reproductive health rights (SRHR) and Gender based Violence (GBV). With a total number of 31 youth participants and an estimated 1,000,000 people reached in Mwanza region.	There has been an increase in the number of sessions from 36 per year to 45 because sometimes the radio stations have their own agendas that reflect SRHR and GBV therefore they call us to participate.	
Result 1.3: Kijana Chagua Maisha clubs in 10 secondary schools monitored and supported.				
1.2 Conduct 144 monitoring visits (48 per year) of "Kijana Chagua Maisha" clubs in order to coordinate and supervise the 10 KCM clubs, and ensure that students are abstaining from casual sexual behavior and that those trained in the TOT are supported to carry out BCP trainings.		54 total monitoring visits were conducted to all the 10 targeted schools. Carried out by 2 staff with the support of 1 volunteer and 2 young mother.	There was an increase in monitoring visits from 48 per month to 54, because 4 visits per month were not sufficient to get the required data. In some months we had to visit all 10 schools.	

Result 1.4: Youth out of school empowered to negotiate for safe sex and use preventive measures against HIV and pregnancy.			
1.4: Conduct 12 behavior change process (BCP) trainings (4 per year) that address sexual and reproductive health and rights (SRHR) to 800 youth out of school (200 per year), including how to use preventive measures against HIV and teenage pregnancies. (200 in 2017, 280 in 2018 and 320 in 2019)	4 (1 day) trainings conducted to youth out of school to foster on how to use preventive measures against HIV and teenage pregnancies.	200 (F: 99 M: 101)	The youth out of school have suggested on formation of youth groups according to their geographical location so that it can be easier for them to work as a group. We are working with youth officers in both districts to see how we can formulate these youth groups.
Result 1.5: Community gatekeepers and parents educated on SRHR and GBV.			
1.5 Conduct 12 sexual and reproductive health and rights (SRHR) and gender-based violence (GBV) trainings (4 per year) to 800 community gatekeepers and parents (200 in 2017, 280 in 2018 and 320 in 2019), including how to foster a positive enabling environment in the community	We conducted 4 (1 day) training to community gatekeepers and parents to foster a positive enabling environment in the community in regard to SRHR and GBV.	200 (F: 137, M: 63)	The use of peer educators has proved to be a more effective way of conducting these activities because the participants relate more easily to people in the same age group.
Result 2.1: Young people empowered with computer literacy skills.			
A 2.1: Recruit and sponsor 360 deserving young people (100 in 2017, 120 in 2018 and 140 in 2019) who dropped out of school, with a special preference for young mothers, to attend computer literacy training for 4 months each batch (2 batches per year of 50 young people each)	102 young people were recruited and enrolled in computer literacy for four months where they are learning introduction to computers, Microsoft Word, Publisher, Excel, PowerPoint, Access, as well as Internet, email and typing speed.	(M:15 F:87)	The recruitment number increased from 100 to 102 due to having many more applicants and even after selection there were some few who were in need and could not be turned away.

Result 2.2: Young people empowered on SRHR and GBV.			
A: 2.2: Conduct behavior change process(BCP) training that addresses SRHR and GBV for 360 people (2 per year for 100 youth in 2017, 120 in 2018 and 140 in 2019) with a special preference for young mothers who have completed computer literacy training for 3 days each batch (2 batches per year of approximately 60 young people each)	Two (three day) Behavior Change process (BCP) training was carried out to address SRHR AND GBV to 102 young people (F:87 M:15)	The recruitment number increased from 100 to 102 due to having many more applicants and even after selection there were some few who were in need and could not be turned away.	
Result 2.3: Young people empowered with business skills.			
A 2.3: Conduct business skills trainings for 360 young people (100 in 2017, 120 in 2018 and 140 in 2019) with a special preference for young mothers, who have completed computer literacy and BCP trainings for 15 days each batch (2 batches per year)	102 [F: 87 M: 15] young people are trained for 15 days on business skills, employment training and HISA. They formed business groups (saloon, animal keeping, decoration, vegetable vendors and sewing group)	The recruitment number increased from 100 to 102 due to having many more applicants and even after selection there were some few who were in need and could not be turned away.	
Result 2.4: Young people empowered with business leadership skills.			
A 2.4:Conduct business leadership trainings for 360 young people(2 trainings per year for 100 youths in 2017, 120 in 2018 and 140 in 2019) with a special preference for young mothers, who have completed computer literacy, BCP and business training for 1 day each batch (2 batches per year of approximately 55 young people each)	102 [F:87 , M:15] young people attended two (1 day) business leadership trainings, and they learned on how to develop their goals and become good leaders in future by developing their strength, creativity, thinking and decision making skills.	There was an increase from 100 youths to 102 youths because more of them turned up to the training because the invited ones also invited their friends.	

Result 2.5: Young people trained in business refresher course.			
A 2.5: Conduct 2 business leadership trainings for 100 young mothers who have completed computer literacy, BCP, entrepreneurship and group enterprise training for 1 day each batch (50 young mothers per batch).	2 (two-day) seminars were held with 77 young mothers who have previously completed EBLI computer literacy and business skills training. The objective of this seminar was to provide a two-day business refresher course for young mothers who graduated from computer and business training in the past and are currently employed or self-employed and looking to take their job or business to the next level.	The planned number was 50 young people but the attendance was 77 due to most of the young people inviting other young people from other batches.	
Result 2.6: Young people in business visited and received business coaching.			
A 2.6: Conduct field visits to 360 young people in business (10 youth per month or 120 youth per year), with a special preference for young mothers, to see the state of young people's businesses, provide coaching to help young people generate increased profit, and understand the current life condition of young people in business.	110 Business visits were conducted to 63 young people and they were given in-person, on-site, tangible coaching to help them improve their businesses and overcome their business challenges.	January visits were not conducted due to delay of funds, hence the 110 visits instead of 120.	

2.0: DESCRIPTION OF ACTIVITIES

1.1: Recruit and conduct 6 training of trainers (2 per year for 5 days each) on behavior change process (BCP) that address sexual and reproductive health and rights (SRHR) to 170 “Kijana Chagua Maisha” student leaders and teachers from 10 secondary schools (50 in 2017, 50 in 2018 and 70 in 2019)

Two training of trainers seminars were delivered by EBLI staff (veronica Mabala, Vincent Ibrahim and Elizabeth Geoffrey) on **February 2017** and **August 2017** to **100 (F: 51, M: 49)** participants, **(F: 19 M: 20)** teachers and **(F: 32 M: 29)** student leaders from the 10 secondary schools. The training aimed to equip the student leaders and teachers to be able to conduct behavior change process (BCP) that addresses SRHR and GBV in their respective schools through weekly “Kijana Chagua Maisha club” meetings, and will report on progress to EBLI monthly. 100 participants were equipped with the necessary knowledge and attitude to be able to train their peers in their respective schools. At the end of the training the post-test survey indicated that the knowledge level in the topics shared rose from 30% to 89%. During the whole seminar the facilitators used the SRHR & GBV manual developed by EBLI and ONE MAN CAN by Sonke Gender Justice.

METHODOLOGY:

During the seminar the facilitators used storytelling and imaging, participants were given a chance to air out their views and they shared their knowledge using different ways such as drama and poetry to discuss the topics assigned for the training seminar. At the end of the seminar each school laid out an action plan on what would be done as a way forward to spreading the knowledge of SRHR and GBV to the rest of the school.

CHALLENGES

Some topics in the aspects of gender based violence such as sexual consent proved to be beyond the comprehension of student leaders and next time will be formulated in a more youth friendly way.

LESSON LEARNT

The participants were eager to learn and their level of participation was very high because they wanted to improve their clubs at school. Each member contributed to the learning experience in their own way.

RESULTS

As a result of this activity we have 50 trainers (20 teachers and 30 student leaders) from 10 different schools in Mwanza region who oversee the KCM activities and help in raising awareness to the schools on SRHR & GBV. There is an average increase in knowledge from 28% to 86% in trainers and they have been given the skills to transmit the knowledge to other students in clubs and outside of the clubs.

1.2 Conduct 108 media sessions (36 Per year) in order to create awareness of sexual reproductive health rights (SRHR) and Gender based Violence (GBV) within the mwanza community, with a specific emphasis on reducing teenage pregnancies.

50 media sessions (5 newspaper articles in Mtanzania, habari leo and Tanzania daima newspapers and 45 radio sessions from Metro FM, Afya Radio, City FM, RFA and Living water Radio) carried out by EBLI staff, 31 (F: 20, M: 11) youths and 25 expert consultants. Approximately 1,000,000 listeners and readers have been directly reached with messages on GBV and Sexual Reproductive Health and Rights (SRHR).

METHODOLOGY:

We discussed with the youth on what topics they think needs more emphasis to the general public and after listening to different ideas the youth prioritize on the ideas so that we know which ones should be discussed first. Then the youth select a representative who is accompanied by one staff member and one expert in the field of the topic who can answer the technical questions from the public when they call during the session. Mainly the session begins with the presenters introducing the topic and the participants of the session, then the youth responsible will give a brief introduction on the topic and give room for the listeners to send in inquiries on what they would like to know more or the challenge they face in the topic. These questions are usually

answered by the staff, youth in charge or the expert in terms of the scope of the questions.

One of the greatest topics that generated a wide debate was on “relationship building in schools and among youth” there was a pull between two sides where most youth believed that there can be no relationship that is not sexual between boys and girls. This brought about a debate that was later on transferred to the KCM clubs because youth came to an understanding that a boy and girl can have relationships without involving sexual activities.

CHALLENGES

We need to keep emphasis on derailing out of the topic of discussion because sometimes the listeners may move out of the scope of SRHR & GBV.

LESSON LEARNT

The response from the general public has been a very good impact to the media sessions because it is through their many inquiries that we get more ideas on what needs to be done better. The youth who facilitate the session usually vary from one another but during the selection of youth we have had the success of having youth that are confident and can speak well in front of the public, they may lack the knowledge to answer some of the more complex questions but that is where the expert steps in and gives the required information.

Nashukuru sana Afya
radio kwa mada hii ya
ukatili kwenye familia,
Mimi nilikuwa sielewi
kuwa kama mke wangu
hataki kushiriki tendo la
ndoa nikamlazimisha
nayo ni ukatili ...

One of the messages from one of our media sessions about GBV where a listener was expressing his views towards the topic discussed. The listener did not disclose his name but he states “thank you so much for this discussion because personally I never knew that if my wife refuses to have sex with me and I demand it I am practicing GBV.”

RESULTS

From the radio stations that we have done these sessions we have an estimated number of 1,000,000 listeners from mwanza region. It has become a popular session in some areas, especially the ones where there are KCM clubs and also for those that have not had the opportunity to listen to the live session we take recordings and give them to listen all over again and it is through these that we get new topics to discuss the following week.

1.3 Conduct 144 monitoring visits (48 per year) of “Kijana Chagua Maisha” clubs in order to coordinate and supervise the 10 KCM clubs, and ensure that students are abstaining from casual sexual behavior and that those trained in the TOT are supported to carry out BCP trainings.

54 monitoring visits were conducted to all the 10 targeted schools. 2 staff with the support of 1 volunteer organized and carried monitoring in schools. Main aim being to coordinate and supervise the KCM clubs and ensure that students are abstaining from casual sexual behavior and the trainers trained in the TOT have all the support they need to carry out BCP trainings. During the club meeting the student leaders, patrons and matron who had undergone the TOT were seen in action facilitating.

METHODOLOGY:

On the collection of data we check on monthly club meetings with club members to review success and lesson learned, to measure the knowledge and attitudes equipped from their meetings, documentation of success stories from the students after the SRHR & GBV trainings.

CHALLENGES

Monitoring sessions for the clubs should be added from 4 schools per month now to 10 schools per month. KCM clubs are the foundation of youth acquiring knowledge on SRHR& GBV therefore they need more supervision from time to time.

LESSON LEARNT

The success stories offer a clear picture of what was happening before, what is happening now and where the students are heading in terms of confidence of talking about SRHR and GBV.

RESULTS

As a result of this activity we have 1089 active members of KCM who participate fully in awareness activities to the rest of the youth in their school. It was difficult to see changes in the beginning of the year because the peer educators were not fully trained but from July we can see that the students are more aware of their rights, their attitude towards safe sex has improved because at first most of them were scared to even hint on safe sex topic but the number of youth who are able to speak out about SRHR and GBV has increased. They use drawings, articles and morning speeches to portray a message on SRHR and GBV to other school members. Only three out of the ten schools with KCM clubs have a total of 15 girls (Mhandu secondary 5 girls, Mtoni secondary 8 girls and Nundu secondary 2 girls) who have dropped out of school due to pregnancies.

1.4: Conduct 12 behavior change process (BCP) trainings (4 per year) that address sexual and reproductive health and rights (SRHR) to 800 youth out of school (200 per year), including how to use preventive measures against HIV and teenage pregnancies. (200 in 2017, 280 in 2018 and 320 in 2019)

Four BCP trainings were delivered by EBLI staff (veronica Mabala, Vincent Ibrahim and Elizabeth Geofrey) on **1st April, 13TH May, 16TH September and 25TH September 2017** to **200 (F:99, M:101)** youth out of school. The trainings addressed sexual and reproductive health and rights (SRHR) and Gender Based Violence (GBV) to youth out of school, including how to use preventive measures against HIV and teenage pregnancies. facilitators focus on the topics of life skills, gender based violence, HIV and Family planning using the SRHR & GBV manual developed by EBLI and ONE MAN CAN by Sonke Gender Justice.

METHODOLOGY

The facilitators gave the participants activities that made them work with their hands in teams so as to demonstrate team work. Later on the participants worked together in groups to discuss various scenarios that were laid out in story form to express their situations in the society regarding different topics. In the end they laid out their action plan on what they would do to be examples to their societies and how they would spread the knowledge of SRHR and GBV.

CHALLENGES

The one day sessions proved challenging when it comes to discussing all topics, therefore we need to find an alternative next time so that we can have more time to discuss thoroughly through all the topics.

LESSON LEARNT

Working as teams proved to be helpful for those that were shy to speak in front of everyone. They had to share ideas in their groups because they were more comfortable in smaller numbers and therefore they came with diverse ideas to contribute to the seminar.

RESULTS

In the wards that this activity has been done there are a total number of 200 trained youth out of school who have now decided to form groups that are responsible for the creation of awareness to other youths on SRHR & GBV. We also have 4 peer educators who assist in seminars to other youths out of school during seminars. So far there are only two youth out of school groups and they have just showed great initiative by having their own meetings and discussing matters on SRHR and GBV using the SRHR and GBV teaching manual by EBLI.

1.5 Conduct 12 sexual and reproductive health and rights (SRHR) and gender-based violence (GBV) trainings (4 per year) to 800 community gatekeepers and parents (200 in 2017, 280 in 2018 and 320 in 2019), including how to foster a positive enabling environment in the community

Four (for 1 day each) sexual and reproductive health and rights (SRHR) and gender-based violence (GBV) trainings were delivered by EBLI staff (veronica Mabala, Vincent Ibrahim and Elizabeth Geofrey) on **25th April, 5th June, 28th October** and **18th November 2017** to **200(F: 137, M: 63)** community gatekeepers and parents. These trainings aimed at proving the parent with knowledge, skills and attitude towards supporting the youth on the challenges that face them, regarding SRHR & GBV. During the whole seminar the facilitators used the SRHR & GBV manual developed by EBLI and ONE MAN CAN by Sonke Gender Justice.

METHODOLOGY

Together with peer educators we introduced topics to the participants who pitched in their own understanding and shared their knowledge with each other. With the help of a consultant who was there to answer the more technical questions the community gate keepers highlighted the main barriers to providing information to their youth and what they think would be a better way to help find a solution for that. In the end they created a way forward action plan on the steps they would take to spread SRHR and GBV knowledge to their peers and how they can support the youth in their community.

CHALLENGES

The one day sessions proved challenging when it comes to discussing all topics, therefore we need to find an alternative next time so that we can have more time to discuss thoroughly through all the topics.

LESSON LEARNT

The sharing session was a very successful session especially on the topic of GBV because some of the parents shared their experiences which made the other participants to also share theirs and we came out with a lot of new perspectives because some of the participants were being violated in their homes without even knowing if it is violence.

RESULTS

Due to this training we have 200 community gatekeepers and parents who are aware on the knowledge of SRHR & GBV. We also have 2 peer educators who assist in the training of other community gatekeepers and parents. They know the importance of supporting the youth on SRHR & GBV.

2.1: Recruit and sponsor 360 deserving young people (100 in 2017, 120 in 2018 and 140 in 2019) who dropped out of school, with a special preference for young mothers, to attend computer literacy training for 4 months each batch (2 batches per year of 50 young people each)

102 young people (**M:15 F:87**) were recruited and enrolled in computer literacy for four months where they are learning introduction to computers, Microsoft Word, Publisher, Excel, PowerPoint, Access, as well as Internet, email and typing speed.

METHODOLOGY

EBLI staff members visited the local government structures (e.g. ward offices) and religious institutions to distribute flyers about the project in order to recruit young people for the intake of 2017 (11th and 12th batch since the project's inception). Those recruited were asked to visit the EBLI office for an in-person interview and to provide the following documents: (a) Reference letter from the street chairperson (b) Clinic card of the child (for young mothers) (c) Commitment letter from the guardian/parent (d) Two passport size (e) Completed EBLI recruitment form (provides data to help track project impact)

CHALLENGES

Some of the students drop out for unknown reasons (we are working on ways to investigate further the reasons for these drop outs), maybe in the future we might develop other short activities apart from the computer classes for those students that feel they do not need or would not do well in computer studies.

LESSON LEARNT

One reason for this may be that visits to government offices was more extensive than in the past, coupled with increasing word of mouth about the project. EBLI has made such an impact that now more people are aware of the project and that is the main reason for exceeding the target of 100.

RESULTS

We have 102 graduates who have done so well in their lives. 63 have started their own businesses (although only 45 are still active due to the others stopping due to challenges like permit problems and lack of adequate space for business.) and 38 young people are employed in stationeries and companies due to the computer knowledge that we have provided for them here. Most of all most of them have gained confidence and are able to participate in activities in the society without fear or insecurities.

2.2: Conduct behavior change process (BCP) training that addresses SRHR and GBV for 360 people (2 per year for 100 youth in 2017, 120 in 2018 and 140 in 2019) with a special preference for young mothers who have completed computer literacy training for 3 days each batch 9 2 batches per year of approximately 60 young people each)

Two BCP trainings were delivered by EBLI staff (veronica Maballa, Vincent Ibrahim and Elizabeth Geofrey) on **May 2017** and **September 2017** to **102 (F: 87, M: 15)** young people having completed their computer training. This training is majorly geared towards equipping them with information on prevention of HIV/AIDS, family planning, setting life goals, and other youth related issues. During the whole seminar the facilitators used the SRHR & GBV manual developed by EBLI and ONE MAN CAN by Sonke Gender Justice.

METHODOLOGY

Participants were asked to indicate their goals in life and where they think they are at in terms of achieving them. This scaling was used as a basis for looking at what it takes to make the next step towards goal achievement. Throughout the training the facilitator would raise a topic and get views from the participants who were put into groups to discuss.

CHALLENGES

Some of the students were shy to express the problems that they face in relation to sexual reproductive health and rights as well as gender based violence, therefore next time we have assigned staff of the same gender that can assist on a personal level because most are shy to speak in public.

LESSON LEARNT

Giving the participants enough time to express themselves made us more aware of some challenges they face that we had no idea of. Most of the challenges we tackled together and after discussions the participants realized that they can be easily solved so we came with a way forward action plan to further help the participants in SRHR & GBV.

RESULTS

There was an increase in knowledge from 32% to 81% to the young people that were given this training, and they have developed a sense of confidence in which they can talk about sexuality to their peers, prevent themselves from pregnancies and infections like HIV and for those that had given birth at a young age are now more aware of the ways that they can prevent themselves from repeating the trend. We have four peer educators from this group and also five media correspondents who from time to time go on live media sessions to talk about SRHR and GBV.

2.3: Conduct business skills trainings for 360 young people (100 in 2017, 120 in 2018 and 140 in 2019) with a special preference for young mothers, who have completed computer literacy and BCP trainings for 15 days each batch (2 batches per year)

Business skill training was conducted by EBLI staff (Lucy Metha and Elizabeth Geoffrey) to **102** young people (**M: 15 F: 87**) for 11 days training, to young people who just completed computer literacy training. Due to the special preference we have trained more young mothers and a few young boys who are living in poor conditions. Aim of this training is to give the young people the knowledge, skills and attitude to have economic empowerment and reduce economic dependency.

METHODOLOGY

The first 11 days of business training focused on entrepreneurship. The next 4 days focused on how to gain employment for both batch 11 and 12. Then the participants took a business exam, followed by a 1 day introduction to *Hisa* saving and loaning groups. Instructors finished with 3 days of behavior change process (BCP) training, and 1-day business leadership training.

CHALLENGES

Due to each individual having their own strength, next time it will be a good move to inquire from them on what they think can be done for them to have a better economic stability and we hope through their ideas we can devise other ways to assist them.

LESSON LEARNT

Many young people had the courage to dare and try to do business so as to further improve their economy. From this training more than 60% have embarked on a quest to start their own businesses and for those that were interested in employment gained extra knowledge on how they can further accomplish that.

RESULTS

As a result of the training we have 45 young people who have successfully opened up their own businesses such as small restaurants, handcrafts, stationeries, retail shops, salons, tailoring and clothes shops and 38 who have been employed. This has improved their economic stability a lot and we expect them to go further ahead.

2.4: Conduct business leadership trainings for 360 young people (2 trainings per year for 100 youths in 2017, 120 in 2018 and 140 in 2019) with a special preference for young mothers, who have completed computer literacy, BCP and business training for 1 day each batch (2 batches per year of approximately 55 young people each)

Two business leadership trainings were delivered on **2nd July** and **October 2017** to **102 (F: 87, M15)** to young people, who have completed computer literacy, BCP and business training.

METHODOLOGY

This leadership workshop aimed to build the leadership capabilities of young people through hands-on experiential exercises/games, individual writing assignments, simulations, group challenges and self-reflection. Specifically, the training focused on improving the young people's self-confidence, creativity, critical thinking, problem solving, and decision-making.

CHALLENGES

We didn't have enough space for doing exercises therefore we plan to find another space for the activity. Most of the time we need to extract energizers to our trainees, role plays, bingo, hackly spider web and back role during our training sessions. It has been disturbing a lot when we do conduct it by emitting noises. Most of our exercises are very creative in nature and thus difficult at first time for the participants to fully understand given the limiting space.

LESSON LEARNT

Due to the nature of the seminar a large number of the participants were more interested in the lessons when they came out as compared to when they first started the training. They shared more on the topics discussed and all this was due to being given the power to air out their views without any judgment from anyone in the seminar and the exercises made them active almost 95% of the time.

RESULTS

This has given an opportunity to young people to be in their comfort zones and do what they love and not what they think is easy. The seminar has helped more than 100 young people to be confident enough and do what they love speak freely about their sexuality.

2.5: Conduct business refresher courses for 170 young people (2 trainings for approximately 55 youths per year), with a special preference for young mothers who have previously completed computer literacy, BCP and business skills training and are employed or self employed for 2 days each occurrence (2 occurrences per year of 28 young people each)

Two (two-day) seminars were held with 77 young mothers (course 1: 22, course 2: 55) who have previously completed EBLI computer literacy and business skills training. The objective of this seminar, facilitated by Lucy Metha and Elizabeth Geoffrey, was to provide a two-day business refresher course for young mothers who graduated from computer and business training in the past (Batches 1-11) and are currently employed or self-employed and looking to take their job or business to the next level.

METHODOLOGY

The participants were asked to be in groups and discuss their main challenges in their businesses. Later on the facilitators together with the participants discussed together on what they think would be the best solution to the problems that they addressed. By the end of the seminar most of their challenges had become easier compared to when they were before.

CHALLENGES

The seminar focuses only on those with businesses but we need to discuss with young mothers how those who are employed also have the opportunity to attend and benefit from the trainings.

LESSON LEARNT

Through sharing the participants realized that the challenges they face are not that different from each other and they are not as big as they anticipated. This enabled them to come up with ideas that in the end helped find a solution to these challenges.

RESULTS

Many young people who have started a business usually face challenges that they did not anticipate during classes but this seminar gives them a chance to air out their challenges and get help from others who have gone through the same situation. It has helped save a lot of businesses that were almost collapsing.

2.6: Conduct field visits to 360 young people in business (12 visits to 120 young people per year with a special preference for young mothers, to see the state of young people's businesses, provide coaching to help young people generate

increased profit, and understand the current life conditions of young people in business.

110 Monitoring and evaluation were conducted in the form of a field visit to the businesses of 63 young mothers who previously completed EBLI computer literacy and business training. The objective of these field visits was to (1) see the state of young mothers' businesses, (2) provide coaching to help young mothers generate increased profit, and (3) understand the current life condition of young mothers in business. Young mothers who are economically empowered are independently able to meet their basic needs and avoid instances of gender-based violence (GBV).

METHODOLOGY

Co-facilitator of business training, Lucy Metha, and new part-time EBLI staff member and INTERTEAM development worker, Susan Waltisberg, conducted a field visit to the businesses of 63 young mothers who had completed computer and business training from EBLI.

CHALLENGES

After the business visits we have noticed that most of them fail to obtain business permits which becomes a disadvantage to them and therefore we need to devise a plan that will equip the knowledge of license application and maintenance to young mothers so that they can be legal business women with a security in doing business without the fear of being shut down.

LESSON LEARNT

Out of the 63 young mothers who opened up businesses 45 have established businesses that are stable and earn them an income and it is a relief to see that they have reached a phase in their life where they are able to take control of their lives. During the visits we gave the young mothers the freedom to elaborate on what their business and how they think they can improve them.

RESULTS

We have a total number of 45 young mothers who are actively running their own successful businesses and a total of 18 whose businesses were not successful (some had no permanent business areas leading to customers

plummeting) therefore stopped and are employed in different other businesses.

3.0 PROGRESS TOWARDS RESULTS AND OBJECTIVES

OBJECTIVE	INDICATOR	PROGRESS	PROGRESS OF INDICATORS
Specific objective 1: strengthen 3000 students (1000 per year) in 10 secondary schools, 680 youth out of school and 680 community gatekeepers and parents with behavior change process (BCP) that addresses sexual and reproductive health and rights (SRHR) to help decrease teenage pregnancies in Mwanza, Tanzania by December 2019.	3000 of young people empowered with' SRHR and GBV knowledge and are able to claim their rights.	Provision of SRHR and GBV knowledge to 1491 youth in schools through the KCM clubs.	1491 young people empowered with' SRHR and GBV knowledge and are able to claim their rights.
	800 community member's awareness on SRHR and GBV enhanced.	Provision of SRHR and GBV knowledge to 200 community members through community and gatekeepers training seminars.	200 community member's awareness on SRHR and GBV enhanced.
	3000 students choose to abstain from sex or practice safe sex.	Provision of SRHR and GBV knowledge to 1491 youth in schools through the KCM clubs.	896 students choose to abstain from sex or practice safe sex.
	800 youth out of school able to negotiate for safe sex and use preventive measures against HIV and pregnancy.	Provision of SRHR and GBV knowledge to 200 youth out of schools through the youth out of school trainings.	120 youth out of school able to negotiate for safe sex and use preventive measures against HIV and pregnancy.
	800 community gatekeepers' knowledge on SRHR and GBV improved and 30% are able to speak with children about SRHR and GBV.	Provision of SRHR and GBV knowledge to 200 community members through community and gatekeepers training seminars.	200 community gatekeepers' knowledge on SRHR and GBV improved and 60 are able to speak with children about SRHR and GBV.
	2140 of girls and young women experiencing coercion,	Provision of BCP training to 968 young girls and women	403 of girls and young women experiencing coercion, discrimination can speak out.

	discrimination can speak out.	on SRHR and GBV.	
Specific objective 2: Reduce joblessness and dependency among 360 young people (100 in 2017, 120 in 2018 and 140 in 2019) who dropped out of school, with a special preference for young mothers, through computer literacy, business skills, and secondary education, to help decrease instances of gender-based violence (GBV) in Mwanza, Tanzania by December 2019.	360 young people become computer literate and have business and leadership skills	Economic empowerment to 102 young people through provision of computer studies and business and entrepreneurship studies.	102 young people become computer literate and have business and leadership skills
	360 young people's knowledge on SRHR and GBV improved and are able to negotiate for safe sex.	Provision of SRHR and GBV knowledge to 102 young people.	102 young people's knowledge on SRHR and GBV improved and 60 are able to negotiate for safe sex.
	360 young people are self-confident and their self esteem strengthened.	Economic empowerment to 102 young people through provision of computer studies and business and entrepreneurship studies.	102 young people are self-confident and their self esteem strengthened.
R 1.1: students know and are able to use BCP and empowered to practice safe sex.	170 students and teachers trained on BCP at TOT level.	Provision of SRHR and GBV skills and knowledge to 50 teachers and students (trainers) in TOT seminars.	50 students and teachers trained on BCP at TOT level.
	3,000 students trained on how to abstain from sex or practice safe sex.	Provision of SRHR and GBV knowledge to 1491 youth in schools through the KCM clubs.	1,491 students trained on how to abstain from sex or practice safe sex.
	340 young people trained on BCP that addresses SRHR	Provision of SRHR and GBV knowledge to 102 young people through the BCP	102 young people trained on BCP that addresses SRHR and GBV
R 1.2: young people empowered on their sexual and reproductive			

rights	and GBV	trainings.	
R 1.3: informed community on SRHR and GBV.	108 media sessions conducted to create awareness on SRHR and GBV among the community.	Provision of SRHR and GBV knowledge through media sessions.	50 media sessions conducted to create awareness on SRHR and GBV among the community.
R 1.4: Kijana chagua maisha clubs in 10 secondary schools monitored and supported.	48 monitoring visits conducted.	Conduct monitoring visits to 10 KCM clubs.	52 monitoring visits conducted.
	90 KCM club leaders state they feel supported to facilitate club sessions.	Support the trainers in provision of SRHR and GBV knowledge in the KCM club trainings.	30 KCM club leaders state they feel supported to facilitate club sessions.
R 1.5: Youth out of school empowered to negotiate for safe sex and use preventive measures against HIV and pregnancy.	680 youth out of school trained to negotiate for safe sex and use preventive measures against HIV and pregnancy.	Provision of knowledge on SRHR and GBV, skills on having safe sex and attitude towards safe sex.	200 youth out of school trained to negotiate for safe sex and use preventive measures against HIV and pregnancy.
R 1.6: community gatekeepers and parents creating enabling environment on SRHR and GBV.	680 community gatekeepers and parents trained on SRHR and GBV.	Provision of SRHR and GBV and communication knowledge to 200 community members through community and gatekeepers training seminars	200 community gatekeepers and parents trained on SRHR and GBV.

R 2.1: Young people empowered with computer literacy skills.	340 young people trained on computer literacy skills.	102 Young people empowered with computer literacy skills.	102 young people trained on computer literacy skills.
R 2.2: Young people empowered with business skills.	340 young people trained on business skills.	102 Young people empowered with business skills.	102 young people trained on business skills.
R 2.3: Young people empowered with business leadership skills	340 young people trained on business leadership skills.	102 Young people empowered with business leadership skills	102 young people trained on business leadership skills.
R 2.4: Young people trained in business refresher course.	170 young people trained in business refresher course.	77 Young people trained in business refresher course.	77 young people trained in business refresher course.
R 2.5: young people in business visited and received business coaching.	360 young people in business visited for business and track the progress.	63 young people in business visited and received business coaching.	63 young people in business visited for business and track the progress.

4.0 Analysis and assessment of the project progress

4.1 HIGHLIGHTS

The project has a very big reception from the public. Most of the activities conducted by EBLI have had a positive impact to the society around us and due to this we can see that there is more interest in our activities such as having more applicants for the computer and entrepreneurship programs, having more people interested in the seminars regarding SRHR and GBV as well as having media outlets contacting EBLI on matters regarding SRHR and GBV. BCP has played a big role especially in schools; many students are on the right path due to the BCP training that they get in the KCM clubs. Youth are now more confident to speak in public about safe sex unlike before where many youth were facing difficulties when it came to making inquiries about safe sex and this has been boosted by the response they get from parents who are also now more willing to discuss these matters with their children due to having received the proper communication skills to use when talking to their children/youth about SRHR.

4.2 CHALLENGES

In the implementation of the project we have faced some setbacks in various areas such as failure to discuss some topics to students due to the education policy of Tanzania, we are not allowed to talk to the students about family planning methods and this limits our effort to educate the youth in school on preventing teenage pregnancy, the only method allowed is the use of condoms and abstinence.

4.3 CRITICAL REFLECTION

With the government's strong position on education for girls who have dropped out of school due to teenage pregnancy EBLI as an organization knows that there is less room for advocacy and dialogue on the policies set for the girl child in Tanzania. The main focus for EBLI is on prevention of the problem rather than dealing with the consequences of the problem. EBLI has a chance to prevent this problem of teenage pregnancies through spreading knowledge on SRHR and GBV to the youth in school and youth out of school so

that they are able to combat this problem as well as the spread of STIs such as HIV (AIDS).

Another way is by giving SRHR and GBV education to the community that surrounds the youth (parents, religious leaders, street leaders, health service providers and guardians) as well as communication skills so that the youth can have enough support when it comes to fighting teenage pregnancy and spread of HIV.

EBLI realizes that there is a very big link between GBV and poverty, and this mostly leads to young people involving themselves in sexual practices due to coercion by their situation. In order to eradicate this situation EBLI's focus on the youth is to give them knowledge and skills on entrepreneurship and business so that the youth always have an option on what they can do to overcome poverty in their society and we believe that this will be a big first step to reducing GBV and teen pregnancies that are a result of poverty.

4.5 LESSON LEARNT

When dealing with youth out of school we have realized that we started off in the wrong footing because it was difficult to keep track of all the youths who we have trained due to others moving. In this we have learnt that by establishing KCM clubs for youths out of school has proved to be more effective because they keep in touch and there is even an addition of members to some of the groups. This makes it easier for them to organize each other and spread the knowledge and skills to other youth out of school.

4.4 CONCLUSION

The main goal of EBLI is To contribute to the reduction of teenage pregnancies among 3,000 students ages 13 to 18 in 10 secondary schools using behavior change process (BCP), and economically empower 360 young people ages 14 to 20 who dropped out of school to live a life free of coercion, discrimination and gender-based violence (GBV) in Mwanza, Tanzania by December 2019. By the end of 2017 we can say we are 25% into achieving that goal. Only three out of the ten schools with KCM clubs have a total of 15 girls (Mhandu secondary 5 girls, Mtoni secondary 8 girls and Nundu secondary 2 girls) who have dropped out of school due to pregnancies. With more work and

determination we have come to understand that we can achieve this goal by simply providing education on SRHR and GBV. On this EBLI Has Managed To reach youth in school **1089 (F:608,M:481)**, youth out of school **200 (F:99,M:101)**, young people **102 (F:87,M:15)**, community gatekeepers and parents **200 (F:137,M:63)** making it a total of **1,591 (f:931 ,m:660)** directly reached and an estimated **1,000,000** listeners from the mwanza community through media sessions.

5.0 Internal-evaluation

EBLI conducted 4 internal evaluations (after every quarter) to all employees to see where the staff was strong and where they lacked the skill or knowledge. The evaluation carried out by the director and project manager was done by way of questionnaires and later a follow up of oral interview, each employee was evaluated according to the task that they were assigned to do and what skills they had or lacked when performing the task. According to the results of the evaluation we have tried to make some changes in terms of staff and capacity building in the required field. Some of the staff that needed more capacity building on various areas was given the opportunity to attend seminars so as to get more information and be more productive to the project. Currently we are putting more emphasis on monitoring and evaluation where we need all the staff to be able to do a thorough monitoring and evaluation so as to know and keep track of the progress of the project.

Also there was one evaluation for the peer educators from both youth in school and out of school. This was done before the end of the second quarter and it enabled us to see on what areas that we should focus on when we started training of trainers for the third quarter training.

6.0 Not intended outcomes:

There have been some unintended outcomes specifically on the media activities. As planned we expected to do 36 media sessions according to the budget set for the project. Due to the topics in discussion the listeners show high level of interest that it makes the radio stations set aside their own topics

on matters that involve SRHR & GBV. Luckily enough they require assistance from us to help in the running of these sessions hence giving us the opportunity to discuss our agendas for more sessions.

7.0 Individual success stories

There has been various success stories especially in the KIJANA CHAGUA MAISHA clubs but here are selected two as a sample of the impact of the project to the youth.

Success story 1:

Josepha is a student of Mahina secondary school who was very discourteous and she didn't listen to any good advice from her parents or teachers. Most of the time she was hanging out with bad peer groups and trying to imitate what the elder girls of the group behaved. This led her down a very bad path in such a way that she was no longer focusing on her studies. She decided to join KCM because she was told to join any club in school as a requirement. She attended the KCM seminars and activities as a requirement at first, but she later realized that she loved the way the club members have competitions on art. It was through these competitions that Josepha started to use her art to influence other students on GBV topics.

Success story 2:

Irene a student of Igelegele secondary school comes from a very poor family. When she joined her school she was convinced that the only way she can get her basic needs is by having relationships with men who can provide for her. She went on with this behavior for a while before she was approached by one of her friends who was a member of KCM and was told to attend some seminars and see if she can come out with anything positive from the meetings. After a while Irene came to know the flaws in her behavior and how dangerous it was for her to participate in unprotected sex with multiple partners. Although it took a whole year for Irene to get the help she deserved but she got it and eventually started walking in the right path. According to her

she has stopped having multiple partners and says she has knowledge on where to get condoms and how to use them, therefore she cannot be caught off guard even if she decides to have sex again.