

# EBLI ANNUAL REPORT

## January –December 2016



**Name of Partner Organization:** Education for Better Living Organization (EBLI)

**Project Title:** Kijana Chagua Maisha

**Project Number:** 7021

**Project Period:** 3 years

**Reporting Period:** Quarterly

**Reporting Date:** December 2016

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## 1.0 IMPORTANT CHANGES IN THE CONTEXT

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Tanzanian government introduced free and compulsory secondary education, which has increased the number of youth in the target group, but also resulted in overloading in the school system, which was woefully unprepared for the increase in the student population.

## 1.1 IMPORTANT CHANGES WITHIN THE ORGANIZATION

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- Formation of Students Behavior Change Network (SBCN) in secondary schools, an idea led by student leaders themselves, focused on identifying students at risk of physical, psychological, or sexual abuse. There are six representatives per school.
- Introduction of EBLI child and youth protection policy in secondary schools to ensure the safeguarding of children and youth in all EBLI project environments.
- Creation of article writing groups in secondary schools due to low individual response on article writing, leading to a strong increase in student participation.
- Expansion of computer literacy and business skills training program to include not only young mothers, but also boys and other girls from vulnerable backgrounds.
- Establishment of a secondary education program, providing young mothers with two years of secondary education in just four years, offering them a second chance to sit for the Form IV national exam. (This activity is not funded by *tdch-ch*).
- Tobias Peltenburg, INTERTEAM development worker, departed EBLI and returned to his home country of Switzerland in October 2016.

LISTS OF ACTIVITIES		
TABLE 1.1: INDICATES THE LIST OF ACTIVITIES.		
PLANNED ACTIVITIES (AS PER LOGFRAME)	IMPLEMENTED ACTIVITIES	COMMENTS/REASONS FOR DEVIATIONS/ADJUSTMENTS
<b>Result 1.1:</b> Increased awareness and knowledge among secondary school youth of their sexual and reproductive health and rights (SRHR). <b>Result 1.2:</b> Young people able to choose and maintain a healthy lifestyle, avoiding casual sexual behavior patterns that put them at risk of pregnancy and school dropout.		
<b>A 1.1:</b> Conduct 10 trainings for 3 days each for approximately 1,500 students (500 students per year) on behavior change process (BCP) and the sexual and reproductive health and rights (SRHR) to facilitate adolescents' reproductive health development in ten secondary schools.	We conducted 10 trainings of 30 days (3days each) for <b>547 (F295,M250)</b> form one students FROM Mahina, nyasaka, kangaye, mtoni, mhandu, igogo, mapango, Bugarika nundu and Igelegele secondary school on behavior change process (BCP) and the sexual and reproductive health and rights (SRHR) to facilitate adolescents' reproductive health development.	We succeed on conducting all of the planned trainings.  -47students increased above our target this is due to the awareness of the importance of sexual reproductive health education and rights in schools that attract more students.
<b>Result 1.3:</b> Young people taking up leadership positions in schools and Kijana Chagua Maisha clubs.		
<b>A 1.2:</b> Conduct 1 training on leadership and facilitation skills for 2 days per year to 30 Kijana Chagua Maisha leaders from ten secondary schools.	We conducted 1 training on leadership and facilitation skills for 2days and reached a total number of <b>31(F 16, M 15)</b> student.	-EBLI to provide a workshop or workshop with club patrons and leaders to enhance good leadership skills -Leaders to be creative in the facilitation of the club meetings to enhance mobilization of more members -EBLI to provide more materials and curricular of the KCM club in schools: well management of the handover of the leadership and the club materials. -Proper time management where the leaders should plan on the time, place and when to meet for the club meetings.
<b>Result 1.2:</b> Young people able to choose and maintain a healthy lifestyle, avoiding casual sexual behavior patterns that put them at risk of pregnancy and school dropout.		
<b>A1.3:</b> Conduct 1 monitoring visit of clubs in each of the 10 secondary schools per month in order to coordinate and supervise the 10 clubs.	We conducted <b>21</b> monitoring visits for <b>70</b> days to all the <b>10</b> targeted schools -2 staffs organized and carried monitoring in schools with the support of young mothers. During the monitoring, the staffs and young mothers facilitated the whole process during the club session	-Monitoring visits in schools give technical support to the members. -Monitoring visits support the activeness of the club in schools and also attract more students to join the club. -Maintain good relationship with the school.
<b>Result 1.2:</b> Young people able to choose and maintain a healthy lifestyle, avoiding casual sexual behavior patterns that put them at risk of pregnancy and school dropout. Informative and youth friendly articles from students.		

<b>A 1.4:</b> Print and disseminate <b>200</b> articles to <b>10</b> secondary schools per year to provide updated information on sexuality, and encourage students to write their own articles for circulation and external review of effectiveness and readership of articles.	-we disseminated <b>130</b> articles in the 10 targeted schools namely Nundu, Kangaye, Nyasaka, Mahina, Mhandu, Mapango, Igelegele, Igogo, Bugarika and Mtoni. -The nature of article distributed were temptations, early marriage and sexuality.	-Headmasters and club teachers are very important figures in motivating and raising students' awareness on the importance of Kijana Chagua Maisha club.
<b>Result 2.1:</b> Young mothers able to provide for their daily livelihood through employment/self-employment.		
<b>A 2.1:</b> Recruit and sponsor 100 deserving young mothers to attend basic computer literacy lessons (Introduction to Computers, Microsoft Word, Publisher, Excel, PowerPoint, Access, Internet, email and typing speed) for 4 months each batch (two batches of 50 young mothers each).	<b>-102(97 young mothers, 5boys)</b> were recruited and enrolled in computer literacy on the year <b>2016</b> .	<b>-90(86 young mother, 4 boys)</b> completed and graduated on both computer literacy and business skills training, including the comprehensive examinations. On the year <b>2016</b> .
<b>RESULT 2.2:</b> Increased self-confidence within each young mother as a result of BCP, computer, business, and leadership trainings.		
<b>A: 2.2:</b> Conduct 2 BCP trainings for 100 young mothers who have completed computer literacy training for 3 days each batch (50 young mothers per batch).	- EBLI conducted BCP training in May 2016 over three days for <b>92(88young mother, 4boys)</b> young people who actually went on to complete both computer literacy and business skills training,.	<b>-8 youth (7 young mothers, 1 boy)</b> failed to successfully complete all course requirements for both computer literacy and business skills training. - The classroom dynamic and learning experience seemed unaffected by the combination of young mothers and boys together for the first time. All students seemed to get along with mutual respect. However, this is still being vetted.
<b>RESULT 2.3:</b> Young mothers able to resist unwanted sexual advances, such as material-induced sex.		
<b>A 2.3:</b> Conduct 2 entrepreneurship and group enterprise trainings for 100 young mothers who have completed computer literacy and BCP trainings for 15 days each batch (50 young mothers per batch).	- A total of <b>91(88young mother, 4 boys)</b> young people began employment and entrepreneurship in <b>2016</b> .	<b>-90(86youngmother, 4 boys)</b> young people successfully completed employment and entrepreneurship training in year <b>2016</b> . - Two young mothers dropped out in between the completion of computer literacy and the start of BCP training, which is unfortunate given they were sponsored (paid for) to not only learn computers, but also BCP and business skills.
<b>A 2.4:</b> Conduct a revolving fund to enable <b>100</b> young mothers ( <b>50</b> young mothers per batch) who have completed computer literacy, BCP, entrepreneurship and	<b>90 (85 youngmother, 5boys)</b> young people were trained in the complete details of Hisa and equipped with the ability to start and run a saving and loaning group in year 2016.	<b>-62 (58young mother, 3 boys)</b> young people completed details of Hisa and equipped with the ability to start and run a saving and loaning group. <b>-35 (34youngmothers, 1boy)</b> young people formed a Hisa saving and loaning group.

group enterprise training to establish and/or join a Hisa saving and loaning group.		
<b>A 2.5:</b> 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).	<b>65 (62 young mother, 3 boys)</b> young people participated in a daylong leadership workshop, which internalized leadership and management skills, along with self-confidence, so that each may be a stronger contributor in their work, whether employed or self-employed.	-Since EBLI anticipated a potential drop in attendance, young mothers from batches in prior years were contacted and invited to join the leadership workshop so that many would benefit from the skills taught.
<b>A 2.6:</b> Conduct 2 business refresher courses for 2 days each for 100 young mothers (50 young mothers per course) open to all our alumni (2013-2015) who have completed the curriculum and are employed or self-employed.	<b>2</b> business refresher courses for <b>2</b> days each were conducted. and reached a total of	-Communication with past graduates remains a challenge given we are limited to SMS or phone calls, both of which are extremely time consuming with nearly 300 graduates and unreliable given so many have changed phone numbers. A total of <b>34</b> young who have previously completed of EBLI computer literacy and business skills training attended were reached.
<b>A 2.7:</b> Conduct monthly field visits of young mothers in business and members of Hisa saving and loaning groups to understand life condition, directly observe entrepreneurial skills and provide coaching.	<b>-107 (92 home, 15 business) field visits were conducted.</b> <i>At each place of business, the young mother completed a questionnaire regarding health of her business and when possible customers were also interviewed.</i>	Transportation is also challenge since young mothers in business are spread across the city, requiring multiple days to visit a few of them.
<b>ADDITIONAL/GAIN/B/F ACTIVITIES</b>		
<b>Result:</b> Young people able to choose and maintain a healthy lifestyle, avoiding casual sexual behavior patterns that put them at risk of pregnancy and school dropout.		
<b>A: 2.1:</b> Conduct 10 BCP workshops for 2 days each to 500 students per year in 10 schools.	-We conducted five behavior change process training at Mahina, Mapango, Igogo, Igelegele and Mhandu secondary school and reached a total number of <b>261 (F135,M126)</b> students.	- Behavior change process (BCP) and Solution Focused Approach SFA are the important tools on changing the mindset and attitudes of the students.
<b>A:</b> to conduct 1 training of 3days to 19 participants (7staff, 7teachers and 5youngmothers) on solution focused approach (SFA).		
<b>A:</b> conduct 1day project review in order to understand the project progress.	- on 22 <sup>nd</sup> of January from 9.00am to 4.00pm at mid-land hotel, which was facilitated by Mr. Charles Shagi who is also among the board member of EBLI, and	-project review gave us the project reality and understanding of our strength, weakness, opportunities and our threat on implementations.



	attended by 7 EBLI staff ( <b>Bernard, Michael, Tobias, rose, Lucy, Gertrude and song</b> ) it was a participatory seminar with EBLI staff members being the participants. we were able to review the project and fill the donor organization assessment form together as we discussed.	
A. Conduct 1 day reviews of EBLI 5year strategic plan.	-On 26 January 2016, the entire staff of EBLI including international volunteers met to discuss review and finalize a new five-year (2016 – 2020) strategic plan for EBLI.	- This five-year strategic plan serves as an important tool to help ensure that young people needs are being met and that they are able to live a dignified life, one in which each young person is empowered to determine their destiny.

## 2.0: DESCRIPTION OF ACTIVITIES

A 1.1 CONDUCT 10 TRAININGS FOR 3 DAYS EACH FOR APPROXIMATELY 1,500 STUDENTS (500 STUDENTS PER YEAR) ON BEHAVIOR CHANGE PROCESS (BCP) AND THE SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS (SRHR) TO FACILITATE ADOLESCENTS' REPRODUCTIVE HEALTH DEVELOPMENT IN TEN SECONDARY SCHOOLS.

The Legal and BCP department conducted **10** trainings of **30** days at Mahina, Nyasaka, Kangaye, Mtoni, Igelegele, Nundu, Mhandu, Igogo, Bugarika, and Mapango secondary schools for Form I students on the laws and policies that facilitate sexual and reproductive health to the adolescents, supporting youth to actively know and demand their SRHR and equip them with the skills to choose and maintain a healthy lifestyle, avoiding casual sexual behavior patterns that put them at risk of pregnancy and school dropout.

### 1.1.1 TRAINING METHODOLOGY

Participatory methods of facilitation were used including: focus group discussions, role play, case study, storytelling, drawings, and plenary method, all combined with SFA tools.

### 1.1.2 TRAINING RESULTS

Training evaluation in 3 schools leveraged the scale method of SFA to measure students' understanding of the topics discussed. Number 10 indicates the topic was understood perfectly well, with Number 1 being no understanding whatsoever. The majority of students responded with the Number 10. For example, at Nunu Secondary School all participants stated their learning was a Number 10. At Igogo Secondary School, 28 students claimed a Number 10 another 28 students stated Number 9. At Mhandu Secondary School, 20 students reported a Number 10 level of understanding, and 40 students stating Number 9. Students backed up these numbers by saying the training gave them the skills to choose healthy friendships, to know and understand SRHR, family planning, and the legal ramifications for sexual abuse (e.g. rapists). Students also reported learning how to avoid unsafe sex, to know and how to deal with the problems of gender exploitations, to solve personal problems such as failure on exams, how to differentiate good and bad behavior, to know gender discrimination, to know gender violence, child rights, parents and

government responsibility regarding SRHR for youth, and to have a daring mindset. Training reached **547 (F 295, M 250)** students as indicated on the following table:

**Table 1.0: Number of students reached per school in the trainings**

NAME OF SCHOOL	FEMALE	MALE	TOTAL
<b>Mahina sec</b>	29	29	58
<b>Nyasaka sec</b>	29	22	51
<b>Kangaye sec</b>	25	25	50
<b>Mtoni sec</b>	28	44	72
<b>Igelegele sec</b>	39	11	50
<b>Mhandu sec</b>	30	22	52
<b>Mapango sec</b>	33	24	57
<b>Bugarika sec</b>	35	21	56
<b>Nundu sec</b>	10	38	48
<b>Igogo sec</b>	37	14	52
<b>Grand Total</b>	<b>295</b>	<b>250</b>	<b>547</b>

Prior to the training, a survey revealed that **222 of 547** students believed SRHR to refer to how an expectant mother avoids diseases and enjoys a safe delivery. After the training, **314 of 547** clearly articulated the true meaning of SRHR. During a drawing exercise, **189 of 283** students chose to commit themselves to new, healthier behaviors, including: setting and pursuing life goals, respecting other people, pursuing a peaceful and happy life, reading informative books, choosing friends with positive attitudes, and negotiating for safe sex.

**Table 1.2: Number of students who committed to new behavior**

S/N	NAME OF SCHOOL	# OF STUDENTS COMMITTED TO NEW BEHAVIOR
<b>1</b>	Mahina sec	40
<b>2</b>	Nyasaka sec	45
<b>3</b>	Nundu sec	39
<b>4</b>	Mtoni sec	42
<b>5</b>	Igelegele sec	23
<b>6</b>	Igogo sec	48
<b>7</b>	Mapango sec	50
<b>8</b>	Bugarika sec	47
<b>9</b>	Mhandu sec	50
<b>10</b>	Kangaye sec	49
	<b>Total</b>	<b>433</b>

### 1.1.3 CHALLENGES

More students attended than planned for, which had budget implications.

### 1.1.4 LESSON LEARNED

- Severe punishment from teachers towards students contributes to school dropout and negative behaviors.
- Most students who drop out of school due to pregnancy are not members of *Kijana Chagua Maisha* (KCM) clubs.

#### 1.1.5 STUDENT COMMENTS

- Many request EBLI to bring a journalist to schools to talk about child exploitation in schools and create awareness campaign on the issue.
- Some suggest EBLI should talk to the headmaster/headmistress about severe punishments and train teachers on alternative disciplinary measures.

#### A 1.2: CONDUCT 1 TRAINING ON LEADERSHIP AND FACILITATION SKILLS FOR 2 DAYS PER YEAR TO 30 KIJANA CHAGUA MAISHA LEADERS FROM 10 SECONDARY SCHOOLS.

EBLI staff members, Bernard Makachia and Gertrude Swai, facilitated the workshop, which equipped student leaders with facilitation skills to lead KCM Clubs in their schools.

#### 1.2 .1 METHODOLOGY

Leadership training involved focus group discussions, storytelling, cartoons, and role-play.

#### 1.2.2. TRAINING RESULTS:

**31 (F 16, M 15)** leaders from **9** schools participated in the **2-day** leadership training:

**Table 2: Number of student leaders attending the training**

SCHOOLS	MALE	FEMALE
NUNDU SECONDARY	2	1
MAHINA SECONDARY	2	1
IGELEGELE SECONDARY	2	4
MAPANGO SECONDARY	2	1
MTONI SECONDARY	2	1
NYASAKA SECONDARY	1	2
MHANDU SECONDARY	2	1
IGOGO SECONDARY	1	2
BUGARIKA SECONDARY	1	3
<b>TOTAL</b>	<b>15</b>	<b>16</b>
<b>GRAND TOTAL</b>	<b>31</b>	

#### 1.2.3 CHALLENGES

- Time conflicts with other school programs and activities
- Lack of cooperation among the leaders, patrons, and the members
- Lack of respect among the club members to the club leaders
- Inadequate club curricular and other materials
- Poor communication between the leaders, patrons, and its members



- Poor leadership skills among the club leaders
- Inadequate club members due to poor mobilization

**A 1.3: CONDUCT 1 MONITORING VISIT OF CLUBS IN EACH OF THE 10 SECONDARY SCHOOLS PER MONTH IN ORDER TO COORDINATE AND SUPERVISE THE 10 CLUBS.**

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## INTRODUCTION

Legal and BCP Department conducted **19** monitoring visits over **190** days to **10** secondary schools: Nyasaka, Mhandu, Igogo, Mtoni, Igelegele, Mapango, Bugarika, Mahina, Nundu, and Kangaye. Monitoring was led by Rose Edward and supported by young mothers. Visits were aimed at evaluating the effectiveness of the KCM clubs in secondary schools.

## METHODOLOGY

The following monitoring methods were used to collect data:

- Monthly club meeting check-ins with members to review success and lessons learned the last meeting, do problem solving, and offer technical skills.
- Pre and post test survey used during the trainings to measure students' understanding on topics.
- Post-training evaluation to understand what went well and areas for improvement.
- Experimentation was done with outcome tracking forms from ***SASA! Monitoring and Evaluation basic manual***. This was used to monitor students' knowledge, attitudes, skills and behavior change with regards to SRHR and gender violence.
- Teacher questionnaires were administered to understand the number of students who drop out of school due to pregnancy, overall completion rate of students, status of sexual activities in school, positive behavior change among the students, number of members who assumed leadership responsibilities in schools, teacher comments on the school program, and any suggestions.
- Documentation of success stories.

## POPULATION OF THE STUDY

The study population included KCM leaders and club members, and school teachers.

## SAMPLE AND SAMPLING TECHNIQUES

The sample size of the study comprised **620** people, **500** of whom were KCM leaders or members and **20** of whom were patrons/matrons/teachers, and also **100** students who were not members of KCM clubs from all **10** targeted secondary schools.

## PLAN FOR MONITORING

We planned to conduct monitoring visits **10** visits per month per **10** months in a year.

## FINDINGS

The following data came from student questionnaires:

#### **FINDING 1: KNOWLEDGE GAINED AMONG THE STUDENTS**

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- **3 of 50** students believe violence/abuse can only occur physically.
- **10 of 50** students said gender violence has no negative effects on women/girls.
- **8 of 50** students stated a woman/girl who had sex could not be in danger of contracting a sexually transmitted infection (STI).
- **30 of 50** students understand: Violence/abuse can be categorized as physical abuse/violence, emotional/psychological abuse, sexual abuse, economic abuse and gender violence; That there is an impact of gender violence to women/girls; That the women/girls who engaged in sexual activities are at high risk of contracting an STI; That SRHR is a state of physical, emotional, mental and social well being related to sexuality and is not merely the absence of disease, dysfunction, or infirmity.

#### **FINDING 2: CHANGE OF ATTITUDES AMONG THE STUDENTS**

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- **1 of 50** students commented underage marital relationships are good and legal.
- **1 of 50** students commented that a man is the decision maker in a love relationship.
- **9 of 50** students commented that those in abusive relationships must keep quiet.
- **33 of 50** students commented that: Underage relationships are not good and they are illegal; Both girls and boys have equal decision power concerning love relationships; To give support when we see others forced to enter into love relationship and to report the matter to the authorities when we see others abused.

#### **FINDING 3: ACQUIRING SKILLS CAPABLE OF SOLVING THEIR CHALLENGES**

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- **1 of 50** students commented that they lack confidence to even speak in class.
- **7 of 50** students commented they lack self-awareness in setting life goals.
- **10 of 50** students commented they do not value themselves or feel able to advise others on SRHR.
- **36 of 50** students commented that: They have confidence; They are self-aware and set goals; They value themselves; They know SRHR and feel able to educate others.

#### **FINDING 4: CHANGES OF BEHAVIOR AMONG THE STUDENTS**

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- **4 of 50** students said being in a sexual relationship is not a reason to fail exams.
- **9 of 50** students said to be in bad group does not make you a bad person, and that behavior change is very gradual.
- **33 of 50** students said: Sexual relationships are often a reason for failing exams; To be in bad groups does make you a bad person; I stop being with bad friends who do not want to change their risky behaviors.

The following data came from small group interviews:

#### **FINDING 5: STUDENTS LIFE CHANGES SINCE THEY JOINED A KCM CLUB**

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Most students expressed that they changed their behavior due to the trainings, articles and club meeting sessions provided by KCM project. The club gave them the life skills that are not available in their daily livelihood. Additionally many students cited a stop in engaging

with negative peer groups, that they have become happier and enjoy their safety more of the time, a stop in engaging in sexual behavior, improved academic performance, increased self-confidence, ability to set and pursue goals, knowledge and understanding of SRHR, and how to protect their body against diseases, drugs, cigarettes, and alcohol. One student says: *“Before joining the club I used to like seducing girls but the trainings helped me to control my desire for women and set my goals and have a plan to reach them. These days even my fellow students wonder what happened to me because I also stopped being absent in school.”* – Idrissa Jumanne, Nyasaka Secondary.

**Table 3: Results of student interviews during club meetings**

S/NO	NAME OF SCHOOL	# OF STUDENTS INTERVIEWED	# OF STUDENTS WHO CHANGED BEHAVIOR		
			TOTAL	FEMALE	MALE
1	MAPANGO SEC	78	67	43	35
2	NYASAKA SEC	44	38	24	14
3	IGELEGELE SEC	76	67	32	35
4	MAHINA SEC	31	27	16	15
5	MTONI SEC	36	36	11	25
6	KANGAYE SEC	35	35	12	23
7	IGOGO SEC	51	40	25	26
8	BUGARIKA SEC	50	30	20	30
9	NUNDU SEC	32	30	13	19
10	MHANDU SEC	50	40	20	20
<b>TOTAL</b>		<b>483</b>	<b>458</b>	<b>216</b>	<b>242</b>

#### FINDING 6: CHANGES OF BEHAVIOR AMONG OTHER STUDENTS IN SCHOOLS DUE TO EXISTENCE OF KCM CLUBS

**332 of 483** students said the presence of KCB clubs changed overall student behavior:

*“My friends changed their behavior when I started to change”*

*“I had a friend who was called Anitha she was a good girl, but she destroyed her behavior by following her friend Schola advice, Asali is the girl who had bad behaviors, she has multiple lovers .I tried to advice her to stop that behavior but she refused, but Anitha listen to my advice and she stopped bad behaviors. Schola passed away with HIV at the age of **17** years.”*

#### FINDING 7: STUDENT COMMENTS

- SRHR training should spread into the villages.
- The club should continue providing trainings to youth and the whole community.
- EBLI should provide t-shirts to the students’ parents and the whole community should stand up to advocate for children and youth rights.
- EBLI should provide adolescent girls in schools with hygienic pads.

The following data came from teacher questionnaires:

## FINDING 8: INCREASED NUMBER OF STUDENTS WHO CHANGED THEIR BEHAVIORS

Most teachers observed a change in student behavior due to trainings and article distribution in schools. Specific students cited include: Zawadi Mohamed (Form IV), Alphonce Tanu (Form I) and Scholastica Thobias (Form III, Igelegele), Raymond Juma (Form III, Igogo), and Baraka Samwel (Form II, Mtoni).

*“In my school many students changed their behaviors through article writing and dissemination. Most of them became very obedient, disciplined and more respectful.”* – Patron from Nyasaka Secondary

## FINDING 9: INCREASED NUMBER OF STUDENTS WHO COMPLETED THEIR SCHOOL.

**Table.4: Number of students who completed secondary education**

S/NO	SCHOOL NAME	# OF STUDENTS ENROLLED			# OF STUDENTS COMPLETED		
		TOTAL	FEMALE	MALE	TOTAL	FEMALE	MALE
1	Bugarika sec	124	85	39	123	84	39
2	Mtoni sec	186	86	100	117	49	69
3	Mhandu sec	137	79	58	136	79	57
4	Nyasaka sec				141	58	83
5	Nundu sec	150	80	70	132	70	62
6	Igogo sec	131	58	73	130	57	73
7	Igelegele sec	-	-	-	63	22	41
8	Kangaye sec	-	-	-	-	-	-
9	Mapango sec	286	98	188	-	-	-
10	Mahina sec	208	101	103	200	101	99
<b>Grand Total</b>		<b>1222</b>	<b>587</b>	<b>631</b>	<b>1042</b>	<b>520</b>	<b>523</b>

## FINDING 10: DECREASED NUMBER OF STUDENTS WHO DROP OUT OF SCHOOL

**Table 5: Number of students drop out of secondary school due to pregnancy**

S/NO	SCHOOL NAME	# OF STUDENTS WHO DROP OUT OF SCHOOL	# OF STUDENTS WHO DROP OUT OF SCHOOL DUE TO PREGNANCY	OTHER CAUSES
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		<b>TOTAL</b>	<b>F</b>	<b>M</b>	
<b>1</b>	Bugarika sec	1	1	-	1
<b>2</b>	Mtoni sec	20	14	6	7
<b>3</b>	Mhandu sec	6	4	2	4
<b>4</b>	Nyasaka sec	0	0	0	0
<b>5</b>	Nundu sec	7	2	5	1
<b>6</b>	Igogo sec	4	3	1	3
<b>7</b>	Igelegele sec	25	10	15	5
<b>8</b>	Mahina sec	8	4	4	2
<b>9</b>	Mapango sec	24	9	15	0
<b>10</b>	Kangaye sec	0	0	0	0
<b>Grand Total</b>		<b>95</b>	<b>47</b>	<b>48</b>	<b>23</b>

The above table indicates **95 (F 47, M 48)** drop out cases in **10**-targeted schools, **23** of which were due to pregnancy.

#### FINDING 11: INCREASED NUMBER OF KCM MEMBERS ASSUMING LEADERSHIP POSITION IN THEIR SCHOOLS

**Table 6: Number of KCM members who are school leaders**

<b>S/NO</b>	<b>NAME OF SCHOOL</b>	<b># OF MEMBERS WHO ARE LEADERS IN THEIR SCHOOL</b>		
		<b>TOTAL</b>	<b>F</b>	<b>M</b>
<b>1</b>	BUGARIKA SEC	4	3	1
<b>2</b>	Mtoni sec	4	2	2
<b>3</b>	Mhandu sec	9	4	5
<b>4</b>	Nyasaka sec	6	3	3
<b>5</b>	Nundu sec	3	1	2
<b>6</b>	Igogo sec	4	2	2
<b>7</b>	Igelegele sec	5	2	3
<b>8</b>	Mahina sec	4	2	2
<b>9</b>	Mapango sec	-	-	-
<b>10</b>	Kangaye sec	-	-	-
<b>Grand Total</b>		<b>39</b>	<b>19</b>	<b>20</b>

#### FINDING 12: TEACHERS COMMENTS ON EBLI SCHOOL PROGRAMS

- SRHR training should continue because it enables youth to remain in school and transfers knowledge to the community at large.
- Because of EBLI, students learned much about youth issues, health, rights, and laws.
- Trainings support students to build their self-esteem and self-awareness.
- EBLI has made an enormous contribution in shaping positive youth behavior.

#### FINDING 13: AREAS OF IMPROVEMENT

- Increase number of workshops and involvements from young mothers.
- Teachers suggest EBLI may engage more students through plays/dramas.
- Teachers suggest EBLI should involve parents in shaping students' behavior.

## LESSON LEARNED

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- Most students let go of risky behaviors and concentrate more on their studies.
- Most students were able to set future goals and how to achieve them.
- Students become aware of and understood SRHR.
- Students need technical support on behavior change.
- More provision of SRHR and behavior change trainings in schools.

## CONCLUSION

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KCM clubs and SRHR trainings build student capacity to negotiate for safe sex, help prioritize goals, have self-confidence, self-reliance, and courage to face daily challenges.

**A 1.4: PRINT AND DISSEMINATE 200 ARTICLES TO 10 SECONDARY SCHOOLS PER YEAR TO PROVIDE UPDATED INFORMATION ON SEXUALITY, AND ENCOURAGE STUDENTS TO WRITE THEIR OWN ARTICLES FOR CIRCULATION AND EXTERNAL REVIEW OF EFFECTIVENESS AND READERSHIP OF ARTICLES.**

### 1.0 INTRODUCTION

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EBLI disseminated **80** articles in **10**-targeted schools: Nundu, Kangaye, Nyasaka, Mahina, Mhandu, Mapango, Igelegele, Igogo, Bugarika and Mtoni. The articles dealt with teen temptations, early marriage, and sexuality. As a result of the articles:

- **466 (F 230, M 239)** students participated in answering article questions.
- **50 (F 30, M 20)** students wrote articles in schools.

**2.1 RECRUIT AND SPONSOR 100 DESERVING YOUNG MOTHERS TO ATTEND BASIC COMPUTER LITERACY LESSONS (INTRODUCTION TO COMPUTERS, MICROSOFT WORD, PUBLISHER, EXCEL, POWERPOINT, ACCESS, INTERNET, EMAIL AND TYPING SPEED) FOR 4 MONTHS EACH BATCH (TWO BATCHES OF 50 YOUNG MOTHERS EACH).**

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#### 2.1.1 METHODOLOGY

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In December 2015 and January 2016, Executive Director, Bernard Makachia, and Head of Economic Empowerment, Michael Leen, visited the local government structures (e.g. ward offices), churches, mosques and other religious institutions to distribute flyers about the project in order to recruit young mothers for the first and second intakes of 2016 (ninth and tenth batch of young mothers 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: reference letter from the street chairperson, clinic card of the child, commitment letter from the guardian/parent, two passport size, and completed EBLI recruitment form (provides data to help track project impact). Additionally, EBLI leveraged the young mothers who studied computers and business in the first intake of 2016 to help recruit young mothers for the second intake, which would be the tenth batch of young mothers overall. Each young mother from the first intake of 2016 was equipped with a flyer



to distribute in her neighborhood to help promote the project and attract a similar candidate profile.

### 2.1.2 RESULTS

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- 43 young mothers were recruited and enrolled in computer literacy for the first intake and 59 youth (54 young mothers, 5 boys) for the second intake of 2016.
- A graduation ceremony was held 31 May (39 young mothers) and 7 October 2016 (51 young people: 47 young mothers, 4 boys) to celebrate the achievements of those who successfully completed both computer literacy and business skills training, including the comprehensive examinations.

### 2.1.3 CHALLENGES

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- The uptake on recruitment for the first intake of 2016 was slower than expected due to less participation from local government and church structures. In the past they have done a better job at assisting EBLI in the distribution of flyers.
- Response to recruitment for the second intake of 2016 was largely very positive, attributed to the assistance of young mothers in the first intake who helped to spread the word about the project to other youth in similar circumstances.
- 8 youth (7 young mothers, 1 boy) failed to successfully complete all course requirements for both computer literacy and business skills training.

### 2.1.4 LESSONS LEARNED

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- EBLI should avoid conducting heavy recruitment activities close to the Christmas and New Year's holidays.
- To compensate for the slow initial recruitment, a new tactic was introduced. As young mothers were recruited, they were given flyers to distribute in their community to help advertise the project.
- Additionally, co-facilitators of business training, Michael Leen and Lucy Metha, visited the homes of all 43 young mothers enrolled in the first intake, which provided an opportunity to ask for the parents' assistance in promoting the project in the community as well, which resulted in additional recruits.
- The classroom dynamic and learning experience seemed unaffected by the combination of young mothers and boys together for the first time. All students seemed to get along with mutual respect. However, this is still being vetted.

## 2.2 CONDUCT 2 BCP TRAININGS FOR 100 YOUNG MOTHERS WHO HAVE COMPLETED COMPUTER LITERACY TRAINING FOR 3 DAYS EACH BATCH (50 YOUNG MOTHERS PER BATCH).

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### 2.2.1 METHODOLOGY

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EBLI conducted BCP trainings in May and September in 2016 over three days for 41 young mothers in the first intake and 51 young people (47 young mothers, 4 boys) in the second intake. This training were facilitated by Bernard Makachia and supported by two young mothers (former). During this training, the young mothers learned about reproductive health, family planning, sexually transmitted diseases (especially HIV/AIDS), and means to change behavior in order to make healthy choices and secure better futures for themselves

and their children. Group discussion, group exercises, plenary feedback, skits, and of course the SFA model were leveraged to conduct the aforementioned BCP trainings on EBLI premises. The first day of training focused on Solutions Focused Approach (SFA) concepts. The second day focused on HIV/AIDS and the risks of casual sexual behavior. The third day focused on family planning, and was taught by a medical professional from Buzuruga Health Clinic.

### 2.2.2 RESULTS

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- 41 young mothers in the first intake and 51 young people (47 young mothers, 4 boys) in the second intake completed a six (3 days per intake) days BCP training having sufficiently learned about reproductive health, family planning, and how to avoid sexually transmitted diseases like HIV/AIDS.
- Overall, these youth learned how to avoid unhealthy behaviors and choose healthy behaviors in order to help ensure a better future for themselves and their children.

### 2.2.3 CHALLENGES

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- Two young mothers dropped out in between the completion of computer literacy and the start of BCP training, which is unfortunate given they were sponsored (paid for) to not only learn computers, but also BCP and business skills.
- At times it was a challenge to have a male facilitator during certain aspects of BCP, most notably the section on family planning, given its private and sensitive nature. Thus, a medical professional was used in the second intake of BCP training.

### 2.2.4 LESSONS LEARNED

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- We learned that many young mothers are unfamiliar with modern family planning methods, so it was very good to add this component to the BCP training for the first intake of 2016. Most young women are using locally taught methods of family planning, which do not actually work (i.e. drink soda, take *panadol*, etc.).
- Even though EBLI teaches BCP to the young mothers, several of them still go on to become pregnant again (have an unplanned pregnancy) shortly thereafter and that results in them being unable to reach or achieve their goals.

## 2.3 CONDUCT 2 ENTREPRENEURSHIP AND GROUP ENTERPRISE TRAINING FOR 100 YOUNG MOTHERS WHO HAVE COMPLETED COMPUTER LITERACY AND BCP TRAININGS FOR 15 DAYS EACH BATCH (50 YOUNG MOTHERS PER BATCH).

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### 2.3.1 METHODOLOGY

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Training was conducted over the course of three to four weeks each intake and was led by two staff members – Michael Leen (Maryknoll Lay Missioner) and Lucy Metha – and assisted by former young mother, Neema Jeremiah. The curriculum is designed to be participatory in nature, and all material will be delivered in a manner so as to allow frequent interaction between the facilitators and young mothers, and peer-to-peer sharing. This course leverages a mix of learning tools and formats, including PowerPoint presentation, flip-chart writing, large group brainstorming, small group activities, role-plays and field studies for market research. Energy-building activities are also incorporated

to keep participants engaged and focused. The course curriculum is divided into three main parts: (1) Choosing the Business, (2) Planning the Business and (3) Managing the Business. The first part is instructed at the large group level, while parts two and three are instructed at the individual group enterprise level, allowing for more personalized coaching depending upon the business chosen and the ability of each individual. Additionally, participants learned how to apply for jobs and gain employment, with a specific focus on writing a cover letter and curriculum vitae (C.V.).

### 2.3.2 RESULTS

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- 90 (86 young mother, 4 boys) successfully completed employment and entrepreneurship trainings.
- 82 (78 young mother, 4 boys) wrote eleven (11) group business plans. The business ventures include: tailoring/sewing (3), farming (2), event decorating (2), restaurant (2), hair salon, and chicken keeping.
- 59 (55 young mothers, 4 boys) were focused on how to gain employment, and each of these young mothers drafted a cover letter and curriculum vitae (C.V.) that can be used to apply for jobs.
- 12 young mothers interviewed for sales positions with Simu solar, an external organization focused on bringing affordable solar energy to rural Africa.
- 2 young mothers interviewed for employment with a large local supermarket known as U-Turn, made possible by a partnership between EBLI and the local Aga Khan Ismaili Women's Community (who served as guests of honor at the May graduation ceremony).

### 2.3.3 CHALLENGES

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- 8 youth (7 young mothers, 1 boy) failed to successfully complete all course requirements for both computer literacy and business skills training.

### 2.3.4 LESSONS LEARNED

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The second intake of 2016 represented the first time that boys were recruited along with young mothers and also the first time that all participants learned all aspects of entrepreneurship and employment. In the past, only a small subset of students learned how to gain employment, including writing a cover letter and preparing a C.V. EBLI believes this new approach is much more beneficial to all young people, providing each with an equal opportunity to pursue either employment or self-employment.

## 2.4 CONDUCT A REVOLVING FUND TO ENABLE 100 YOUNG MOTHERS (50 YOUNG MOTHERS PER BATCH) WHO HAVE COMPLETED COMPUTER LITERACY, BCP, ENTREPRENEURSHIP AND GROUP ENTERPRISE TRAINING TO ESTABLISH AND/OR JOIN A *HISA* SAVING AND LOANING GROUP.

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### 2.4.1 METHODOLOGY

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Following the completion of employment and entrepreneurship training, Michael Leen and Lucy Metha co-facilitated training in May and September 2016 to fully explain *Hisa* saving and loaning groups to the young people in the first and second intakes of 2016.

#### 2.4.2 RESULTS

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- **61** (**57** young mothers, **4** boys) in the first and second intake 2016 were trained in the complete details of *Hisa* and equipped with the ability to start and run a saving and loaning group.
- **19** young people (**18** young mothers, **1** boy) from the second intake of 2016 and **2** young mothers from prior batches formed a *Hisa* saving and loaning group and began meeting on 29 September 2016 at 3 PM at the offices of EBLI. Weekly meetings have continued ever since and will be ongoing.
- After 9 weeks of meeting, 15 of the members are still active. Group income is TZS 363,400 and loans distributed total TZS 140,000 thus far.

#### 2.4.3 CHALLENGES

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- Despite initial interest, many young mothers simply stop coming to the *Hisa* meetings in the first few weeks. Reasons for this include:
  - One reason for this is that many young mothers live far away and must use multiple buses to arrive at the meeting place, which requires additional transport money.
  - A second reason for this is that many of young mothers have yet to gain employment or start their own business, meaning they lack any source of income thereby making it difficult to contribute to the group funds or personal savings, which in turns inhibits the ability of the group to loan money to its members.

#### 2.4.4 LESSONS LEARNED

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EBLI must visit young mothers in business to monitor and evaluate their progress and to provide coaching so that each may improve their business operations, which in turn will empower them to fully participate in a *Hisa* saving and loaning group.

### 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).

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#### 2.5.1 METHODOLOGY

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The two staff members who lead entrepreneurship and group enterprise training – Michael Leen and Lucy Metha – led this training event in June and October 2016 for the first and second intakes, aiming to build the leadership capabilities of young mothers through hands-on experiential exercises/games, individual writing assignments, simulations, group challenges and self-reflection. Specifically, the training focused on improving the young mothers' self-confidence, creativity, critical thinking, problem solving, and decision-making. All young mothers who completed EBLI computer literacy and business skills training in 2016 were invited to participate in this daylong leadership workshop.

#### 2.5.2 RESULTS

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- **30** young mothers from the first intake and **35** young people (**32** young mothers, **3** boys) from second intake participated in a daylong leadership workshop.

### 2.5.3 CHALLENGES

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Low attendance due to the time elapsed since the conclusion of employment and entrepreneurship training.

### 2.5.4 LESSONS LEARNED

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Since EBLI anticipated a potential drop in attendance, young mothers from batches in prior years were contacted and invited to join the leadership workshop so that many would benefit from the skills taught.

## 2.6 CONDUCT 2 BUSINESS REFRESHER COURSES FOR 2 DAYS EACH FOR 100 YOUNG MOTHERS (50 YOUNG MOTHERS PER COURSE) OPEN TO ALL OUR ALUMNI (2013-2015) WHO HAVE COMPLETED THE CURRICULUM AND ARE EMPLOYED OR SELF-EMPLOYED.

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### 2.6.1 METHODOLOGY

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The first intake business refresher course was conducted in February and the second intake course was conducted in August 2016, once again co-facilitated by Michael Leen and Lucy Metha. The objective of this seminar, facilitated by Michael Leen and Lucy Metha, 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. All alumni were contacted one week before via SMS and one day before via phone call to invite and confirm attendance. Attendees selected the discussion topics based upon their areas of need and what would most help them in the management of their business.

### 2.6.2 RESULTS

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- **34** young mothers (**17** in the first round and **17** again in the second round) attended the business refresher course.

### 2.6.3 CHALLENGES

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- Communication with past graduates remains a challenge given we are limited to SMS or phone calls, both of which are extremely time consuming with nearly 300 graduates and unreliable given so many have changed phone numbers.

### 2.6.4 LESSONS LEARNED

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- Whenever possible, stress the particular value of this course being for those who are currently employed or self-employed and looking to take his or her business to the next level. The impact is perhaps a bit lower if participants are unemployed, though certainly there is still educational value for all who attend.

## 2.7 CONDUCT MONTHLY FIELD VISITS OF YOUNG MOTHERS IN BUSINESS AND MEMBERS OF HISA SAVING AND LOANING GROUPS TO UNDERSTAND

## LIFE CONDITION, DIRECTLY OBSERVE ENTREPRENEURIAL SKILLS AND PROVIDE COACHING.

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### 2.7.1 METHODOLOGY

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#### **Home Visits**

In the first quarter of 2016, monitoring and evaluation was conducted in the form of a field visit to the homes of all 43 young mothers who enrolled in the first intake and a total of 49 young mothers who enrolled in the second intake 2016. The objective of this field visit was (1) to understand where each young mother lives to help communication, (2) to see firsthand their life condition, (3) to build relationship among the young mothers, and (4) request the cooperation of parents/guardians in ensuring that each young mother arrives each day to study computers and business. Co-facilitators of business training, Michael Leen and Lucy Metha, conducted these field visits, which spanned ten days (first intake 5days and second intake 5days). At each home, Michael and Lucy sat with the parents and reiterated the aforementioned objectives, and took a family photo.

#### **Business Visits**

In the second quarter of 2016, monitoring and evaluation was conducted in the form of a field visit to the businesses of eight 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. A mixture of young mothers who are employed and self-employed were visited. Co-facilitators of business training, Michael Leen and Lucy Metha, conducted these field visits, which spanned two days on the dates of 13<sup>th</sup>-14<sup>th</sup> April. At each place of business, the young mother completed a questionnaire regarding health of her business and when possible customers were also interviewed. Additional business visits were conducted 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> of August 2016, visiting the businesses of seven young mothers across those three days. This was the first time for EBLI to visit four of these seven young mothers in their place of business. The other three were visited by EBLI back in April 2016.

### 2.7.2 RESULTS

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#### **Home Visits**

92 young mothers were visited living in the neighborhoods of Mahina, Bugarika, Buzuruga, Nundu, Buswelu, Igoma, Nyamhongoro, Uhuru, Isamilo, Nyashana, Mji Mwema, Kirumba, Bwiru, Pasiansi, Igoma, Nyegezi, Mkolani, Mecco, Kilole, Nyakato, Temeke, kangaye, Gedeli, Buswelu, , Kishiri, Kisesa, Nyasaka, Kiseke, Igombe, Mabatini, Uhuru, and Usagara.

#### **Business Visits**

15 young mothers were visited during business visits in the year 2016. Young mothers who were visited includes; Annastazia Paul (employed in a shop that sells local handcrafts), Asha Khamis (cooks and sells porridge), Jackline Fitina (makes and sells clay flower pots, sews children's clothing, and runs a vegetable garden), Mariam Feruzi (runs her own hair salon), and Berina Maugo (employed in a hotel and cooks food at a local primary school), Suzan Silas (small restaurant/food catering, grocery stand, hair salon), Maria Chrizostom (hair salon) and Magdalena Clement (hair salon), Mariam and Nuru Mfaume (sisters who



operate a food catering business), and Martha Thomas (cooks breakfast bites), and Anna Thomas (runs her own hair salon).

### 2.7.3 CHALLENGES

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#### **Home Visits**

- Most young mothers live in difficult to reach locations so much time was needed to visit all, resulting in very long and tiring days for all involved.
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#### **Business Visits**

- Remaining in communication with past young mothers remains to be one of the great challenges of EBLI since they live all across Mwanza and after graduation they tend to change phone numbers or move.
- Transportation is also challenge since young mothers in business are spread across the city, requiring multiple days to visit a few of them.

### 2.7.4 LESSONS LEARNED

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#### **Home Visits**

- Home visits are an excellent way to advertise the project in each community and recruit, and moreover to maintain a consistent number of young mothers in the project throughout computer and business training (results in less dropouts).

#### **Business Visits**

- Visiting young mothers in business is a great way to remind these young women of the topics and lessons they learned during their business training, and to help them internalize a true business skill set and mindset.
- The act of visiting young mothers in business is a great way for EBLI to keep track of how many young mothers are in business, including how many are employed versus self-employed. This provides both data and stories that can be shared to promote EBLI and attract new donors and grow the project.

### PARTNER PLATFORM MEETING/TRAININGS/DONOR VISITS

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EBLI was twice visited by tdch-ch. The first visit included staff members from Switzerland (Franziska Lauper, Catherine Hollinger, and Caroline Juss) and Dar es Salaam (Nyambajo and Hamis Mbenkenga). The second visit was limited to staff from Dar es Salaam. During the visit, several field visits were conducted including interviews with young mothers. Additionally, office time was used to plan ahead for the future as collaborative partners.

### EXECUTIVE DIRECTOR OF MARYKNOLL LAY MISSIONERS VISITS EBLI

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Since April 2014, EBLI has been fortunate to have a Mary knoll Lay Missioner, Michael Leen, working at EBLI leading economic empowerment activities for young mothers, notably computer literacy and business skills training. [Maryknoll Lay Missioners](#) is a Catholic organization inspired by the mission of Jesus to live and work with poor communities in Africa, Asia and the Americas, responding to basic needs and helping to create a more just and compassionate world. In February 2016, the Executive Director of Mary knoll Lay Missioners, Sam Stanton, visited EBLI to see the specific work that Michael

Leen is doing and the various projects of EBLI and impact in the local community. Sam, along with Michael, visited one young mother, Mariam, at her hair salon business and then was also able to visit her home and school where her daughter is being educated. Then Sam and Michael visited another young mother, Mary, who is employed with Vodacom, the leading mobile phone company in Tanzania, where she works in the field of customer care. Finally, Sam visited the office of EBLI to see first-hand the ninth batch of young mothers who are studying computers, along with the students studying in the newly-opening secondary education centre, and of course to meet the entire staff.

## ADDITIONAL ACTIVITIES

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### A .2.1: CONDUCT 10 BCP WORKSHOPS FOR 2 DAYS EACH TO 500 STUDENTS PER YEAR IN 10 SCHOOLS

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This activity was to make up for deficiencies from the previous year.

## INTRODUCTION

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The Legal and BCP Department conducted **5** BCP training at Mahina, Mapango, Igogo, Igelegele, and Mhandu secondary schools reaching **261 (F 135, M 126)** students. These trainings were facilitated by EBLI staff members, Rose Edward and Gertrude Swai, and assisted by **5** young mothers (Pudenciana, Neema, Martina, Irene and Adella). The training objective as to strengthen 1,500 young people (500 per year) with the necessary skills needed to choose and maintain a healthy life style, avoiding casual sexual behavior patterns which put them at risk of pregnancy and dropping out of school at the end of 2016.

## TRAINING METHODOLOGY:

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Students passed through the 3 stages of BCP and responded to questions using an SFA approach. This enables the students to have a positive attitude in dealing with issues, and facilitates the ability of students to make future goals and a plan for achieving them. Also, case studies from the young mothers were used regarding teen pregnancy. Other participatory methods used include: focus group discussion, role play and drawings. During drawing sessions through this the students were able to draw their own reality stories, their current behaviors and the new behaviors that they want to have.

## TRAINING RESULTS

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Most students were able to identify the risky behaviors prevailing in schools. For example, in Mapango Secondary school the students mentioned Drug abuse, Negative peer groups such as bang gang, engaging in sexual activities, drinking alcohol, rape, robbery, and disrespecting adults/teachers. **50** students commented that engaging in sexual activities is the most occurring behavior in their school, followed by **45** students citing negative peer groups), robbery (**40** students), raping (**26** students), and disrespecting adult/teachers (**13** students commented). Additionally, at Mhandu Secondary School **45** students commented that sexual activity between students and teachers is common, resulting in lack of respect among students for the teachers. A pre and post survey revealed the following:

- **37 of 261** students practice sex with one partner during the pre-training survey, while during post-training survey **11 of 261** students practice sex with one partner, and **26 of 261** students stopped sex all together after the training,

## EBLI BPROJECT REVIEW

EBLI held a project review on 22 January 2016 at Midland Hotel in Mwanza, facilitated by Mr. Charles Shagi who is an EBLI board member, and attended by 7 staff members (Bernard, Michael, Tobias, Rose, Lucy, Gertrude and SongYi). The objective was to complete the donor organization assessment form together, while evaluating the strengths and opportunities facing the organization.

## EBLI 5 YEAR STRATEGIC PLAN 2016

On 26 January 2016, the EBLI staff met to discuss, review, and finalize a new five-year (2016 – 2020) strategic plan for EBLI. Mary knoll Lay Missioner, Michael Leen, who has much experience in strategic plan formation, led the process and discussion. This plan was written not for the benefit of the organization itself, but for the benefit of those whom the organization joyfully serves: young people living in Mwanza, Tanzania who find themselves in vulnerable living conditions and at times are ostracized from the community or lack role models for support and guidance.

## 5.0 RECOMMENDATIONS/COMMENTS/WAY FORWARD

PROGRESS TOWARD RESULTS AND OBJECTIVES OF THE YEAR 2016			
OBJECTIVE	INDICATOR	PROGRESS TOWARDS OBJECTIVE	PROGRESS TOWARD INDICATORS
Contribute to decreased number of girls who drop out of school due to pregnancy and increase the number of young mothers who acquire employment/self-employment by December 2016.	Completion rate of girls in secondary school/rate of school dropout due to pregnancy.	-There is the increase number of students who drop out of school due to pregnancy. <b>23 out of 95</b> of drop out cases in the year <b>2016</b> where as <b>14 out of 27</b> drop out cases in <b>2015</b> .	-There is the decrease number of girls who completed secondary education compared to the last year. <b>520</b> out of <b>587</b> girl's enrolled completed secondary education in year 2016 while 869 girls completed in year <b>2015</b> .
	Number of young mothers who are employed/self-employed.	21 young mother are self employed -21% employed -74% self employed	21 young mother are self employed -21% employed -74% self employed
1,500 students empowered with sexual and reproductive health and rights (SRHR) and choose to maintain a healthy lifestyle while 300 young mothers equipped with business and entrepreneurial skills to acquire employment/self-employment by December 2016.	Completion rate of girls in secondary school/rate of school dropout due to pregnancy.	- <b>500</b> empowered with sexual and reproductive health and rights. - <b>264</b> out of <b>500</b> students changed their behavior. - <b>72 out of 500</b> students they are in transition from one stage of behavior change process to another - <b>32 out of 500</b> student's comments that their risky taking behavior does not make them fail in their studies.	-There is the decrease number of girls who completed secondary education compared to the last year. <b>520</b> out of <b>587</b> girl's enrolled completed secondary education in year 2016 while 869 girls completed in year <b>2015</b> .  -There is the increase number of students who drop out of school due to pregnancy. <b>23 out of 95</b> of drop out cases in the year <b>2016</b> where as <b>14 out of 27</b> drop out cases in <b>2015</b> .
	Number of young mothers who are employed or self-employed.	21 young mother are self employed -21% employed -74% self employed	21 young mother are self employed -21% employed -74% self employed
<b>SO1:</b> 1,500 youth (500 per year) in secondary schools supported to actively know and demand their sexual and reproductive health and rights (SRHR), and equipped with the skills to choose and maintain a healthy lifestyle, avoiding casual sexual behavior patterns that put them at risk	Completion rate of girls in secondary school/rate of school dropout due to pregnancy.	- <b>500</b> empowered with sexual and reproductive health and rights.	-There is the decrease number of girls who completed secondary education compared to the last year. <b>520</b> out of <b>587</b> girl's enrolled completed secondary education in year 2016 while 869 girls completed in year <b>2015</b> .  -There is the increase number of students who drop out of school due to pregnancy. <b>23 out of 95</b> of drop out cases in the year <b>2016</b> where as <b>14 out of 27</b> drop out cases in <b>2015</b> .

of pregnancy and school dropout by December 2016	Level of students' knowledge on sexual and reproductive health and rights (SRHR).	<p><b>-288</b> out of 500 students acquire skills to choose and maintain healthy lifestyle, avoiding casual sexual behavior patterns that put them at risk of pregnancy and school dropout.(The students commented the following skills they acquired ; are self confidence and worthy ,set goals ,equal rights, making good decision and strong knowledge on SRH&amp;R).</p> <p><b>-80 out of 500</b> students commented that they don't value themselves, any boy/girl if they want to have sex with them they accept and they believe it's not necessary to make good decision concerning their life for now, they don't have confidence of teaching or advising others on SRH &amp; R.</p> <p><b>-56 out of 500</b> students commented that they don't recognize themselves/self awareness concerning their goals and my life in general.</p>	<p><b>-240 out of 500</b> students their knowledge level of understanding sexual reproductive health and rights increased (they can define and mention forms of child abuse/violence, understand the impact of gender violence to women/girls, understand that women/girls who engage in sexuality they are at high risk of contacting STIs&amp; AIDS, and they can define and understand sexual reproductive health). <i>(Data from monitoring report).</i></p> <p><b>-80 out of 500</b> students interviewed, said that gender violence has no any negative effects to women/girls.</p> <p><b>-64 out of 500</b> students interviewed observed that the girl /woman who had sex intercourse she is not in danger of contacting STIs.</p> <p><b>-24 out of 500</b> students interviewed understand that violence/abuse can happen only physically.</p>
	Number of students who practice safe sex/abstain from sex (via questionnaire).	<b>-8 out of 500</b> students commented that; they are not Confidence, they are not asking or answering questions in class,	<b>-264 out of 500</b> students abstain from sex.
<b>S02:</b> 300 young mothers (100 per year) empowered with computer literacy and business skills to reduce joblessness, dependency, and related social, psychological and financial problems by December 2016.	Number of young mothers who are employed or self-employed.	<b>90(86younmothers,4boys)</b> youth completed	21 young mother are self employed -21% employed -74% self employed
	Average monthly income of the young mothers (via questionnaire).	<b>90(86younmothers,4boys)</b> youth completed	-63USD post training -3 USD pre training
	Level of reported self-confidence (via questionnaire).	<b>90(86younmothers,4boys)</b> youth completed	-39%very good -61%good

RESULT	INDICATORS	PROGRESS TOWARD RESULT	PROGRESS TOWARD INDICATORS
<b>R 1.1:</b> Increased awareness and knowledge among secondary school youth of their sexual and reproductive health and rights (SRHR).	Completion rate of girls in secondary school/rate of school dropout due to pregnancy	<b>-500 out of 500</b> students increased awareness on SRH&R and <b>240 out of 500</b> students have a strong knowledge on SRH&R.	-There is the decrease number of girls who completed secondary education compared to the last year. <b>520</b> out of <b>587</b> girl's enrolled completed secondary education in year 2016 while 869 girls completed in year <b>2015</b> .
	Level of students' knowledge on sexual and reproductive health and rights (SRHR)		<b>-240 out of 500</b> students their knowledge level of understanding sexual reproductive health and rights increased. <i>(Data from monitoring report)</i> .
	Number of students attending the trainings and aware of their rights.		<b>-500 out of 500</b> attended the trainings and they are aware of their rights.
<b>R 1.2:</b> Young people able to choose and maintain a healthy lifestyle, avoiding casual sexual behavior patterns that put them at risk of pregnancy and school dropout.	Number of students who practice safe sex/abstain from sex (via questionnaire).	<p><b>264 out of 500</b> students changed their attitudes about sex. Most of the students commented that:</p> <p>-Underage relationship is not good and they are not legally permitted.</p> <p>-Both girls and boys have equal decision concerning love relationship</p> <p>-To give support when we see others forced to enter into love relationship and to report the matter to the authorities when we see others they are being abuse.</p> <p><b>-72 out of 500</b> students commented that they are supposed to be quiet when others forced to enter into love relationships and when they are being abused.</p> <p><b>-8 out of 500</b> students viewed that the underage marital relationship they are good and they are legally permitted.</p> <p><b>-8 out of 500</b> students commented</p>	<b>-264 out of 500</b> students abstain from sex.



## ANALYSIS AND ASSESSMENT OF THE PROJECT PROGRESS

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### HIGHLIGHTS

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- **500 of 500** students increased knowledge, understanding and awareness of BCP and SRHR.
- **264 of 500** students changed their attitudes about sex and chose to abstain.
- **872 (F 351, M 521)** KCM members reached during monitoring visits.
- **529(F 260, M 269)** students reached in answering article questions.
- **50 (F 30, M 20)** students wrote articles in schools.
- **74%** of young mothers who state they are able to meet all basic needs:
- **100%** of young mothers who state their level of self-confidence is good/very good:
- **18%** of young mothers who are employed:
- **76%** of young mothers who are self-employed:
- **TZS 135,632 / USD 62.22** Average monthly income per young mother

### LESSONS LEARNED

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- BCP/SFA are important tools on changing the mindset and attitudes of students.
- Have struggled for three years to initiate a group business, but have seen much success initiating individual businesses.
- Formation of *Hisa* groups immediately after business training means many young mothers are still without an income.

### CHALLENGES

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- Teachers are unaware of the fundamental rights of children, resulting in excessive student punishment and teacher-student sexual relationships.
- Unstable nature of young mothers' lives as they tend to marry, move, and change mobile phone numbers makes it difficult to follow-up on what each is doing now.

### CRITICAL REFLECTIONS

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- EBLI will focus more on school youth, community gatekeepers, parents, and young people (including boys) as the target group.
- EBLI integrates its beneficiaries into all projects and offers them the opportunity to co-facilitate activities for future sustainability and skill transfer

### REPORT ON INTERNAL EVALUATION

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Interns from University of Western Ontario spent three months working at EBLI focused on a rigorous internal evaluation of the project. Below are the key findings:

- Legal and BCP trainings increase student positive behavior change and reduce teenage pregnancies. The project has positive influence on adolescent development, health, and the communities in which they reside. Opportunities for improvement include expanding training to the entire school population, and involving teachers, gatekeepers, parents and experts in the community, such as medical experts.
- Computer literacy and business skills trainings empower youth to gain employment or start a small business. These activities clearly provide youth with an increased

ability to generate an income to meet their basic needs. Opportunities for improvement include teaching specific trade skills (e.g. sewing clothing) and additional partnerships with local businesses to afford young people more chances for gainful and dignified employment.

- Secondary education (“QT”) is a wonderful opportunity for young people to retake the national Form IV exam, thereby better positioning youth for employment. Opportunities for improvement include incorporating BCP/SRHR training as part of the QT curriculum.

#### UNINTENDED OUTCOMES:

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There was an increase in the number of students who dropped out of school due to pregnancy compared to last year: **23 of 95** drop out cases in 2016 vs. **14 of 27** drop out cases in 2015. However, most of the students who dropped out were not KCM members.

#### INDIVIDUAL SUCCESS STORIES

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*“My name is Joseph Makunga a form IV student at Nyasaka secondary school. Before the trainings, I was a guy who desires to have a lot of things beyond my capacity, like to have a lover, and having sexual intercourse with them. This behavior made me to have one beautiful girl who attracted to me then we start a relationship .But after attending the trainings provided by EBLI, I now realize the effects of having a lover at the young age. When I start a relationship with the girl my school performance decreased day after day from that day I stopped going out with girls, I controlled my desire for sex and now I am studying hard to reach my future goals which I planned.”* – JOSEPH MAKUNGA, NYASAKA SECONDARY SCHOOL

*“Before the training I used to be a very notorious boy with my friend saddam in the class. Teachers used to beat us a lot but they get tired and give up on us we were very bad boys in the school. But after the trainings I become a different person, I study more, I stopped all of my bad behaviors. My performance level increased, and my examination results shows I performed better that I was shifted from **Form I F to Form I B.**”* – GERRALD ELISHA, NYASAKA SECONDARY SCHOOL

*“I attained the highest business grade in my batch, with a score of 90%. I used my business training and group business plan prepared during the training to plan and start a small restaurant business with one of my classmates. We began small selling breakfast food and tea, but after working hard and receiving ongoing business coaching from the EBLI staff, we expanded to a larger, busier location and now also sell hot lunch food. Now I am able to provide for my needs and those of my child.”* – SALOME ERNEST, YOUNG MOTHER

#### LIST OF PUBLICATIONS, MATERIALS, BLOGS, ETC.

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- WEBSITE: [ebliorg.weebly.com](http://ebliorg.weebly.com)
- FACEBOOK: [www.facebook.com/ebliorg](http://www.facebook.com/ebliorg)
- EBLI HUMAN RESOURCE POLICY
- EBLI CHILD PROTECTION POLICY