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**KIJANA CHAGUA MAISHA PROJECT ANNUAL REPORT COVERING THE PERIOD FROM
MAY 2012 TO DECEMBER 2013.**



FACING THE FUTURE WITH CONFIDENCE AND DETERMINATION

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1.1 BACKGROUND

This report describes the achievements, challenges and lesson learned in the implementation of Kijana Chagua Maisha Project for the period of one year, from January 2013 to December 2013. The project was implemented in 10 secondary schools within Nyamagana and Ilemela district in Mwanza city, namely Kangaye, Nundu, Nyasaka, Mhandu, Mahina, Mtoni, Igelegele, Igogo, Bugarika and Mapango secondary schools. During this reporting period, EBLI has learned a lot and continue learning on innovative strategies to reach its target more effectively and efficiently. Some of these strategies include the introduction of the young mothers computer literacy for school dropouts and the inter school competitions that has become the talk of the students. We are most grateful to tdh-ch for the continued financial support that has played a crucial role in transforming the lives of young people and making them more capable of shaping their own destiny. Please find below the impact of accomplished activities.

1.1 PROJECT OBJECTIVES

The main objective of this project is to contribute to decreased number of girls who drop out of school due to pregnancy in 10 secondary schools and increase the number of young mothers that acquire employment/self employment through computer and entrepreneurship training.

1.1.1 PROJECT SPECIFIC OBJECTIVES

- *To strengthen 1000 young people with the necessary skills needed to choose and maintain a healthy lifestyle, avoiding casual sexual behavior patterns which put them at risk of pregnancy and dropping out of school by 2013.*
- *To build the capacity of 1000 girls to resist material induced sex by teaching them basic entrepreneurship skills by 2013.*
- *To support 1000 youth to be better organized to actively know and demand their rights with special emphasis on the prevention of teen pregnancy and infringement of Sexual Reproductive Health & Rights (SRH&R)*
- *To increase project technical sustainability beyond the funding period.*

1.1.2 PARTNER PLATFORMS AND HARMONIZATION MEETINGS

In the period 2013, EBLI staff attended 3 partner meetings and one harmonization workshop led by the NC. In these meetings we reviewed partner achievements, challenges, lesson learned as well as getting feedback from the NC on project visits.

1.1.2.3 DONOR PROJECT VERIFICATION MEETINGS AND FIELD VISITS

Education for Better Living organization (EBLI) had the pleasure of being visited by the National coordinator (**Mr. Constantine Nyambajo**) and tdh-ch National Office Finance (**MR. Hamisi Mbekenga**) 3 times in the course of the year. The purpose of visits was to carry out verification of reports and financial documents, receipts and recommendations for project sustainability. In regard to our organization it became apparent that as we progressed we need to install an accounting system (to have an accounting package such as Quick Book, stamped copy of bank cheque and bank statement, and to establish bank reconciliation on monthly basis). In addition, a qualified accountant is imperative.

1.1.2.4 FIELD VISIT AT MAPANGO SECONDARY SCHOOL.



The picture above shows students performing a drama in one of the schools visited by the National Coordinator (middle) and EBLI staff.)

1.1.2.5 WORKSHOPS/MEETINGS/TRAININGS ATTENDED BY STAFF

We had 1 in-house training/workshop on action planning, 1 youth development meeting conducted by the government, 1 training on SACCOS as a follow up of the district youth development meeting in Ilmela, conducted by the Ministry of information, youth, culture and sports under the sponsorship of Forum Syd. Towards the end of the year, the NC organized a workshop on Financial Management which we also attended.

RESULTS

Some of the major results of the meetings/trainings and workshop was the technical skills acquired that will ensure EBLI's technical sustainability. The exposure and the learning on how other institutions handle their challenges contributed in building the capacity of our staff.

2.0 ACTIVITIES ACCOMPLISHED FROM MAY 2012 TO DECEMBER 2013 AS PER PROPOSAL

2.1.1 IMPLEMENTED ACTIVITIES FOR THE LEGAL DEPARTMENT



Students from Mahina secondary school in focussed group discussions.

*Under this reporting period, the legal department held **20** workshops on the laws and policies that facilitate adolescents reproductive health development. These trainings empowered **1,049** students with the required legal knowledge on how to protect, demand and respects the laid down laws that regulate sexual reproductive health.*

2.1.2 METHODOLOGY.

Participatory approaches such as focused group discussions (FGD) were preferred whereby the facilitator distributes topical notes to the students and put them in groups to discuss the topics in depth and make notes on the areas that need clarification or further input. The plenary presentations were tackled in a youth friendly manner devoid of legal jargon and interpretation so as to enhance the understanding of legal aspects in a lay man's language.

2.1.3 RESULTS.

Legal understanding and knowledge on the laws that govern youth sexuality and development was built to a total number of **1049 students (F 589, M 460)** from Kijana Chagua Maisha Club Members from the school below. See table below.

Table 1.1 the table which shows the number of students reached per school.

SCHOOLS	FEMALE	MALE	TOTAL
MHANDU	56	48	104
KANGAYE	67	33	100
NUNDU	66	30	96
MAHINA	53	34	87
NYASAKA	55	55	110
IGELEGELE	53	51	104
MAPANGO	56	41	97
MTONI	54	47	101
IGOGO	56	50	106
BUGARIKA	73	71	144
TOTAL	589	460	1,049

Most of the students became aware of their rights, sexual offences, and the consequences of engaging in sexual activities below the age of majority and how to have a positive and negotiable relationship. For example one of the students commented that: **“What I like from this workshop is the legal education on the rights of the child. I learnt that the child has the rights to freedom of speech and to be respected in the community regardless of his/her age, religion, color and sex and that It’s important to follow what we have been taught and avoid engaging in pre marital sexual activities. My knowledge on the rights of the child and sexual offences has dramatically increased. Before this workshop I knew that even a woman can rape a man but now I understand that a woman can not rape a man. I am really happy to understand the topics covered in this workshop.”**

85% of 1000 students commented in the post training evaluation that their knowledge on sexual rights and sexual offences increased. The sentiment expressed below was shared by most of the participants: *“you have shed light and increased my understanding on matters pertaining to sexual offences that I didn’t know prior to coming to this workshop. I am really happy to have attended this*

workshop because it has made me know the effect of having premarital sex. Thank you teacher for this new knowledge and being open, cooperative and answering our questions, God bless you”.

2.1.4 CHALLENGES.

- *The general public is not aware of the Sexual Offences Special Provision Act and thus fails to educate their children on the same.*
- *Training out of school attracted a greater number than expected.*

2.1.5 LESSON LEARNED.

- *Out of school workshops elicit a greater response from students.*
- *Training alone is not enough. The law needs to be enforced as a deterrence measure on those prone to coercing young girls into sexual affairs.*
- *One day training is not enough to equip the students with the policies and laws, Hence there is a need to increase the days of facilitating laws and policy that facilitate adolescent's reproductive health development.*
- *The participatory method as opposed to lecturing is friendlier and enabled the participants feel free to ask and respond to concerns raised.*
- *Legal workshops help the students to recognize and realize their behaviours. Fore example most of the male students were not aware that they are committing an offence by being involved in gang rape.*

2.2. BEHAVIOR CHANGE PROCESS DEPARTMENT



One of the behavior change process training.

2.2.1 ACCOMPLISHED ACTIVITY UNDER THE DEPARTMENT

The behavior change process department managed to conduct **69** Behavior change process trainings in **10** targeted schools namely Mahina, Nundu, Mhandu, Igogo, Mapango, Mtoni, Igelegele, Kangaye and Nyasaka secondary schools. Trainings were mainly based on stage(1a) up to stage (3c) which assists youth (students) to know, accept the present reality, to choose and commit them selves to a possible new behavior and finally to plan and implement their choices and commitments.

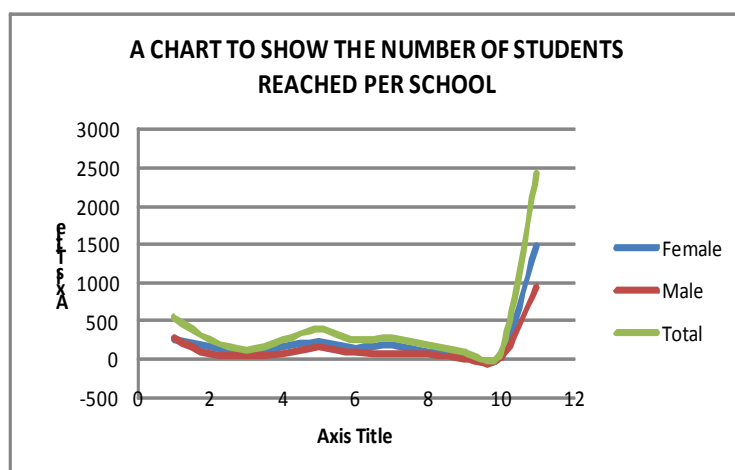
2.2.3 Achievements

We managed to reach a total of **2,428** students where by **1,475** were girls and **953** were boys. The higher attendance of girls possibly indicates a reawakening and recognition of the value of education on the part of the girl child. In situations of premarital sex girls have a tendency to loose more than boys and we do know for a fact that girls are likely to drop from the school system while boys carry on with their education.

There was an increased level of knowledge among the girls on sexuality and means of protecting oneself against unwanted sexual advances while the boys acknowledge the importance of not pestering girls for sex. The girls have the right to say **NO** while the boys have the strength not to **ASK** for sex. Through these trainings, students were able to agree that whenever a person chooses his/her new lifestyle, she/he must accept to loose some old friends and accept to make new friends who are supportive of their choice.

Graph 1.1: The table shows the number of students reached per school.

S/N	School name	Female	Male	Total
1	Mhandu sec	265	282	547
2	Mahina sec	172	75	247
3	Kangaye sec	69	57	126
4	Nundu sec	170	76	246
4	Nyasaka sec	226	164	390
5	Igogo sec	156	95	251
6	Mapango sec	186	84	270
7	Igelegele sec	107	75	182
8	Mtoni sec	72	22	94
10	Bugarika sec	52	23	75
	Total	1,475	953	2,428



2.2.4 Challenges

- *Some of the training space in the schools cannot accommodate all the club members during trainings.*
- *The transfers of club patrons contribute in slowing down implementation at the club level.*
- *Some schools/teachers are not cooperative/flexible enough to accommodate club activities*

2.2.5 Lesson learned

- *Club members are excited to be trained on behavior change process.*
- *Inter school competitions and festivals seem to attract more students as evidenced in two schools in the past six months.*
- *Reproductive health education is a complimentary lesson in schools that adds value to the students class work*

2.2.3 ACTIVITY 2.2 SCHOOL COMPETITIONS

*We conducted two (2) school competitions with the aim show casing club member's talents, building healthy relationships, creating students awareness and mobilizing them to prevent teen pregnancies. The inter school competition held on 15th February 2013 between Mahina and Mhandu secondary school approximately reached a total of **1600** students. We had a debate, (**"poverty is the main cause of pregnancies in schools"**) role plays on the danger of premarital sex, football match and dancing.*

*Another competition was the inter class competition held at Igelegele secondary school in March 2013. The competitions approximately reached a total of **700** students. The activities conducted during the competition were football and netball matches between form four and form two students.*

It should be noted that we experimented with this aspect and found that it is an excellent approach to mobilizing young people on a given course of action. Students love competition, music, dancing and learning in the process of entertainment. The response from this activity was overwhelming with students screaming kijana chagua maisha slogan.

2.2.4 CHALLENGE

- *Due to lack of prior budgetary allocation we were unable to conduct competitions in other schools though the demand was high.*

2.2.5 LESSON LEARNED

- *In the schools where the competitions took place more students now are eager to join in Kijana chagua maisha clubs.*

- *School competition is a great method for mobilizing and creating awareness on Kijana chagua maisha clubs and behavior change process.*
- *The competition should be held at a huge open space in order to accommodate the big number of students.*
- *Effective cooperation of teachers and EBLI is imperative for successful implementation of the project.*
- *Competitions in schools are good way for students to have a chance to show case their talents, to refresh their mind and share experience with their fellow students.*

2.2.6. ACTIVITY 2.3 Mtoni secondary kijana chagua maisha club festival.

*On 6th June 2013 **EBLI** staffs were invited to attend a festival at Mtoni secondary school which was prepared by youth (Kijana chagua maisha club members). The main purpose of this festival was to create awareness on the issue of teen pregnancies and **STIs**.*

2.2.6.1 RESULTS.

*During the festival, the Kijana Chagua Maisha members were very active and prepared. They managed to portray the message of prevention of teen pregnancy through drama, songs, dancing, and poem. The festival was approximately attended by **1600** participants including students and community members. The festival stimulated and created awareness and understanding on prevention of teen pregnancy to students and to the community members around Mtoni secondary school.*



2.2.6.2 Lesson learned

- *Youth/ students have a lot of talents; they only need support and a forum to share.*
- *Festivals organized and managed by the club members is an additional way of reaching out and influencing students.*
- *We need to conduct more competitions and festivals in other schools because the demand from both the students and teachers is high.*
- *Competitions in schools are good way for students to have a chance to show their talents, to refresh their mind and share experience with their fellow students.*

2.2.6.3 WAYFORWARD

- *In subsequent proposals we need to integrate the school competitions as part of the Kijana chagua maisha activities.*
- *To put more effort in clubs by using different ways of training in order to make members become change makers and not victims of change.*
- *To provide frequent seminars to school teachers so that they can be partners in propelling the agenda of Kijana chagua maisha and its goals.*

2.3. ACTIVITY# 5: ARTICLES

*During the 12 month of implementation **124** out of **136** articles were written and disseminated to **5** schools namely Kangaye, Nundu, Mahina, Mhandu and Mtoni secondary. **95%** of the articles were written by the students. We reckon that by so doing the students accords themselves an opportunity to improve their writing and composition skills. The most popular articles seemed to have been those related with reproductive and life skills, effects of pre marital sex, how to make good decisions and how to set and achieve goals.*

2.3.1 LESSON LEARNED

- *Students enjoy reading the articles and responding to the issues raised through writing articles of their own.*
- *Contributions by students speak more powerfully to their peers and also improve their writing skills.*

2.4 ACTIVITY # 6: MONITORING/REVIEW ACTIVITY

In 2013 we carried out a comprehensive review of the activities undertaken with a view to source out the successes and the shortcomings of our intervention. The findings indicated that:

- *There was a **2%** increase in the transition rate of girls completing their education.*
- ***67%** of patron teachers and **66%** of students commented that there is empirical evidence of change of sexual behavior pattern among the students.*
- ***95% of the targeted** students are aware of their sexual reproductive health rights and policies that govern the same.*
- ***95% of** students had increased knowledge that enabled them to make informed sexual choices.*

2.4. ENTREPRENEURSHIP DEPARTMENT: YOUNG MOTHER COMPUTER LITERACY.

In 2013 a total of 80 young mothers were trained on computer literacy skills and entrepreneurship. These young mothers who are school drop outs are sourced from the 2 districts of Ilemela and Nyamagana and come from poor social-economic backgrounds. They were grouped into two batches of 40 each and each group trained over a period of 4 months culminating in a colourful graduation ceremony and awarding of certificates. Prior to completion of their training, we held 2 BCP and entrepreneurship workshops to prepare them for the work market and self employment.



Our most recent tracer study indicated that out of the 80 trained young mothers, 30% have secured employment, 29% are self employed, and 37% are still searching for jobs and 4% could not be found. The tracer study also pointed out some of the challenges the young mothers face post the training. Major among these challenges is lack of start up capital for those interested in business. Though there is a youth facility in the government departments to loan out funds for youth groups, inadequate business plan writing skills hinders them to access these funds.

We strongly feel that for the year 2014 we need to strengthen the Ujasiriamali CBO as a savings and loaning facility by introducing a revolving fund to enable the young mothers' access seed fund for small enterprises.

Challenges:

- *Frequent absenteeism as a result of their children or themselves falling sick*
- *Change of residence and contacts that make post training follow up cumbersome*

CONCLUSION:

The Kijana Chagua Maisha project in schools remarkably contributed to the increase of transitional rate of girls who completed ordinary level of education by 1% and reduced pregnancy rate among secondary school going girls by 2%. The data and information gathered will be used in the future for further actions and implementations of the next project.

The successes, challenges and lessons learned both in the BCP and Young mother programs will enable us improve our interventions and hopefully contribute positively in building a healthy future for all young people.

SUMMARY OF ACHIEVEMENTS FROM JAN 2013 TO DECEMBER 2013						
RESULTS	INDICATOR	ANNUAL TARGET	ACHIEVEMENTS	DEVIATION	REASON FOR DEVIATION	REMARKS
IMPACT						
To help adolescent girls successfully complete their education without dropping out due to teenage pregnancy in 10 schools in two district of Mwanza region, Tanzania.	Decreased drop out rate	Reduced dropout rate by 30% at the end of 2013	There is the decrease of 1% of drop out cases due to pregnancy.	29%	The change of behavior is a gradual change process	EBLI to increase effort to train students and teachers on BCP and legal issues.
	Increased transition rate of girls from 10 secondary school of Mwanza who complete ordinary level of education.	100% of girls complete their ordinary education.	There is an increase transitional rate of girls who complete their ordinary level of education by 2%, compared to the last year.	-	Most of the students become self aware in terms of their future goals and priorities.	EBLI to increase effort to train students and teachers on BCP and legal.
OUTCOMES						
Young people able 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.	Anecdotal evidence of change in sexual behavior patterns.	1000 students change in sexual behavior pattern.	During monitoring, 67%out of 9 teachers and 66% out of 95 students commented on the change of behavior pattern.	33%	Some of the questionnaires were not returned/incomplete.	To conduct monitoring visits quarterly
Reduced rate of school drop out due to pregnancies	Increased completion rate of girls	726	683 out of 726 enrolled girls complete their ordinary level of education year2013	43	We were able to reduce the school drop out rate by 2% compared to the last year. Last year drop out rate was 67out of 828 students equals to 8% and this year the drop out rate is 43out of 726students equals to 6%.	-school competition is the participatory method to mobilize and create awareness of sexual reproductive health and rights.
Trained girls able to resist unwanted sexual advances including material induced sex	Number of girls able to meet their basic needs	80	-30% have secured employment and 29% are self employed.	41%	-37% are still searching for jobs and 4% could not be found. -lack of startup capital for those interested in business	--to initiate a startup fund for those interested in business with minimum interest.
Adaptation of youth friendly policies.	Reduced teacher student affairs and sexual abuse		55% students and 80%of teachers commented that there is a decrease of teachers – students affairs and sexual abuse	45% of students and 20%of teachers	They did not notice any changes	EBLI to increase effort to train students and teachers on BCP and legal.
Informative and youth friendly articles from young people	Presence of articles written		-Students were able to write articles based on reproductive and life skills focused on the effect of playing sex in a teenage, good decision making,	-	-	-Students awareness and knowledge on sexual reproductive health information and rights increased which leads to a change of attitude and

			how to choose a good friend, how to set and achieve your goals, to respect each other, how to live well in their societies, to study hard, the use of drugs and to take poverty as a challenge and not a problem,			sexual behaviors among the students.
Improved writing skills and improved youth participation	Number of articles written by the students	136	124 articles out of 136 were written by the students.	12articles	Some of the articles written by the students were not related to Kijana Chagua Maisha objectives.	-article writing and dissemination encourage youth participation. -students writing skills improved.
OUTPUTS						
Increased awareness and knowledge that leads to a change of attitude and sexual behavior	Number of students becomes aware of sexual reproductive health.	1000	-90% of teachers and 95% of students commented that there is the increase of awareness of sexual reproductive health information among the students.	-5	Some of the questionnaires were not returned/incomplete	-behavior change process is the vital process to the life of adolescents, hence EBLI need to increase effort by conducting more BCP trainings to young people in schools
	Number of trainings conducted	109	69	40	Teachers strikes, school closed due to census and terminal exams	increase effort by conducting more BCP trainings to young people in schools
Increased awareness and knowledge among youth on their fundamental rights and sexual reproductive health.	Number of students aware of their right.	1000	95% of students become aware of their rights	5%	5 students did not collect their questionnaires	To continue providing legal trainings as to enable them to demand their rights
	Number of cases of girls who demand their rights	-	-	-	Most of the girls feel shy to report on sexual harassment incidence.	To facilitate the selection of the patrons/matrons on which the students can be able to express themselves in case of a danger
Increased awareness and knowledge that leads to a change of attitude and sexual behavior.	Anecdotal evidence of change in sexual behavior patterns.	1000 students change in sexual behavior pattern	67% of patrons/matrons teachers and 66% of students commented on the change of behavior pattern among the students.	33%	Some of the questionnaires were not returned/incomplete	To conduct monitoring visits quarterly
	Number and nature of article written	136	124 articles were written by the students.	12	- School closing	-students writing skills improved. -Students participation on articles writing increased.
ACTIVITIES						
Conduct 163 behavior change process in ten secondary school targeting approximately 1000 young people.	Number of students reached	1000	2428Students commented to be aware of their reproductive health during trainings and competitions		We went far beyond our expectation	conduct more BCP trainings to young people in schools at an early age
	Number of trainings conducted.	109	69	40	Teachers strikes, school closed due to census and terminal exams	EBLI to continue providing BCP trainings by using different methods

<i>*Conduct computer literacy and entrepreneurship training to 80 young mothers</i>	<i>Number of young mothers trained</i>	80	80	-	-	<i>Girls who reached at least form 3 perform better in computer training</i>
	<i>Improved economic standards.</i>	80	45	35	<i>35 young mothers are still struggling to find a job and also lack the basic funds to initiate a business</i>	<i>Computer and entrepreneurship skills are imperative for economic emancipation</i>
	<i>Nature of businesses initiated</i>	80	22	58	<i>23 employed, 28 are still looking for a job and 7 could not be found</i>	<i>We need to initiate a revolving fund to enable more girls initiate businesses</i>
	<i>Number of trainings conducted.</i>	2 batches	2	-	-	<i>Majority of the young mothers leave the trainings with confidence to face the job market</i>
<i>To conduct 20 trainings to 1000 youth (100) per school to be better organized to actively know and demand their rights</i>	<i>Number of trainings conducted.</i>	20 trainings	<i>We were able to conduct 20 legal trainings to the students.</i>	-	-	<i>One day training is not enough to cover the laws and policies</i>
	<i>Number of students reached</i>	1000	<i>We were able to reach a total number of 1,049 students.</i>	<i>49 students Increased during the trainings.</i>	<i>-we went far beyond our expectation.</i>	<i>-during legal trainings, most of the students who were not the member of Kijana Chagua Maisha were coming to the trainings.</i>
<i>Monitoring, review, follow up and capacity building activities</i>	<i>Capacity building courses attended by the staff.</i>	No target put				<i>All the three staff were trained the previous year</i>
	<i>Staff competency in proposal/ report writing, monitoring and evaluation</i>					<i>Staff were trained in 2012</i>
	<i>Number of monitoring visits and reviews</i>	10	<i>We managed to conduct 10 monitoring visits to 10 targeted schools</i>	-	<i>Some of the questionnaires were not incomplete or not returned.</i>	<i>-we need to conduct monitoring visits quarterly.</i>



YOUNG MOTHERS GRADUATION CEREMONY