



**Quarterly Progress Report Y3 Q2**  
January 1– March 30, 2019  
Cooperative Agreement AID-OAA-A-17-00001  
Submitted by World Education, Inc. / (WEI)  
April 30, 2019

# Table of Contents

List of Acronyms.....	1
<b>Executive Summary.....</b>	<b>2</b>
<b>A. Introduction.....</b>	<b>5</b>
Project Overview .....	5
<b>B. Project Activities per Objective.....</b>	<b>7</b>
Objective 1: Build the agency, knowledge, and protective assets of girls in secondary school.....	8
Objective 2: Increase family commitment and capacity to invest in girls' education .....	16
Objective 3: Foster a girl-friendly and supportive school environment.....	276
Objective 4: Provide alternative education pathways for girls who have dropped out of secondary school due to pregnancy and/or early marriage .....	375
<b>C. Monitoring, Evaluation, and Learning .....</b>	<b>453</b>
<b>D. Project Management .....</b>	<b>458</b>
<b>E. Opportunities and Challenges.....</b>	<b>586</b>
<b>E 1: Key Opportunities.....</b>	<b>586</b>
<b>E 2: Challenges.....</b>	<b>586</b>

## List of Annexes

**Annex A:** Success Stories

**Annex B:** Summary of Supportive Supervision Visits

**Annex C:** Indicator Tracking Table

## List of Acronyms

<b>AEO</b>	<b>Agricultural Extension Officer</b>
<b>AGYW</b>	Adolescent Girls and Young Women
<b>AOR</b>	Agreement Officer Representative
<b>ARH</b>	Adolescent Reproductive Health
<b>COSTECH</b>	Tanzania Commission for Science and Technology
<b>CBT</b>	Community-Based Trainer
<b>DEO</b>	District Education Officer
<b>DED</b>	District Executive Director
<b>DEWS</b>	Dropout Early Warning System
<b>DMT</b>	District Master Trainer
<b>EEV</b>	Economic Empowerment Volunteer
<b>GBV</b>	Gender Based Violence
<b>ICT</b>	Information and Communications Technology
<b>LGA</b>	Local Government Authority
<b>LIMCA</b>	Livelihood Improvement for Mothers and Caregivers of Adolescents
<b>MEL</b>	Monitoring and Evaluation and Learning
<b>MoEST</b>	Ministry of Education, Science, and Technology
<b>MoHCDGEC</b>	Ministry of Health, Community Development, Gender, Elderly and Children
<b>NPA-VAWC</b>	National Plan of Action to End Violence Against Women and Children (2017-2022)
<b>NORC</b>	National Opinion Research Center
<b>OVC</b>	Orphan and Vulnerable Children
<b>PO-RALG</b>	President's Office Regional Administration and Local Government
<b>POY</b>	Protect Our Youth
<b>OSSG</b>	Out-of-School Study Groups
<b>REO</b>	Regional Education Officer
<b>SMSC</b>	Science and Mathematics Subject Clubs
<b>SRGBV</b>	School-Related Gender-Based Violence
<b>SQAO</b>	School Quality Assurance Officer
<b>STEM</b>	Science, Technology, Engineering, Math
<b>TCRF</b>	Tanzania Child Rights Forum
<b>USAID</b>	United States Agency for International Development
<b>USG</b>	United States Government
<b>VEO</b>	Village Executive Officer
<b>WEdO</b>	Ward Education Officer
<b>WEO</b>	Ward Executive Officer
<b>WEI</b>	World Education, Inc.

# Executive Summary

The Bantwana Initiative of World Education, Inc. (WEI) is pleased to present its Year 3 Quarter 2 progress report on the five-year *Waache Wasome (Let Them Learn)* project to USAID-Tanzania. Funded by the United States Agency for International Development (USAID), *Waache Wasome* aims to increase adolescent girls' participation and retention in secondary school or in alternate educational pathways.

This report covers activities undertaken from January 1 – March 31, 2019, during which WEI made progress in all key implementation areas. In addition to delivering on “outputs,” the project received numerous anecdotal reports of positive “outcomes” in areas such as confidence and agency for both in- and out-of-school AGYW; improved household economic resilience; and a more girl-friendly environment in partner schools. Three local implementing partners were brought on board and are gearing up to take the lead in implementing and expanding project activities in all four target councils.

This reporting quarter marked the start of a new school year—which directly correlates with the **Protect Our Youth (POY) clubs intervention under Objective 1**. The project supported introduction and formation of new POY Clubs (for incoming Form 1 students), as well as transition/consolidation of existing POY clubs from the previous academic year, for students moving into higher forms. As of March 31, 153 POY clubs were serving 4,834 students (2,909 girls) in the 36 project schools. Student peer leaders as well as POY Club matrons/patrons were trained in facilitating the standard POY curriculum as well as in formulating new “extra” activities. Using the methods of dance, drama, and song, these extra activities address new topics of relevance to POY Club members and thus maintain interest and engagement of continuing students, who have been through a previous round of activities.

Under **Objective 2—increasing family commitment and ability to invest in girls' education**—the strategy of LIMCA (Livelihoods Improvement for Mothers and Caregivers) saw 249 LIMCA savings and lending groups in operation. Their savings for the quarter were TZS 266,837,328 and loans for the quarter were TZS 462,811,085. WEI delivered a two-day Business Skills ToT for more than 100 Economic Empowerment Volunteers as well a Positive Parenting ToT for use with LIMCA members. To promote technical linkages on income-generating activities, WEI facilitated groups sessions for 802 LIMCA members with Council and Ward-level Agriculture Field Officers (AFOs) to improve knowledge and skills on income-generating activities and also organized a large-scale meeting of EEVs to review and brainstorm ways to support LIMCA members during the current agricultural season. Project staff conducted onsite visits to 75% of the LIMCA groups to provide them with functional support, while also conducting a number of home visits to members.

As a result of cohesion and performance, LIMCA groups realized the following notable successes this quarter:

- Eight LIMCA groups were able to access no-interest government loans worth TZS 24.3 million.
- Seven LIMCA groups banded together to use their education funds to donate 55 bags of cement for building additional classroom space—a rare such community contribution.
- Collectively, 66 LIMCA groups used their special Education Funds to support 304 adolescents (75% of them girls) with school-related needs. This was a meaningful and timely input to help girls enter (Form 1) or return to secondary school in a timely way at the start of the academic year.

**Objective 3** of *Waache Wasome—Supporting a Girl-Friendly Environment in Schools*—combines a range of interventions including working with teachers to address incidence of school-related gender-based violence (SRGBV) and to identify and support girls at high risk of dropping out, while widening academic opportunities, especially in STEM fields, for girls (and boys) through Science And Mathematics Subject clubs and relevant science study materials. In this quarter, the project supported **monthly “Lunch and Learn”** sessions in all 36 project schools—weekly, one-hour sessions where teachers and heads of schools gather to discuss observations, concerns, and action steps on SRGBV and the early warning system to prevent school dropouts. In addition, staff delivered one-day **SRGBV awareness sessions for School Board members of all 36 project schools** for 292 participants. The school board participants resolved to initiate awareness-creation meetings in their villages, to push for an end corporal punishment, and to ensure that the school feeding programs are working.

On the academic aspects of Objective 3, *Waache Wasome* supported the establishment of **144 Science and Mathematics Subject Clubs (SMSCs)** covering a total of 14,315 students (50% girls). WEI distributed 10 compendia of national science examination papers and formats from 2013-2017 to each school, as reference and revision aids for students. Discussions were also underway with representatives of WGBH Educational Foundation and Tanzania Bora, respectively, for the delivery of Design Squad hands-on STEM learning sessions in six pilot schools and of a residential coding camp for girls in the second half of the project year.

In relation to **Objective 4—providing alternative education pathways for out-of-school girls**—the project was able to reach out to more than 300 out-of-school girls, identified with the help of local village and ward officials and stakeholders in three project districts (Musoma MC, Musoma DC, and Karatu DC). Through community liaising, 23 potential safe spaces were identified in these areas, and the formation of out-of-school-study groups (OSSGs) was initiated. 44 peer leaders and 22 adult facilitators were oriented and trained. In addition, the project delivered a training of trainers for the facilitators—plus more than 20 clinical officers and LGA representatives—on the first part of an Early Childhood Stimulation (ECS) curriculum specifically targeted to the needs of teen mothers in the OSSGs.

**Project Monitoring and Management:** Alongside activities implemented under each of the four objectives, the WEI team focused on ongoing monitoring and assessment as well as day-to-day project management. A major focus was bringing on board the three sub-grantees, as noted. This involved finalizing and signing subgrant agreements with them and undertaking orientation and training on performance plans, deliverables, and procedures for hiring, implementing, reporting, and cash management.

Monitoring and tracking systems were refined to capture quantitative and qualitative evidence and staff engaged in intentional collaboration and coordination with Government of Tanzania (GoT) officials at all levels. WEI was honored to be invited to regional and national stakeholder input meetings on NPA-VAWC and social welfare by the Ministry of Health, Community Development, Gender, Elderly and Children and PO-RALG, respectively.

In addition, the WEI technical team and COP enjoyed hosting United States Embassy and USAID representatives on project site visits. U.S. Charge d’Affaires Dr. Inmi Patterson joined USAID’s Deputy Mission Director, Agreement Officer’s Representative for *Waache Wasome*, and Project Management Specialist - Gender and Youth for the first day of the three-day program, meeting with POY Club students and teachers who had undergone SRGBV training. After her departure, the USAID team continued with another two days of in-depth and informative conversations with adolescent and adult project participants as well as a wide range of community and government stakeholders.

At this mid-point of the *Waache Wasome*'s five-year term, WEI is taking stock of progress to date and lessons learned—with the aim of addressing any identified gaps and building on the strong foundation already established. The project team believes that the time and effort spent on the many orientation- and set-up type activities (for POY clubs and SMSCs) and on continued support and expansion of the LIMCA and OSSG components has strengthened the basis for rapid and consistent rollout of activities in the coming quarters and years—especially as we expand to an additional 30 schools for Years 4 and 5. The on-boarding of energetic and experienced sub-grantees will play an important role in expanding the reach and impact of *Waache Wasome*.

# A. Introduction

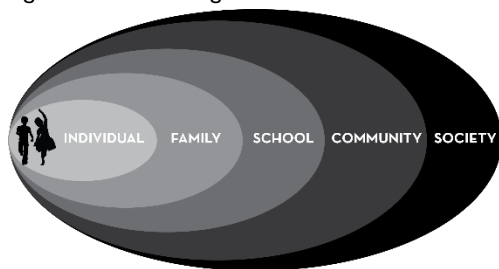
## Project Overview

*Waache Wasome* is a five-year project, funded by the United States Agency for International Development (USAID) and implemented by World Education, Inc.'s Bantwana Initiative (WEI/B). The project aims to increase adolescent girls' enrollment and retention in formal secondary school or in alternative education pathways through a comprehensive model that addresses harmful gender norms and helps adolescent girls and young women (AGYW) to develop their sense of agency and protective assets.

Project activities are focused on four councils in two northern regions of Tanzania—Musoma DC, Musoma MC, and Tarime DC in Mara Region; and Karatu DC in Arusha Region.<sup>1</sup> Over the life of the project, *Waache Wasome* will be implemented in 67 government secondary schools serving an estimated 268 villages/mtaa.

*Waache Wasome's* evidence-based approach addresses gendered beliefs and practices and the economic barriers that negatively affect girls' enrollment and retention in school and limit their aspirations, access, and prospects for success. The interventions are rooted in participatory, youth-centered design and a socio-ecological model (illustrated below) that recognizes and works with AGYW as individuals within their family, school, and community contexts.

Figure 1. Socio-ecological model



## Alignment with Government of Tanzania and US Government Priorities

*Waache Wasome* interventions are in line with the priorities of the Government of Tanzania including the Law of the Child Act of 2009 and the National Plan of Action to End Violence Against Women and Children (NPA-VAWC). *Waache Wasome's* strong links to the goals, objectives, and priority activities laid out in the NPA-VAWC are clear in the POY Club, SRGBV teacher training, LIMCA, and parenting skills models.<sup>2</sup> *Waache Wasome* works closely with regional and local government authorities, school administrators and teachers, and community leaders and parents/caregivers in the four target councils, which helps ensure project ownership at the local level. The project also works with government organs to support dissemination and implementation of policies that pertain to adolescent girls.

The project's aims are closely aligned with the broader strategy and priorities of US government agencies regarding empowerment of adolescent girls, gender equality, youth development, and

<sup>1</sup> These areas were selected because they have been identified as "hotspots" for AGYW vulnerability and HIV risk; have low secondary school enrollment rates; and have other US government-supported programs as well as trained village para-social workers.

<sup>2</sup> These models align with the following NPA-VAWC thematic areas: #7 -- Safe Schools and Life Skills; #2 -- Norms and Values; #7 -- Household Economic Strengthening; and #4 -- Parenting, Family Supports, and Relationships.

prevention of gender-based violence and early marriage. The program directly contributes to outcomes specified in USAID's Tanzania Country Development Cooperation Strategy—specifically the following:

- Development Objective 1: Tanzanian women and youth empowered
- Intermediate Result 1.1: Gender equality increased



## B. Project Activities per Objective

Waache Wasome activities are grouped under four key objective, through which in-school and out-of-school girls are supported to continue their education and/or become economically independent.

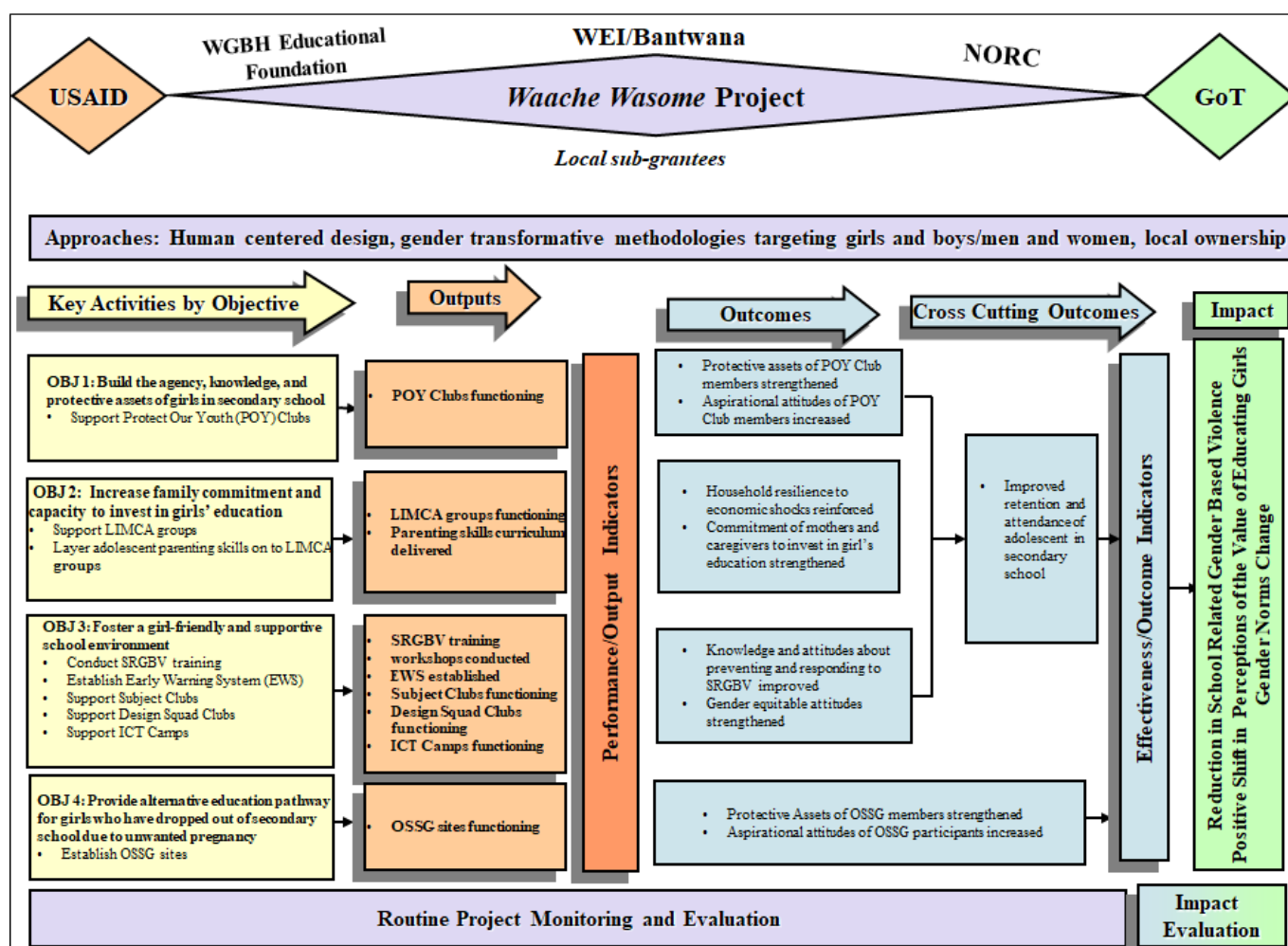
**Objective 1:** Build the agency, knowledge, and protective assets of girls in secondary school

**Objective 2:** Increase family commitment and capacity to invest in girls' education

**Objective 3:** Foster a girl-friendly and supportive school environment

**Objective 4:** Provide alternative education pathways for girls who have dropped out of secondary school due to pregnancy and/or early marriage

Project activities target girls, their families/households, their schools, and their broader communities. The Logic Model below indicates how activities under each objective relate to outputs and to the expected outcomes and eventual collective impact of the project.



## Objective I: Build the agency, knowledge, and protective assets of girls in secondary school

Activities under this objective are designed to empower secondary school girls with information, skills, and support networks to better navigate the variety of risks they face and to build protective assets that reduce their vulnerability to school dropout caused by factors such as pregnancy, health/HIV infection risks, and gender-based violence. The main mechanism used to achieve Objective I is the Protect Our Youth (POY) Clubs that are set up for different forms (grade levels) in each project school (36 schools to date). Each POY club usually has 40 student members—10 adolescent girls who are identified as especially vulnerable (by school teachers and administrators) and 15 other girls and 15 boys who are chosen randomly, out of the interested students in that form. Including boys in the POY Clubs enlists them as allies in combatting gender discrimination and violence in schools, as they receive the same messages about gender equality and are also benefited by learning life skills around communication and confidence.

POY Clubs help their student members build critical soft skills—such as goal setting, time management, communication skills, and decision making—which can contribute to academic success and encourage the ability and desire to pursue and complete secondary education, or even higher.

### Summary of Q 2 POY Activities and Achievements

By the end of this reporting quarter, 153 POY clubs<sup>3</sup> had enrolled 4,834 students (2,909 girls). These clubs are spread across the 36 project schools in all four districts.

The number of clubs exceeded the target of 144 for this project year, because of carryover from the previous project year (PY2). During this quarter, the project supported introduction and formation of new POY Clubs for incoming Form I students, as well as transition/consolidation of existing POY clubs from the previous academic year, for students moving into higher forms.

Specifically, the WEI team worked with the club matrons/patrons and elected student peer leaders to develop their capacity to support engaging student-centered activities and skill-building, including use of the POY Club draft manual and sessions. Activities directly implemented by the WEI team included facilitating creative work (student drawings submitted for *bangokitita* training materials), orientation of 72 (36 female) patrons/matrons on their roles, and orientation of 298 (148 girls) POY Club student leaders to understand and develop skills for their roles. In turn, the club matrons/patrons and student leaders are expected to conduct weekly activities and skill-building sessions with student members, under the guidance of WEI and its subgrantees.

### Q2 and Y3 Workplan Intersection

This reporting of Q2 activities relates directly to items 1.1, 1.5, 1.6, 1.7, 1.8 and 1.9 on the Y3 work plan. Additional Y3 activities under Objective I – such as finalization and printing of the POY *bangokitita* student-friendly learning materials (1.2-1.4), organizing Teen Advisory Group sessions (1.10), and designing of protective asset messages for posting in schools (1.11) -- are scheduled for Q3 and Q4, hence they are not included in this report.

---

<sup>3</sup> The number of POY clubs exceeded the planned total of 144 due to changes in school enrollment and also factors from PY2, when some schools that had larger numbers of students in Form I, formed three clubs (instead of two) for those classes. This year (PY3), 9 of those additional Form I clubs transitioned into Form II clubs, thus increasing the total to 153 instead of the planned 144.

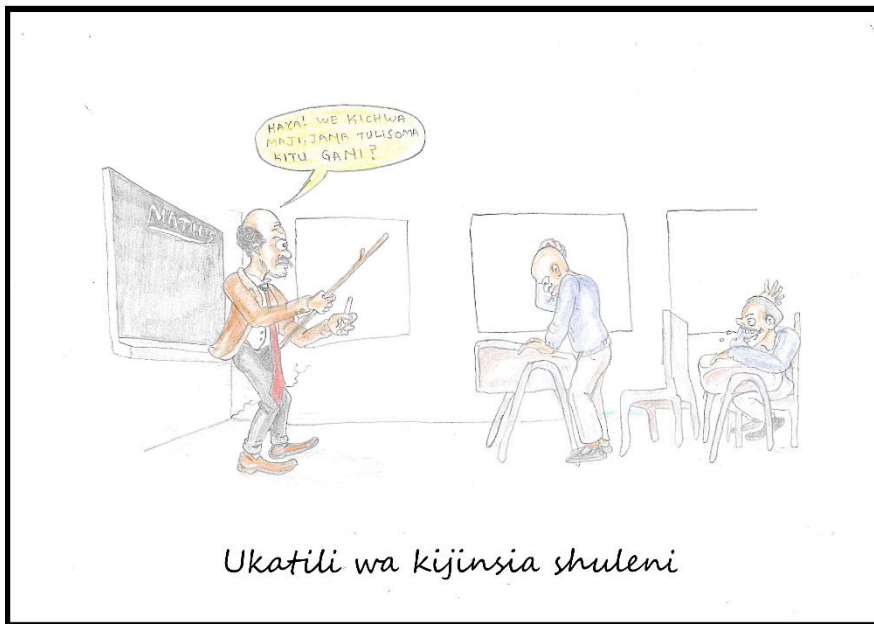
<b>Obj. I :Build the agency, knowledge, and protective assets of girls in secondary school</b>		
<b>Y3 Q2 Activities</b>	<b>Status</b>	<b>Description</b>
<b><i>1.1. Engage POY members to contribute to the development of “bangokitita” (visual aids) to supplement the POY facilitator manual</i></b>	In progress	<ul style="list-style-type: none"> <li>• 237 drawings were collected from POY clubs</li> <li>• 83 drawings were selected</li> <li>• Two workshops aimed at assisting students to improve their drawings will be held in Karatu DC and Musoma (incorporating Musoma MC, Musoma DC, and Tarime DC) in Q3</li> </ul>
<b><i>1.5 Organize district POY Club meeting</i></b>	Achieved	WEI organized district POY club meetings at school level to introduce the adjusted POY Club model (formation, transition and consolidation). A total of 133 (40 female) teachers participated.
<b><i>1.6. Support the Y3 POY Clubs formation in 36 schools</i></b>	Achieved	WEI supported formation of 39 new POY clubs (Form I), transition of 80 clubs from Form I to II, and consolidation of 34 Form IV POY Clubs. In total, these 153 clubs have 4,834 student members (60% girls).
<b><i>1.7. Organize a 2-day orientation training for 72 patron/matrons on POY extra activities</i></b>	Achieved	WEI organized a 2-day workshop for 72 patron/matrons (36 female) in the project districts to equip them with the knowledge and tools to support POY clubs.
<b><i>1.8. Organize a 2-day training for 288 peer leaders</i></b>	Achieved	298 (148 girls) student peer leaders <sup>4</sup> attended POY club curriculum extra activities training.
<b><i>1.9 Monitor and support the 144 POY Clubs to carry out core and extra activities</i></b>	In progress	POY Club formation and training was completed at the end of Q2. Club activities shall begin in Q3

***1.1. Engage POY members to contribute to the development of “bangokitita” (visual aids) to supplement the POY facilitator manual***

During regular club sessions, interested POY Club students were asked to draw pictures illustrating a particular topic in the POY Club Facilitator manual, to use as visual aids in making the manuals more user friendly. A total of 237 drawings (120 Karatu DC, 31 Musoma MC, 71 Musoma DC, and 15 Tarime DC) were collected from the schools. WEI technical staff in collaboration with selected teachers sorted through the images and selected 83 best-themed drawings. Two workshops, one in Karatu DC and another in Mara Region (incorporating Musoma DC, Musoma MC, and Tarime DC) will be conducted in Q3 to assist POY Club members refine their drawings. The use of student-created work in the POY manuals demonstrates WEI’s commitment to participatory youth development.

*A sample drawing from a POY Club member showing teachers using abusive language*

<sup>4</sup> Eight of the total 306 student peer leaders for this year were unable to attend the orientation. Plans were made for their respective matrons/patrons and fellow student leaders to brief them on the training.



### **1.5 Organize district POY Club meetings**

Recognizing that schools have different priorities, management styles, and experience with POY clubs, the project’s POY model was adapted to have school-level rather than council or district-wide meetings. WEI visited DEOs in the *Waache Wasome* districts and explained the Y3 way of organizing POY Clubs and “extra” activities—organizing and consolidating the number of clubs in each school, and also adding options for students who are in examination years (Form 2 and 4) to produce a variety of school-wide activities such as dramas, dances, songs to spread the POY message (as these students have already been through the “core” manual sessions.) DEOs agreed and provided permission to move on with the activity at school level.

A total of 133 (40 female) teachers participated from the four *Waache Wasome* Districts: 16 (5 female) heads of school, 20 deputy heads of school, 36 (6 female) academic teachers, and 29 matrons and 32 patrons. Since the meetings happened during normal class hours, some matrons and patrons who were in class teaching could not attend. However, school management and WEI technical team ensured that least one patron or matron from each school attended the meetings.

During the meetings, WEI/B staff also held discussions with school management about their POY Club experiences, challenges, and best practices in the previous school year. One of the key issues was how to engage Form II and IV (which are examination classes) in POY Clubs without affecting their academic programs. It was agreed that Form II and IV clubs will only meet once per month and these students will design and lead campaigns to promote key child rights messages, using methods such as speeches, drama, songs, etc. This approach promotes collaborative planning and action, builds student leadership skills, and amplifies the messages they have learned through POY for the larger student body.

### **1.6. Support the Y3 POY Clubs formation in 36 schools**

During PY3, WEI adjusted POY Club formation structure based on feedback received from LGA officials, school management and club members. The adjusted structure has three categories; new POY Clubs formation (Form I), transitioning POY Clubs (PY2 Form I POY Clubs into PY3 Form II Clubs, and consolidating PY2 Form III POY clubs into PY3 one Form IV Club.

**Table 1: Total Y3 POY Clubs and Membership**

Council	# POY Clubs in 36 schools	# POY Club members enrolled		
		Girls	Boys	Total
<b>New</b>	39	930	586	1,516
<b>Transitioning</b>	80	1,293	888	2,181
<b>Consolidated</b>	34	686	451	1,137
<b>Total</b>	<b>153</b>	<b>2,909</b>	<b>1,925</b>	<b>4,834</b>

#### **Formation of new POY Clubs (Form I):**

The formation of Form I POY Clubs followed similar steps as were used in PY2:

1. Teachers used the vulnerability criteria (i.e. frequently absent, shy, withdrawn, aggressive, girls who appeared to be victim of student bullying; girls who are struggling academically; girls who come from very poor families) to identify and intentionally target 10 highly vulnerable girls for club membership.
2. The head teachers convened a student assembly at which the WEI technical team members explained the structure of POY Club formation for Form I students and encouraged all interested students to sign up.
3. From the sign-up lists, WEI randomly selected 15 boys and 15 girls to join each club. The 30 randomly selected students plus the 10 highly vulnerable girls identified make up the composition of 40 members of Form I POY Clubs in each school.

**Table 2: POY Club formation in the 36 project secondary schools**

Council	# Schools	# POY Clubs Targeted	# POY Clubs Formed	# POY Club members		
				Girls	Boys	Total
<b>Karatu DC</b>	17	17	20 <sup>5</sup>	489	306	795
<b>Musoma DC</b>	8	8	8	203	119	322
<b>Musoma MC</b>	7	7	7	173	109	282
<b>Tarime DC</b>	4	4	4	65	52	117
<b>Total</b>	<b>36</b>	<b>36</b>	<b>39</b>	<b>930</b>	<b>586</b>	<b>1,516</b>

<sup>5</sup> Barray and Banjika Secondary schools decided to form more than one club for Form I—one additional club for Banjika and two additional clubs for Barray. The school management was motivated with POY sessions and decided to enroll all Form I students in the Clubs.

**Transition of POY Clubs from Form I to II:** WEI facilitated the transition of 80 POY Clubs (formed in PY2) from Form I to Form II as indicated below:

**Table 3: POY Clubs that transitioned from Form I to II**

District	# of transitioned POY Clubs	Girls	Boys	Total
Karatu DC	36	759	540	1,299
Musoma DC	18	340	219	559
Musoma MC	17	101	59	160
Tarime DC	9	93	70	163
<b>Total</b>	<b>80</b>	<b>1,293</b>	<b>888</b>	<b>2,181</b>

**POY Club consolidation:** WEI facilitated consolidation of 34 POY clubs with a membership of 1,137 (686 girls) in the project schools. Two schools (Banjika and Baray), in Karatu DC, are yet to consolidate last year’s Form III POY Clubs into one Form IV club this year. Negotiations are ongoing with them about the new POY Club structure which includes Form IV.

**Table 4: Consolidated POY Clubs**

District	# of consolidated POY Clubs	Girls	Boys	Total
Karatu DC	15	322	184	506
Musoma DC	8	136	88	224
Musoma MC	7	157	104	261
Tarime DC	4	71	75	146
<b>Total</b>	<b>34</b>	<b>686</b>	<b>451</b>	<b>1,137</b>

**1.7. Organize a 2-day orientation training for 72 patron/matrons on POY extra activities**

WEI organized a 2-day workshop for 72 patron/matrons (36 female) in the project districts to orient them on POY Club “extra activities.” The workshops (one in Musoma, one in Karatu) provided matrons and patrons with information, skills, and tools to mobilize students to carry out the extra activities such as dramas, school assemblies and debates.

The Musoma workshop for the three *Mara Waache Wasome* districts was officiated by Mr. Emmanuel Kisongo, the Regional Education Officer. Mr. Kisongo acknowledged WEI for its support in the education sector through *Waache Wasome* and also the teachers serving as matrons and patrons for their willingness to cooperate with WEI. He also explained the concept of extra-curricular activities and how that is connected to academic work in schools. Mr. Kisongo said that extra-curricular activities are basically “learning outside the class” and complement what is taught in the classroom. Several DEOs also attended the workshop.

In Karatu, Acting District Education Officer Mr. Robert Sijaona officiated the training. Other LGA officials attending included the Acting District Social Welfare Officer and the Police

Gender and Children’s Desk Officer. In his opening speech, Mr. Sijaona acknowledged WEI/B for its support through *Waache Wasome* and emphasized the importance of the training for patrons and matrons. Extra activities help young people to acquire knowledge, attitudes and life skills that will equip them to become productive, loyal, fulfilled citizens and provide support networks to better handle the variety of risks they face, he said.

During the workshops, matrons/patrons suggested a raft of methodologies to organize POY Club extra activities that are compatible with the core POY Club curriculum. After long discussions, four major methods of delivering extra activities were agreed upon: Drama, Drawing, Debate and Song. However, participants agreed that flexibility should be the main guiding principle in choosing particular methods at each school.

Furthermore, participants listed the following avenues within and outside the schools at which POY extra activities can be conducted:

- |                                           |                                                                             |
|-------------------------------------------|-----------------------------------------------------------------------------|
| 1. Morning Assembly                       | 10. Opening and closing school ceremonies                                   |
| 2. Graduation                             | 11. Class meetings                                                          |
| 3. Debating session                       | 12. School newsletters – e.g. introduce POY page                            |
| 4. Parents meetings                       | 13. Community work; to visit parents whose children display chronic truancy |
| 5. School <i>baraza</i> (school assembly) |                                                                             |
| 6. School Bonanza                         |                                                                             |
| 7. Evening parade                         |                                                                             |
| 8. Inter-school study tour                |                                                                             |
| 9. School board meetings                  |                                                                             |

At end of the workshop, matrons/patrons developed action plans for POY Club extra activities for each school. WEI, through its Monitoring and Evaluation Unit, will follow up on implementation of the agreed plans.

### ***1.8 Organize a 2-day training for 288 peer leaders***

WEI organized several 2-day trainings attended by 298<sup>6</sup> (148 girls) student peer leaders out of the total 306 peer leaders in Karatu DC and Mara Region (Musoma MC, Musoma DC and Tarime DC). The training focused on the standard POY club curriculum (Form I) and on extra activities for Form II and IV students.<sup>7</sup>

The combined table on the following page shows the district breakdown of patrons/matrons and peer leaders trained under activities 1.7 and 1.8.

---

<sup>6</sup> Eight of the total 306 student peer leaders for this year were unable to attend the orientation. Plans were made for their respective matrons/patrons and fellow student leaders to brief them on the contents of the training.

<sup>7</sup> As explained in the overview of Objective 1, the project supported 153 POY clubs this quarter, 9 more than the planned 144 – which resulted in an increase in the number of peer leaders trained.

**Table 5: Peer Leaders and Matron/Patrons Trained during Quarter**

Council	# Schools	# POY Clubs	Peer Leaders			Matrons and Patrons		
			Girls	Boys	Total	Matrons	Patrons	Total
Karatu DC	17	71	71	71	142	17	17	34
Musoma DC	8	34	29	29	58	8	8	16
Musoma MC	7	31	31	33	64	7	7	14
Tarime DC	4	17	17	17	34	4	4	8
<b>TOTAL</b>	<b>36</b>	<b>153</b>	<b>148</b>	<b>150</b>	<b>298<sup>b</sup></b>	<b>36</b>	<b>36</b>	<b>72</b>

The purpose of the training was to equip peer leaders with the knowledge and skills to facilitate POY club sessions and extra activities. Sessions covered the POY club curriculum, roles and responsibilities of peer leaders, as well as preparation and demonstration on topics such as violence, communication skills, saying no to bad practices, setting goals, rights and responsibilities, supporting each other, peer pressure and sexual reproductive health sessions.

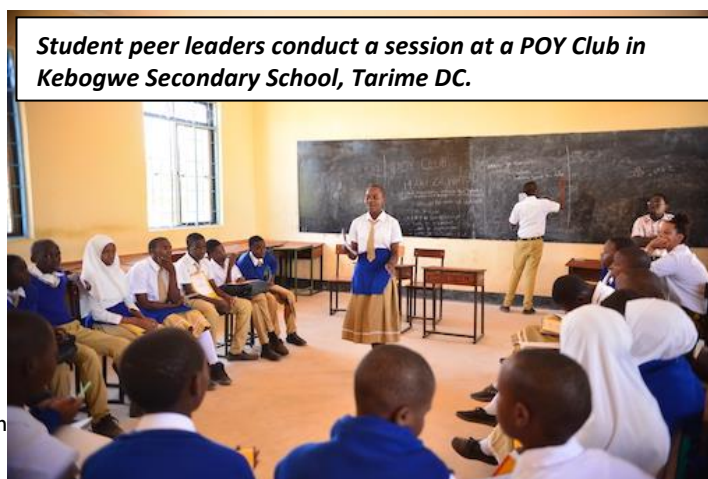
It is intended that the training on extra activities delivered through speeches, debates, dramas, and song and dance will inspire students to use their different talents/capacities and sustain interest and participation in POY clubs. Such methods will aid in spill-over of POY clubs' messages to the broader school community (students, teachers, parents/caregivers) and community at large during different events or platforms.

District Commissioner for Karatu, Theresia Mahongo, officiated the closing ceremony. She expressed her gratitude to WEI for continued support and cooperation, and counselled students on discipline and attentiveness in order to overcome challenges and achieve their life goals. "When I was a student in primary school, I used to walk 16 kms. to and from school barefoot daily," Ms. Mahongo said. "I wore shoes for the first time after being selected to join secondary school," she said, adding that despite the challenges, she studied hard and achieved her life dreams.

DC Mahongo further said that she will continue talking to teachers on behavior changes and attitudes towards gender to foster a girl-friendly and supportive school environment. Also, she encouraged boys to be allies in combating gender discrimination and violence in schools, thus supporting girls to achieve academic success and pursue their education.

**1.9 Monitor and support the 144 POY Clubs to carry out core and extra activities**

WEI conducted supportive supervision visits in all Waache Wasome project schools to assist POY Clubs to carry out core and extra activities. POY Club peer leaders were guided on how to



*Student peer leaders conduct a session at a POY Club in Kebogwe Secondary School, Tarime DC.*

<sup>b</sup> Form I peer leaders were 86 (43 girls), Form I schools in the four councils.



prepare a session, present the session, capture the message to be drawn from each session and coached on eloquence, engagement of the class, and making the session interactive and lively. Students learned different facilitation skills and shared experience from each other. Sessions covered in Form I included *responsibilities of POY Club members, knowing each other, and setting of life goals*. Form II and Form IV club members used early meetings to strategize on delivering spillover messages in various in-school fora. More supportive supervision visits will continue during the rest of the project year.

## Objective 2: Increase family commitment and capacity to invest in girls' education

By promoting and supporting LIMCA (Livelihood Improvement for Mothers and Caregivers of Adolescents) groups under Objective 2, *Waache Wasome* helps to bring about positive economic and attitudinal change at the vulnerable adolescent's household level. LIMCA activities reinforce acceptance of the importance of girls' education among parents and caregivers, by layering in information and training about positive parenting onto the main LIMCA savings and lending activities. The latter help adults to overcome economic barriers that contribute to girls dropping out from school (e.g. inability to pay for uniforms, school supplies such as pencils and exercise books, or lunch while at school; requirements to work in the home or farm, etc.).

LIMCA groups are primarily women-focused community savings and lending groups in/around the schools where the project is working and include parents/caregivers of adolescents and other members of the community.<sup>9</sup> These groups meet weekly to collect savings and to make and monitor loans and repayments over a specified "cycle." In addition, these groups make agreed-upon contributions to an Education Fund (to be used to support vulnerable students' attendance at school) and also to a Social Fund (that a member can request to access in case of emergency, such as illness, death in the family, etc.).<sup>10</sup> WEI trains cadres of Economic Empowerment Volunteers who meet with the LIMCA groups weekly and provide members with training and coaching in financial literacy, business skills, and parenting skills (See Section 2.9 for detail on the types of parenting skills shared.). The EEVs also conduct occasional home visits to members.

### Summary of Q 2 LIMCA Activities and Achievements

As of March 31, 249 LIMCA groups were in operation in the four project districts—with a total of 5,677 members (4,379 females). Tables at the end of this section shows the value of the current quarter and cumulative savings and loans to date.

LIMCA activities and services were implemented in full force this reporting quarter, and WEI directly delivered and/or facilitated the following key services:

- **A two-day Business Skills ToT for 105 EEVs** from all four project districts, to help them provide accurate and useful advice and support to LIMCA members

### Q2 LIMCA HIGHLIGHTS Groups Successfully Access LGA Funding

Thanks to their effective formation and functioning, 8 LIMCA groups were able to obtain interest-free "soft" loans worth TZS 24.3 million from District Councils.

- Three groups in Karatu accessed a total of TZS 6 million.
- Five groups in Musoma DC received a total of TZS 18.3 million

This successful linkage is a strong indicator that the councils recognize and appreciate *Waache Wasome's* strategy of improving livelihoods as a way to support girls' education.

<sup>9</sup> . Men are invited to join LIMCA groups, as a means of expanding project buy-in and being possible influencers or change agents regarding community attitudes about the importance of girls' education.

<sup>10</sup> . Specific contribution rates and criteria for using/accessing the Education and Social Funds are clearly stipulated by each group in its constitution, and these can differ from one group to another.

- **Three demand-driven technical support sessions for 726 LIMCA members** delivered by Council and Ward-level extension officers to improve knowledge and skills on members' chosen income-generating activities
- **On-site visits with 173 LIMCA groups** (73% of the total LIMCA groups), to support and improve their functioning in key areas, including meeting procedures, record keeping, and use of the special group funds (See list of issues and corrective actions, in Table 5.)
- **A “Positive Parenting” ToT, attended by 97 EEVs**, with sessions, skills, and key messages to be shared with LIMCA members to help them better navigate the challenges of communicating with and effectively parenting adolescents and children
- **Quarterly meeting involving 86 EEVs and 27 Ward Agriculture Field Officers (AFOs)** to jointly review and brainstorm ways to support the LIMCA program and members' needs during the current agricultural season – in areas such as use of inputs, horticulture and crop preservation techniques, land use, pesticide use, etc. (Table 6)

WEI staff also engaged in household visits, continued to collaborate with relevant officials and stakeholders, and coordinated visits by Government of Tanzania officials and by representatives of the US Embassy and USAID (details in Project Management section).

### Q2 and Y3 Workplan Intersection

This reporting of Q2 activities relates directly to the following items in the Y3 Workplan: 2.1 – 2.3, LIMCA consolidation and EEV management committee training and cascading; 2.6 – 2.8, linkages, information sharing, and support from district and ward level officers and site/home visits; and 2.9, parenting skills ToT for EEVs.

Workplan activities 2.5 (consulting council officers to identify demand-driven IGA) was done in Q1, and is an ongoing conversation. And activities 2.4 and 2.10—which related to rollout of skills training to LIMCA members—are scheduled for the second half of Y3.

<b>Obj. 2: Livelihood Improvement for Mothers and Caregivers of Adolescents (LIMCA)</b>		
<b>Y3 Q2 Activities</b>	<b>Status</b>	<b>Description</b>
<b>2.1. Support EEVs to consolidate LIMCA group formation</b>	Achieved	Cumulatively, EEVs supported the functioning of 249 LIMCA groups this quarter.
<b>2.2. Conduct 2-day ToT for EEVs on LIMCA Management Committee and Business Skills</b>	Achieved	<ul style="list-style-type: none"> <li>• WEI conducted business skills ToT for EEVs on business skills. Management Committee training was completed and reported in Q1.</li> <li>• A total of 105 EEVs and 3 LGA officials attended the training from the project districts (51 Karatu DC, 18 Musoma MC, 25 Musoma DC and 11 Tarime DC)</li> </ul>
<b>2.3. Monitor and support the cascading of the two-day Management Committee training to leaders of the groups</b>	Achieved	173 out of 236 LIMCA groups (71 from Karatu DC, 62 Musoma DC, 36 Musoma MC and 4 Tarime DC) were visited for continued technical support aimed at strengthening the knowledge and skills obtained on management committee training.
<b>2.6 Link LIMCA members with Council and Ward level extension officers for technical support on their IGA</b>	Achieved	WEI facilitated ward level Agriculture Field Officers (AFOs) to conduct onsite technical sessions with LIMCA members for the purpose of helping them improve knowledge and experience in managing their agriculture activities. A total of 802 ( 152 from Karatu DC, 250 from

		Tarime DC, 207 from Musoma MC and 193 from Musoma DC participated in these sessions
<b>2.7. Conduct home visits to LIMCA member households</b>	In progress	WEI conducted 11 home visits (9 in Musoma DC and 2 in Tarime DC) to selected LIMCA members for the purpose of learning how they are doing in terms of income generating activities, how loans obtained from the groups are adding value to their business and practical experience in supporting in girl's education
<b>2.8. Facilitate LIMCA quarterly meeting</b>	Achieved	A total of 86 EEVs and 27 AFOs in Karatu DC, Musoma DC, Musoma MC, and Tarime DC attended quarterly review meetings. The meetings intended to share success and exchange ideas on how to address challenges.
<b>Parenting skills</b>		
<b>2.9. Conduct Parenting Skills ToT training for EEVs</b>	Achieved	97 EEVs attended ToT on parenting skills from Karatu DC, Tarime DC, Musoma MC & DC

### **2.1. Support EEVs to consolidate LIMCA group formation**

WEI supported EEVs to take all new LIMCA groups through key areas of LIMCA methodology, *qualities of LIMCA group, qualities of group leaders, responsibilities of members and leaders; selection procedures of LIMCA leaders, components of constitution and how to develop, LIMCA meeting procedures, loans procedures, contributions, and documentation of group activities.* The purpose of this consolidation was to ensure that LIMCA groups are anchored on solid foundation and members understand the importance of working together to achieve financial and social goals.

### **2.2 Conduct 2-day ToT for EEVs on LIMCA Management Committee and Business Skills**

Following completion of Management Committee training for LIMCA leaders in Q1, in this reporting period, WEI facilitated a 2-day ToT for EEVs on business skills. A total of 105 EEVs and 3 LGA officials attended the training from the project districts (51 Karatu DC, 18 Musoma MC, 25 Musoma DC, and 11 Tarime DC).

The objective of the ToT was to build the capacity of EEVs in using the "Selling Made Simple" book to facilitate sessions with LIMCA members. Participants covered the following topics:

- Successful Selling
- Managing Your Working Capital
- Finding a Selling Advantage
- Building Up Your Business

During discussions, the following issues were stressed as approaches that all LIMCA members should practice:

- a) Conduct simple assessments on the business they want to do in terms of demand and market; always look for a place where one can get more customers; and sell what no one else is selling
- b) Be proactive in learning about the environment/seasons and what they can sell (for example. selling sweaters during winter time)
- c) Improve the quality of items by adding value to products

- d) Ensure cleanliness of oneself and the place of the business
- e) Respect all customers and listened to their opinions for further improvement of the business
- f) Think hard and strategize well before taking loans: Loans are to be taken for business purposes only and not for consumption needs. Loans should not be taken on behalf of other people such as friends or family members, because of those people fail to pay back, the member will carry the burden of reimbursing the loan and interest to the group for a loan that she/he did not use.
- g) Never sell on credit
- h) Protect their business capital and if there is anything to do with their household needs, they should use part of the earnings from their businesses

### **2.3. Monitor and support the cascading of the two-day Management Committee training to leaders of the groups**

In this reporting period, 173 out of 254 groups (71 Karatu DC, 62 Musoma DC, 36 Musoma MC, and 4 Tarime DC) were visited for continued technical support aimed at strengthening the knowledge and skills obtained on management committee training. The main observed challenge during the visits was incompleteness of records entered into central ledger. Therefore, WEI staff focused on a recap of group leaders' roles and responsibilities, meeting procedures, and proper recording in the central ledger. The table below summarizes the challenges observed and the support provided to ensure improved functioning of LIMCA groups.

**Table 6: Challenges and support provided to LIMCA groups**

<b>Observed Challenge</b>	<b>Support Provided</b>
Recording shares by value and not by number	Clarification was given to the groups to ensure documenting shares by number of shares and not amount of money e.g. For a group whose share value is TZS 1000, if a member contributes TZS 3000, it means three (3) shares should be recorded instead of writing the amount contributed. Practical recoding was also done to help the leaders internalize the concept.
Incomplete transactions in all ledger's shares (education fund, Social Fund and Share value)	Practical exercises were conducted to show how to close the day's collection. Clarification was also given on what it means on the end balances and brought forward balances. Emphasis was given that completeness in the records gives a picture of all the contributions cumulatively and improve transparency and trust among group members.
Incomplete cash books and net worth sub ledgers	Leaders and members were reminded the importance of these record and how it brings trust within the group. They were told that cash book and group worth net depends much on completeness of records in shares, education and social fund that is they are building to one another. Thus, it is necessary that all ledger is well recorded.
Changing of share value in the mid of the cycle and thus confuse the number of shares of each individual group member	Supported the group members in calculating their share value from the previous one to the new share value. Agreed to consider a number of shares to be as starting value across the members and dividing the remaining shares of each members per the new share to get each one's number of shares
Some groups have not set their goals (asset building)	Clarification was given on the importance of asset building as it will help members to see the benefit of LIMCA at the end of the cycle. On the other hand, it brings a sense of competition to each other in purchasing of shares
Loan and repayment were not clearly recorded.	Secretaries were mentored how to record transactions in this ledger and indicate the repayment dates by counting a month for four weeks so for three months will be twelve weeks. Again, they were reminded different ways of paying loan such as on

	reducing balances or paying only interest and after three months to make sure the loan is paid in full. It was also insisted members to record the date of repayment to avoid forgetting.
Confusion in time for interest rate (Some groups considered for three months instead of one month)	Members were shown the difference of end returns between charging for three months and for one month. They were taken through the calculation and at the end realized slow growing for the three-month charge comparing to one month.

## 2.6. Link LIMCA members with extension officers both at district and ward level

As part of the intentional project strategy to engage LGAs, WEI linked LIMCA members with agricultural extension officers (AEOs) at ward level for onsite technical sessions to them improve knowledge and experience in managing agricultural activities. In this reporting period, a total of 802 LIMCA members (607 female) and 3 LGA officials (1 female) attended these sessions. This activity was a follow up to the QI demand-driven mapping exercise and linkage meetings conducted in the four project districts.

**Table 7: LIMCA members participating in onsite technical sessions**

Council	Male	Female	Total
Karatu DC	37	115	152
Musoma DC	53	140	193
Musoma MC	34	173	207
Tarime DC	71	179	250
<b>Total</b>	<b>195</b>	<b>607</b>	<b>802<sup>11</sup></b>

The onsite technical sessions addressed challenges faced by the community, including LIMCA members, around issues such as:

- Agricultural best practices
- Proper use of agricultural inputs like seeds
- Horticulture techniques (tomatoes, onions, vegetables, etc.)
- Crop-preservation techniques
- Effective use of land
- Proper use of pesticides

During the sessions, AEOs observed that some LIMCA members were wrongly applying pesticide and thus ended up killing the plants. The officers demonstrated correct ways of applying pesticides and fertilizer, and the use of better agricultural practices. The AEOs also emphasized horticulture activities and earmarked one LIMCA group Musoma MC and six members from Ushindi Group, Karatu, to pilot horticulture activities to improve household nutrition and also to run a business. The AEOs have indicated they will provide ongoing technical support and will later share successes and challenges. WEI will follow up with participating LIMCA groups to learn how the session have helped improve crop yields and/or business returns.

## 2.7. Conduct visits to LIMCA member households

<sup>11</sup> As noted, three LGAs (2 male, 1 female) also attended these sessions.

WEI conducted 11 home visits in the current quarter, bringing the cumulative total of visits to 60% of the annual target. The purpose of the visits was to get to know these families and find out about their interaction with their children and support for girl's education. In regards to the use of LIMCA loans, the members said they are using them to expand their economic activities.

In all homes visited, parents had children in secondary schools, and they talked about improvements in family dynamics and interactions which they attributed to the strong messages about *Waache Wasome's* objective of supporting girls' education that are shared during LIMCA group orientation and ongoing meetings. Here are some of the observations about positive change in relationships—between parents themselves (men and women), between parents and children, and between parents and schools.

- Women LIMCA members especially feel strongly that they have gained respect from their husbands, because they are now contributing to household needs/expenses instead of being completely dependent on their spouses.
- Parents say they have started engaging and distributing domestic chores to both boys and girls at home. Though they acknowledge that sometimes fathers resist the changing roles, there is some reflection in the household about the importance of both boys and girls.
- Parents said they are much more involved in their children's education compared to previous practice (i.e. before participating in *Waache Wasome*). Parents are asking for teachers' phone numbers and communicating with teachers to know about their child's progress or situation at school. They indicated that this is due to the strong message about the objective of *Waache Wasome* that they received during mobilization of LIMCA groups.
- Parents say they are less quick to punish their children—and instead take the time to find out more about the reasons why the child may have done something wrongly or misbehaved.

During home visits in Kitagasembe Village, Gwitiryo Ward, in Tarime DC, it was observed that domestic violence seems to be a stumbling block to many women in the community. From the discussions with women, it was apparent that they are constant victims of violence. One woman was taking care of six grandchildren from her daughters who were badly treated by their husbands. Some women revealed that even taking a loan from the LIMCA group could trigger endless conflict and misunderstanding with their husbands. To address this challenge, the project will intentionally include short awareness-raising discussions on GBV during LIMCA sessions and continue raising the issue in community forums and other stakeholder meetings.

### **2.8 Facilitate LIMCA EEVs Quarterly meetings**

Quarterly meeting with EEVs conducted in the project districts brought together EEVs and AEOs from *Waache Wasome* project wards. A total of 86 EEVs (76 female) and 27 AFOs (22 female) attended the quarterly meetings in Karatu DC, Musoma DC, Musoma MC, and

Tarime DC (Table 8). During the meetings, the AEOs were briefed about the objective of the project and the linkage between LIMCA members and AEOs in improving economic activities. The two teams used the time to jointly brainstorm on agricultural needs of members for the current agricultural season. AEOs appreciated WEI for coming up with such initiative because, although they have lots of information to share, it is a challenge for them to have community members readily available to receive the extension services.

Each AEO has a target of reaching two centers where more than one LIMCA group will convene. Action plans were developed and shared to allow *Waache Wasome* project officers to follow the sessions.

The EEVs continued with discussions on LIMCA successes and challenges being experienced. Some of the shared success of LIMCA activities included:

- 1) Members having the opportunity to source loans from LIMCA groups
- 2) Identifying and providing services to vulnerable girls in secondary school through the group Education Funds
- 3) Learning and exchange of ideas among group members
- 4) Understanding of how to set individual goals
- 5) Group members readiness to contribute for Education and Social funds and to purchase shares in the LIMCA groups
- 6) Members benefitting from education on financial discipline
- 7) Access to District Council soft loans after effective implementation of LIMCA model
- 8) Getting to know each other in the group
- 9) Being trained on parenting skills
- 10) Sharing ideas on economic activities

Key challenges shared by EEVs included reluctance of some LIMCA members to use the Education Fund to assist needy children and some LIMCA members not wanting their partners to know that they have taken a loan (this can be an issue in case of default. It was agreed that member sensitization on the project's objective of supporting girl's education should be intensified. EEVs were reminded about their role in mentoring LIMCA group leaders and how they might be contributing to the issue of poor recordkeeping. The meetings resolved that in case of any difficulty, EEVs should not hesitate to consult WEI staff for technical support.

**Table 8: Participants attending the quarterly meetings**

District	Participants					
	EEVs			AEOs		
	Male	Female	Total	Male	Female	Total
Karatu DC	5	32	37	1	3	4
Musoma DC	3	22	25	1	10	11
Musoma MC	0	14	14	1	7	8
Tarime DC	2	8	10	3	2	5
<b>Total</b>	<b>10</b>	<b>76</b>	<b>86</b>	<b>5</b>	<b>22</b>	<b>27</b>



## 2.9. Conduct Parenting Skills ToT training for EEVs

As part of promoting positive parenting among community members, WEI conducted a 2-day ToT training for EEVs. A total of 97 EEVs (83 female) attended the training from the four project districts. Each trained EEV will cascade the training to help LIMCA members improve parenting styles. The following were key topics discussed during the parenting skills ToT:

**Table 9: Parenting Skills Curriculum Summary**

Sn	Topic	Key Learning Points
1	<b>Understanding parenting</b> <ul style="list-style-type: none"> <li>- Understanding parenting concepts and</li> <li>- The four styles of parenting</li> </ul>	Different life circumstances and upbringing experiences influences the way or method that parents use to parent their children. Caregivers and parents to learn styles of parenting and adopt the best style that suit their children.
2	<b>Family-child communication</b> <ul style="list-style-type: none"> <li>- Effective communication, rationale/reasons</li> <li>- Factors that hinder effective c communication</li> <li>- How to and effectively communicate to adolescents</li> </ul>	To help parents and caregivers develop good communication skills so as to improve relationships (parental, spousal and sibling) at family level. In addition, being heard and understood also helps to develop trust and caring between family members.
3	<b>Direct communication practices to adolescents</b> <ul style="list-style-type: none"> <li>- How to effectively talk to children</li> <li>- Things to remember/observe when talking to children</li> </ul>	Parents and caregivers learn new skills on effective communication to adolescents. This usually happens through nurturing early on the children consistently. If communication is done politely and friendly to children becomes a routine to them even up until they are adolescents and grown-ups in their lives.
4	<b>Molding behavior in children.</b> <ul style="list-style-type: none"> <li>- How a child behavior develops (stages)</li> <li>- Discipline and punishment and their effects to children's behavior</li> <li>- What to do as caregivers to shape positive behaviors in children</li> </ul>	This helps parents'/Caregivers understand how behavior develops in children. To also explore discipline and implication of punishment to discipline reinforcement in children. Here children learn to take responsibility for their own behavior and the parents learn to relate and support their children
5	<b>Safety risks and role of parents and caregivers in maintaining safe environment for children's growth.</b> <ul style="list-style-type: none"> <li>- Identify safe environment for our children</li> <li>- Point out the parents/caregiver's roles to address possible risks to children and adolescents</li> </ul>	Children spend their development time in various environment and institution. The environment where they live are surrounded with different risks that if not addressed children will be harmed. Parents/caregivers understand on how to identify risks in their homes and places where their children spend their time and be able to create safe and protective environment.

During the training, participants took time to reflect on the parenting styles they experienced during their own childhood. Most of them admitted that they had had bad experiences with abuse and poor communication. One EEVs shared that she was grew up in a family where both the mother and father were addicted to alcohol and were always quarreling. During that difficult situation, she worked hard and promised in her heart that

she would never do that to her own children once married. She feels that she has succeeded but was also affected by the behavior of caning, which she did with her children. She told the participants that she is very lucky that her children are well behaved and are doing well in their studies.

By sharing their experiences, the EEV participants realized that they need to change their way of communicating with their children and their own parenting styles.

At the end of the training, each EEV developed a plan to cascade the parenting training with LIMCA members and complete the sessions by August 2019. The EEVs were advised to use 20 to 30 minutes during weekly group meetings to deliver the lessons. They were also encouraged to try to negotiate with groups leaders for meetings on the other days, apart from routine weekly meetings.

### Significant Additional LIMCA Achievements

During this reporting quarter, a number of LIMCA groups demonstrated greater sustainability (in terms of accessing government financing) and also greater group cohesion and understanding of the aims of Waache Wasome, through their Education Fund contributions. Here are three notable achievements from the quarter:

- **Eight LIMCA groups accessed interest-free soft loans worth TZS 24.3 million** from the District Councils. A total of six (6) Million were given to 3 groups in Karatu DC, 18.3 million to five (5) LIMCA groups in Musoma DC). This gives a strong message that the councils appreciate Waache Wasome effort to enhance commitment to girls' education.
- **Seven LIMCA groups in Musoma MC joined together to donate 55 bags of cement (worth TZS 1,017,500) to three secondary schools** to support building of an additional classroom at each school. (One of the handover ceremonies was observed by the USAID delegation.) The groups took the initiative to combine resources from their various Education Funds to make this needed donation to the schools.



*A LIMCA member hands over a donation of cement bags to a local school, while USAID AOR Kris Capella and WEI staff look on.*

- **In Karatu DC and Musoma MC, 304 adolescents (75% girls) were supported by the Education Funds of 66 LIMCA groups** to start or return to secondary school this term. Together, the groups provided assisted 227 girls (121 in Karatu and 106 in Musoma MC) and 77 boys (54 in Karatu and 23 in Musoma MC). This voluntary decision and contribution to young people in their communities indicates LIMCA members' commitment to providing educational access, especially for girls.

### LIMCA Summary Status Tables

**Table 10: LIMCA Groups Q 2 membership**

Council	# Of Groups	# Members			# Care-Givers Of Ado-Les-Cent Girls
		M	F	TOTAL	
KARATU DC	104	488	1,722	2,210	530
MUSOMA DC	66	458	1,013	1,471	313
MUSOMA MC	57	212	1,350	1,562	374
TARIME DC	22	128	315	443	106
<b>GRAND TOTAL</b>	<b>249</b>	<b>1,286</b>	<b>4,400</b>	<b>5,686</b>	<b>1,323</b>

**Note on Table 10:**

**# of groups and # of members:** During Qtr. 2, 24 additional LIMCA groups were formed, increasing the total number of members from 5,494 in Q1 to 5,686 this reporting quarter. (The total number of members also accounts for some attrition/dropout of members who may have completed one loan cycle, or those who were not active borrowers or engaged in business all year through.)

**Table 11: LIMCA Groups Q2 Savings, Loans, and Social and Education Funds**

Council	# Of Groups	# Of Membe rs	Value Of Savings In Q2	# Loans In Q2	Value Of Loans In Q2	Value Of Social Fund	Value Of Education Fund
KARATU DC	104	2,210	128,674,850	1,591	217,344,285	7,258,928	9,230,600
MUSOMA DC	66	1,471	51,154,500	878	83,544,200	5,465,350	5,184,600
MUSOMA MC	57	1,562	66,945,210	1,064	137,889,400	9,842,000	9,246,400
TARIME DC	22	443	20,062,768	234	24,033,200	2,699,000	2,468,400
<b>GRAND TOTAL</b>	<b>249</b>	<b>5,686</b>	<b>266,837,328</b>	<b>3,767</b>	<b>462,811,085</b>	<b>25,265,278</b>	<b>26,130,000</b>

**Notes on Table 11:**

**Increase in savings:** The group savings of TZS 266,837,328 represented an increase of approximately 20% above the previous quarter's total (TZS 214,662,412).

**Increase in # and value of loans:** Loans issued increased by 10% over Q 1, while the value of those loans went up by 36% -- reflecting not only more loans being given out, but also a larger size of loan, especially to

LIMCA members who had previous experience and showed the ability to manage their loans and pay back on time.

**Social and Educational Funds:** Respectively, these rose in value by 19% and 12% over Qtr. 1-- representing healthy balances that can be used for emergencies among LIMCA members (Social Funds) and for supporting adolescents' attendance/retention in school (Education Funds).

## Objective 3: Foster a girl-friendly and supportive school environment

Improving the physical and psychosocial safety of secondary-school girls while also widening their academic options and access creates a more welcoming and girl-friendly educational environment—which can help to mitigate dropouts due to school-related, gender-based violence (SRGBV) and other negative factors and attitudes. During training sessions with teachers, and by providing practical study opportunities and encouragement for girls, this objective also addresses the view that girls are “not good” at science or mathematics and cannot advance in those areas.

Thus, the main activities under Objective 3 revolve around:

- **Reducing/eliminating the incidence of school-related gender-based violence (SRGBV)** through training and transformation of educators’ attitudes and approaches
- **Providing science- and mathematics-focused academic encouragement, support, and outlets** (e.g. SMSCs, Design Squad, and ICT camps) that get more girls engaged in STEM (science, technology, engineering, mathematics) subject
- **Establishing and implementing a Dropout Early Warning System (DEWS)** that helps teachers/stakeholders identify and support girls who may be at risk of dropping out of school because of a range of factors (family issues, financial pressures, sexual or other violence, etc.)

### Q2 GIRL-FRIENDLY ENVIRONMENT HIGHLIGHTS

- All 36 School Boards participated in SRGBV awareness sessions—a first for most of the 292 participants
- 14,315 students (5,526 girls) were enrolled in 144 Science and Mathematics Study clubs
- Science Club exam study resource packets were delivered to all schools—including national exam papers from 2013-2017

### Summary of Q 2 Girl-Friendly and Supportive School Environment Activities and Achievements

During this reporting quarter, the WEI team, in collaboration with district master trainers and science club advisors, focused primarily on the first two activities noted above. WEI also undertook field-testing and review of DEWS reporting forms with one school, in order to prepare for rollout of a manual system to other schools. (During the previous quarter, after discussions with the AOR, it was decided not to proceed with a computerized version for the dropout early warning system, but rather to simplify the tools to ensure they can be used without need for computer infrastructure.)

**SRGBV prevention and response** at school level was emphasized through two main interventions during Q2:

- **Continuation and support of monthly “Lunch and Learn”** sessions in all 36 project schools—one-hour sessions where teachers and the heads of schools gather to discuss observations, concerns, and action steps to address incidence of SRGBV and to share strategies and approaches.
- **One-day SRGBV awareness sessions for School Board members of all 36 project schools:** A total of 292 school board members from all four districts attended these sessions delivered by Technical staff in collaboration with one representative from District Education Office. For most of the participants, it was an eye-opener and first introduction to the problem of SRGBV. The school board members resolved to initiative awareness-creation meetings in their

village communities, including a push to end corporal punishment and to ensure that the school feeding programs are working.

**Science and Mathematics Subject Clubs (SMSCs) were formed and/or strengthened at all project schools** for the start of the new academic year. WEI technical staff worked with the academic advisors and the student peer leaders (three per club—2 girls and 1 boy) to set up the clubs:

- The process began with orientation sessions on SMSC guidelines for District and school level officials, followed by lottery selection of club advisors in each school and orientation of these advisors.
- 144 science clubs (4 in each school, one per form level) were established, with a total of 14,315 students (50% girls).
- WEI disseminated 10 compendia of science national examination papers from 2012-2017 to each school, as reference and revision aids for students preparing to take the exams.

### DEWS Tools Testing and Review

WEI field-tested tracking and reporting tools for a manual system with teachers in two schools – one in Musoma and one in Karatu. The purpose was to ensure the language was clear, that variables and questions were understandable, and the training package is user friendly.

### Q2 and Y3 Workplan Intersection

The Q2 activities under objective 3 described below include: 3.1 and 3.2 (support for lunch and learn sessions and school board SRGBV training) and a variety of science club start-up and support activities (3.9 – 3.13 and 3.15). Regarding DEWS, activity 3.4 was undertaken through a field-test of the DEWS tool, while refining and further training and rollout (3.5 – 3.8) will take place in Q3 and Q4.

Inter-school science club competitions (3.14) will take place in the second half of the year. Regarding Design Squad and ICT Coding camps (items 3.16 – 3.20), discussions with the relevant service providers around dates and deliverables took place during Q2, with activities scheduled for the upcoming two quarters.

<b>Obj. 3: Foster a Girl-Friendly and Supportive School Environment</b>		
<b>Y3 Q2 Activities</b>	<b>Status</b>	<b>Description</b>
<b>School-Related Gender-Based Violence Prevention and Response Training</b>		
<b>3.1. Support District Master Trainers to provide technical backstopping to 'Lunch and Learn' sessions</b>	In progress	<ul style="list-style-type: none"> <li>• WEI provided technical backstopping to 29 District Master Trainers (DMTs) (10 in Karatu DC, 8 in Musoma MC, 8 in Musoma DC and 5 in Tarime DC)</li> <li>• 36 visits (one in each school) out of 72 annual target were done in project schools</li> <li>• Lunch and Learn sessions and support visits will continue throughout the program year.</li> </ul>
<b>3.2. Conduct one-day SRGBV awareness meeting for School Board Members</b>	In progress	<ul style="list-style-type: none"> <li>• One-day SRGBV awareness meetings for school board conducted in 36 project schools attended by 275 (197 female) board members</li> <li>• In Q3, WEI will continue with follow up on implementation of action plans developed during board meetings for technical backstopping</li> </ul>

<b>Subject Clubs</b>		
<b>3.4 Streamline DEWS Reporting forms for Manual System</b>	Achieved	WEI simplified some of the DEWS forms for manual use, and is currently field-testing the forms with one partner school, before finalizing for rollout.
<b>3.4 – 3.8 Various</b>	N/A	These Y3 activities are scheduled for Q 3 and/or 4.
<b>3.9. Orient District and school level officials on developed Science Subject Club guideline</b>	Achieved	WEI oriented 11 (1female) district levels officials, 36 (8 female) heads of schools and 319 (103 female) teachers on developed Science and Mathematics Subject Clubs guideline
<b>3.10. Identify and orient Science Subject Club Academic Advisors</b>	Achieved	WEI identified 72 (36 female) Academic Advisors from all 36 project schools in Karatu DC, Musoma MC, Musoma DC and Tarime DC and held orientation sessions for them.
<b>3.11. Establish Science Subject Clubs in schools</b>	Achieved	144 Science and Mathematics Subject Clubs formed with membership of 14,315 students (7,223 girls) in 36 project schools.
<b>3.12. Organize one-day orientation session for 432 Science Subject Club peer leaders</b>	Achieved	383 science subject club peer leaders (236 female) attended one-day the orientation session. Oriented leaders are Chairperson, Secretary and Time Keeper
<b>3.13. Procure and disseminate science work books and past science examination papers</b>	In progress	<ul style="list-style-type: none"> <li>In Q2, WEI procured and disseminated past science examination papers for the last five years (2013-2017) in science subjects: Physics, Chemistry, Biology, Mathematics and Agriculture for Form II and IV to 36 project schools. Also, each school received a national examination format</li> <li>In Q3, WEI will procure and distribute review books for the clubs</li> </ul>
<b>3.15 Support Science Subject Club meetings</b>	In progress	<ul style="list-style-type: none"> <li>WEI supported Science Subject Club formation, orientation of peer leaders and academic advisors, distribution of reading materials (past papers and national examination formats), as well as tools for capturing data on attendance.</li> <li>Regular technical support will continue in Q3 when club meetings begins</li> </ul>

### **3.1. Support District Master Trainers to provide technical backstopping to ‘Lunch and Learn’ sessions**

In this reporting period, WEI coordinated with 31 District Master Trainers (DMTs) (10 in Karatu DC, 8 in Musoma MC, 8 in Musoma DC and 5 in Tarime DC) to backstop “lunch and learn” sessions in 36 school. In all, 452 teachers (319 males, 133 females) participated in these lunch and learn sessions that discussed SRGBV issues, as well as other factors affecting students in the school setting.

The technical backstopping took varied approaches depending on the school timetable and availability of DMTs. These approaches included group mentoring for the Head of School, DMT(s), SRGBV Chair, and SRGBV Secretary *after* normal lunch and learn session. Another approach was to mentor the same individuals *during* the normal lunch and learn sessions. And, in Mara Region, DMTs were mentored by pulling them together in a central place.

During technical backstopping to lunch and learn in schools, it was learned that heads of schools were on top of SRGBV issues as well as the Lunch and Learn sessions, which has helped put SRGBV on the school agenda. Also, cases of SRGBV are being brought to the attention of teachers and the collective approach being used to address the problem is praiseworthy. Once a problem is reported, a matching teacher is assigned the matter to do all that is necessary to help the student, while involving other teachers as needed. The concerned teachers expected to report back the progress in the following Lunch and Learn meeting.

In some schools, teachers who have transformed their attitudes about SRGBV are speaking out boldly and without fear during Lunch and Learn session about punitive actions which fellow teachers are still practicing. (For example, some teachers make students work as punishment, digging outside or scrubbing toilets while class is in session. A few still use tactics like pinching or punching on the arm.) It appears that there are still teachers who are either not yet ready to change or are doing so very slowly—as is from the way they express their feelings when responding to reported violence issues.

WEI noted that in a few schools, the temporary teachers and student teachers were not offered the opportunity to participate in the SRGBV Lunch and Learn sessions. WEI Technical Team advised that all teachers, regardless of their employment status should be allowed at lunch and learn sessions because they are also in direct contact with students and should know how to prevent and respond to SRGBV issues.

In a few schools, teachers brought up two additional challenges that are negatively affecting student performance:

- Absence of school lunch—some students go hungry all day, and by the end of the school day (5:15 p.m. with remedial classes) they are literally starving. This can lead to lack of concentration in class and corporal punishment for the teachers.
- Some students walk 6 to 12 kilometers to and from school (i.e. 12 and 24 kilometers per day), which also results in them being tired in class or sometimes arriving late for school.

WEI in collaboration with school management, DMTs, and LGAs is discussing ways to address the challenges and speed up the transformation process through constant follow up.

### **3.2. Conduct one-day SRGBV awareness meeting for School Board Members**

In this reporting period, WEI conducted one-day SRGBV awareness meetings for school board<sup>12</sup> members of 36 project schools. In cases of schools that are close by, members were

---

<sup>12</sup> A school board is comprised of 11 - 3 members, including Head of School (secretary), one teacher representative, and other influential community members appointed by the Regional Education Officer.



gathered in a single venue; in other cases, the sessions were held at individual schools. In total, 292 (83 female) board members attended the meetings.

**Table 12: School board members attending SRGBV orientation**

<b>School Board Members Attending SRGBV Orientation</b>			
<b>Council</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Karatu	37	92	129
Musoma DC	16	57	73
Musoma MC	21	39	60
Tarime DC	9	21	30
<b>Total</b>	<b>83</b>	<b>209</b>	<b>292<sup>13</sup></b>

The general purpose of the meetings was to create awareness on how SRGBV contributes to school dropout and to low academic performance. They intended to strengthen the commitment of school leadership to prevent SRGBV and respond to reports of any violent act against students as well as encourage teachers' accountability.

Specifically, school board members were introduced to the government's NPA-VAWC and its strategies to ensure that children's rights are being observed; roles and responsibilities of board members in relation to child rights; the negative effects of not observing child rights at community and school levels; the roles of board members in combating violence against children; and finally resolutions to ensure observation of child rights.

During the school board sessions, the following issues emerged:

- 1) The awareness meetings were an eye opener to board members who said that the gathering gave them a roadmap on how to perform their duties.
- 2) Although school board members provide policy directives to school, they are not known to students, as they do not visit schools to talk with students or teachers about issues
- 3) Very few board members were aware of child rights and the laws governing child rights
- 4) There is some misunderstanding between teachers, school feeding program committees, and board members since the government's announcement of "free education" as opposed to Fee-Free Basic Education as stipulated in Circular no. 3 of 2016 from the Ministry of Education, Science and Technology. Further, the Fee Free Basic Education Circular no. 3 of 2016 was not known to teachers and the board members

As a way forward, school board members resolved the following:

- a) Initiate awareness-creation on child rights and Fee-Free Basic Education at quarterly village meetings, monthly village council meetings, and school "barazas" or ad hoc meetings with teachers, students, and parents/guardians.

<sup>13</sup> Only two LGA officials participated in the training because others had already been trained during SRGBV Teachers' Training and DMTs' training conducted in PY2.

- b) Make efforts to end corporal punishments administered to students in the classroom through meetings of school management, all teachers, and the school boards
- c) Maintain school discipline among students and teachers and eliminate all SRGBV incidents
- d) Foster a good relationship between school management, the board, the school food committee, and parents/guardians
- e) Ensure that all students who are not in a school feeding program can access food in school

In Q3, WEI will follow up on the developed action plans to ensure that they are implemented and provide technical backstopping whenever necessary.

### **3.4 Streamline DEWS Reporting Forms for Manual System**

WEI reviewed and refined the Dropout Early Warning System (DEWS) guideline and tools and field-tested the package with teachers from two schools in Musoma and Karatu. The purpose was to ensure the language was clear, variables and questions were understandable, and the training package was user friendly. During the testing, teachers were taken through all the forms, and given the opportunity to ask questions and suggest improvements.

In Q3, WEI will document the results of the tests and use these lessons to help plan the rollout of the manual system to other 35 schools during the rest of the project year. Also, in Q3, WEI will organize a DEWS guideline orientation for Regional and District education teams and sub-grantee staff.

### **3.9. Orient District and school-level officials on developed Science Subject Club guideline**

This reporting period, WEI technical staff oriented 11 (1 female) district-level officials, 36 (8 female) heads of schools, and 319 (103 female) teachers on Science and Mathematics Subject Clubs (SMSC) guidelines developed by WEI and collaborators. District officials who participated in the orientation included the District Education Officers, School Quality Assurance Officers, District Education Officer (Academic), and Education Statistics and Logistics Officers. One orientation meeting was held for each district and at each school for heads of schools and teachers. It focused on briefing the participants on the Science and Mathematics Subject Club model, their roles and responsibilities, and monitoring and evaluation tools as well requesting them to support the initiative. In summary, the orientation focused on:

- 1) Rationale for the clubs
- 2) Beneficiaries and support systems
- 3) How to form/revitalize SMSCs
- 4) General and specific objectives of SMSCs
- 5) Club leadership
- 6) Identifying and locating necessary resources
- 7) Approaches for running the clubs
- 8) Scope of SMSC activities
- 9) Documentation, reporting, and publicity of SMSC activities

- 10) Measuring the impact of the clubs
- 11) Indicators of success
- 12) Keeping and using assessment records

In Tarime DC, the DEO (Academic) joined WEI in visits to the schools, where he implored teachers to embrace Science and Mathematics Subject Clubs as a way to enhance academic performance. “Take this initiative as special favor and opportunity for you to improve performance,” he said, adding, “Do not take facilities provided by WEI for granted.”

In Musoma DC, the DEO requested WEI through Waache Wasome Project to continue facilitating reading materials as well as practical activities to enable science and mathematics performance improvements in the schools.

### 3.10. Identify and orient Science and Mathematics Subject Club Academic Advisors

WEI identified 72 (36 female) Academic Advisors from all 36 project schools in Karatu DC, Musoma MC, Musoma DC and Tarime DC and held orientation sessions for them. Identification of Academic Advisors was done at school staff meeting attended by all teachers. Two teachers (male and female), preferably science or mathematics teachers, are eligible for election. Where the school does not have science or mathematics teacher, any teacher can be selected to be a club leader. In either case, the selected Academic Advisors should:

- Have an interest and enthusiasm for science and mathematics subjects
- Be able to encourage and inspire students
- Be well informed and open to new techniques and embrace new ideas
- Be creative
- Have teamwork skills
- Have a friendly, positive relationship with students

The actual selection of Academic Advisors was done through a lottery where all the teachers who met the criteria had an equal chance of being elected.

**Table 13: Academic Advisors Participating in the SMSC Orientation Meetings**

District	Academic advisors		Total
	Male	Female	
Karatu DC	17	16	33
Musoma DC	8	8	16
Musoma MC	7	7	14
Tarime DC	4	4	8
<b>Total</b>	<b>36</b>	<b>35<sup>14</sup></b>	<b>71</b>

Soon after the selection, the Academic Advisors were oriented on among other things:

- 1) Science and Mathematics club model (rationale, policy connection, modus operandi)

<sup>14</sup> One female Academic Advisor from the total 72 was unable to attend the orientation.

- 2) Stakeholders of Science and Mathematics Subject Clubs
- 3) Roles and responsibility of an Academic Advisor
- 4) Basics of student's leadership
- 5) Approaches and indicators of successful SMSC
- 6) M&E Tools for SMSC

### 3.11. Establish Science & Mathematics Subject Clubs in schools

WEI in collaboration with heads of school, and academic advisors established 144 Science and Mathematics Subject Clubs for the new school year in the 36 project schools (four clubs per school). Club formation at school began by a sensitization meeting attended by all teachers (described in 3.10, above) where advisors were selected. From the staff room, the WEI team proceeded to school assembly where all students were briefed on the SMSC model and on the benefits of studying science. At the end of the meeting, all school students registered for the clubs.



*A WEI staff member conducting an information session for students about Science and Mathematics Clubs, before enrollment and formation.*

Total membership of Science and Mathematics Science clubs is 14,315 (7,223 girls), as shown below, and the students selected three peer leaders per club (two girls and one boy).

**Table 14: Students enrolled in Science and Mathematics Subject clubs**

Council	# of Clubs	Girls	Boys	Total
Karatu DC	68	1,429	1,902	3,331
Musoma DC	32	1,917	2,017	3,934
Musoma MC	28	617	704	1,321
Tarime DC	16	3,260	2,469	5,729
<b>Total</b>	<b>144</b>	<b>7,223</b>	<b>7,092</b>	<b>14,315</b>

### 3.12. Organize one-day orientation session for 432 Science and Mathematics Subject Club peer leaders

WEI in collaboration with school academic masters and science subject club advisors organized one-day orientation sessions for the newly elected peer leaders. The orientation was conducted at school level and led by SMSC Academic Advisors with backup of WEI

technical Team members. A total of 415 peer leaders<sup>15</sup> (236 female) attended the orientation. They included Chairperson, Secretary and Time Keeper of the science club. The two missing students, a boy and a girl were from Kasoma secondary school in Musoma DC who were absent during the orientation day.

The orientation covered among other things, qualities of an effective leader, roles and responsibilities of the peer leaders, and basic facilitation skills. Academic advisors also used the occasion to share the club timetable with the peer leaders.

### 3.15 Support Science and Mathematics Subject Club meetings

In this reporting period, WEI supported SMSC formation, orientation of peer leaders and academic advisors, distribution of reading materials (past papers and national examination formats), as well as tools for capturing data on attendance. Only a handful of schools started regular club meetings in Q2, as it took some time to form the clubs and be trained. Iringo secondary school in Musoma DC is one of the few schools that started science club meetings. Form I discussed Chemistry and the topic was *Laboratory*; Form II discussed Physics under the topic *density and pressure*; and Form III did Mathematics - statistics in the subtopic *measure of central tendency*. Club members observed that discussing among themselves helped them to understand topics better.

WEI will continue with technical support to SMSC meetings in Q3.

### 3.23. Procure and disseminate science work books and past science examination papers

WEI disseminated national science (physics, chemistry, biology, agriculture and mathematics) examination papers from the past five years (2013-2017) for Form II and IV to SMSCs in all 36 project schools. Each school received 10 compendia containing all science subjects. The papers will form part of resource materials for students during subject club sessions where they will solve practice questions and to work together on the challenges they face with support from the Academic Advisors.



**WEI team hands over package of science exam and reference materials to an SMSC Academic Advisor.**

“These past papers will be extremely useful in our school” remarked

<sup>15</sup> The 17 students who did not attend (due to religious or personal circumstances) will be briefed and brought up to speed by their peers and the SMSC advisors.

headmaster of Mlimani Sumawe Secondary School in Karatu DC adding: “It will enable our students read strategically and concentrate their efforts in relevant topics”

Another teacher remarked: “One of our big problem is lack of reading materials. These papers will thus be very useful”

## Objective 4: Provide alternative education pathways for girls who have dropped out of secondary school due to pregnancy and/or early marriage

The activities under this objective support highly vulnerable girls who have dropped out of school and cannot re-enter due to various reasons including pregnancy, early marriage, economic hardship, health issues, and/or living long distances from school.

Interventions are delivered through the structure of Out-of-School Study Groups (OSSGs), where AGYW (many of whom are teen mothers) are equipped with a range of socio-economic and protective assets. Potential OSSG members—and possible safe spaces for them to meet in their local areas—are identified in consultation with ward-level officials and local stakeholders, often by conducting a village-level transect walk.

The components of OSSG include life skills, a savings and lending program (using a youth-friendly adaptation of the LIMCA model applied under Objective 2), training on early childhood stimulation (ECS), business skills and short, vocational apprenticeships, and preparation for the national-level Qualifying Test for those who are interested. Together, these interventions enable the out-of-school AGYW to develop a sense of agency and practical competencies in caring for their own and their babies' needs.

### Summary of Q 2 OSSG Activities and Achievements

During this quarter, the project identified 309 OSSG members and 23 potential safe spaces in Karatu DC, Musoma DC, and Musoma MC. In these three areas, 22 female OSSG facilitators (adult volunteers) and 44 OSSG peer leaders were identified and attended orientation and training on group formation and functioning. In addition, the facilitators and more than 20 clinical officers and LGA officials participated in Part I of ECS training, on child development and parenting skills. WEI also met with Council Trade Officers in the three districts to generate a list of demand-driven income-generating activities that can be shared with OSSG members as options to pursue in the coming months.

### Q2 and Y3 Workplan Intersection

Objective 4 activities this quarter covered annual workplan items 4.1 – 4.10, which all had to do with introducing the concept of OSSG in 10 new Wards and facilitating the steps for formation, finding safe spaces, and working with LGA and community/ward officers to involve the identified OSSG and to select and orient adult volunteers and peer leaders. Activity 4.13 – TOT of OSSG facilitators on Early Childhood Stimulation – was also undertaken.

During the next two quarters, the project team and implementing partners will focus on working with the OSSG adult volunteers to deliver a full range of information and services to the OSSG members, including: enrolling OSSG in available skills-based training (4.11), home visits to monitor

### Q2 OSSG ACTIVITY HIGHLIGHTS

- **22 OSSG groups** were organized and established—supported by 22 adult facilitators
- **High collaboration/commitment of area authorities and communities:** LGA, Ward, and Village officials and the communities actively participated and supported the process of identifying potential OSSG members
- **Willingness to make safe spaces available:** Stakeholders are ready to provide safe spaces for OSSG to meet free of charge—which is a good

progress (4.12), and roll out of ECS program, Part 1 and 2, by completing a second ToT for adults and supporting them to deliver the ECS and life-skills training to OSSG members (items 4.14 – 4.17).

<b>Obj. 4: Provide alternative education pathways for girls who have dropped out of secondary school due to pregnancy and/or early marriage</b>		
<b>Y3 Q2 Activities</b>	<b>Status</b>	<b>Description</b>
<b>4.1. Facilitate introduction meetings on the OSSG model at the district level</b>	Achieved	This activity was completed in Karatu DC and Musoma MC and reported in Q1. During Q2, the introduction of OSSG model to LGA officials was extended to Musoma DC
<b>4.2. Conduct ward level OSSG orientation meetings to identify girls for OSSG enrollment</b>	Achieved	As continuation of ward level OSSG orientation to identify girls for OSSG enrollment, in this reporting period, WEI added ten (10) more wards, six (6) in Musoma MC, and one (1) in Musoma DC, and three (3) in Karatu DC
<b>4.3. Facilitate the Identification Process of the OSSG members</b>	Achieved	WEI/Bantwana facilitated the identification of 309 OSSG members (87 from Karatu DC, 17 from Musoma DC, and 205 from Musoma MC)
<b>4.4. Conduct village level transect walk to verify identified girls from selected areas</b>	Achieved	WEI in collaboration with WEOs and Village Executive Officer/MEOs and hamlet chairpersons conducted transect walks at village and hamlet level to verify girls identified for OSSG (in Karatu DC, Musoma DC, and Musoma MC)
<b>4.5. Work with Community Development Officers, Ward Executive Officers, and Village Executive Officers to identify safe spaces for OSSG sessions</b>	Achieved	In Q2, 23 safe spaces for OSSG session were identified in Musoma MC, Musoma DC, and Karatu DC
<b>4.6. Procure supplies for OSSG safe spaces</b>	In progress	<ul style="list-style-type: none"> <li>• WEI procured 6 tents and 100 chairs to supplement space and furniture in the safe spaces</li> <li>• More procurements will be done in Q3 after WEI identifies safe spaces that do not have facilities</li> </ul>
<b>4.7. Identify OSSG facilitators and peer leaders</b>	Achieved	WEI in collaboration with WEOs identified 22 female OSSG facilitators (adult volunteers) and facilitated AGYWs to elect 44 peer leaders
<b>4.8. Sign Memorandum of Understanding with OSSG facilitators and LGAs</b>	Achieved	28 Adult Volunteers (including 6 from the first cohort in Karatu DC) signed MoU to facilitate OSSG activities
<b>4.9. Organize orientation and training workshops for OSSG facilitators and peer leaders</b>	Achieved	44 OSSG peer leaders, 22 OSSG adult volunteers, and six (6) LGA officials attended orientation and training
<b>4.10. Consult Council Trade Officers to identify appropriate, demand-driven income generating activities for OSSG participants</b>	Achieved	<ul style="list-style-type: none"> <li>• Conducted 3 consultation meetings with Council Trade Officers to identify demand-driven income-generating activities (Musoma DC, Musoma MC and Tarime DC )</li> <li>• List of appropriate demand-driven IGAs completed</li> </ul>
<b>4.13. Conduct training workshop for OSSG facilitators on Early Childhood Stimulation (ECS) Part I: Child Development and Parenting Skills</b>	Achieved	28 OSSG facilitators (Adult volunteers), 23 Clinical Officers (12 female), and 8 (4 female) LGA officials attended a workshop on Early Childhood Stimulation (Part I: Child Development and Parenting Skills)

#### **4.1. Facilitate introduction meetings on the OSSG model at the district level**



During Q2, the project introduced the OSSG model to LGA officials in Musoma DC where DCDO and DSWO participated. After the introduction, WEI technical team proceeded to Mugango Ward and did the same with WEO and Village Chairperson. Thereafter, they continued with OSSG identification exercise.

#### **4.2. Conduct ward level OSSG orientation meetings to identify girls for OSSG enrollment**

WEI added ten (10) more wards, six (6) in Musoma MC, and one (1) in Musoma DC, and three (3) in Karatu DC. Cumulatively, ward level orientation meetings have been done in 20 wards<sup>16</sup> in the four project districts.

#### **4.3. Facilitate the Identification Process of the OSSG members**

WEI/ facilitated the identification process of OSSG members, identifying a total of 309 girls (87 from Karatu DC, 17 from Musoma DC, and 205 from Musoma MC). Cumulatively, WEI has identified and enrolled a total of 388 OSSG members in Q1 and Q2 (Table 15, below). The process was of identification was as follows: After introduction meetings, WEOs called Ward Development Committees to request a list of girls who had dropped out of school in the past three years. WEOs also visited schools within their wards and obtained a list of girls who had dropped out. WEI technical staff then conducted transect walks (described in 4.4) to verify and enroll each girl.

**Table 15: Number of Adolescent Girls joining OSSGs in Q1 and Q2**

<b>Council</b>	<b>Quarter</b>	<b>Age 10-14</b>	<b>Age 15-19</b>	<b>Age 20+</b>	<b>TOTAL</b>
Karatu DC	Q2	6	63	18	87
Musoma DC	Q2	0	6	11	17
Musoma MC	Q2	0	118	87	205
<b>Total # of OSSG members in Q2</b>		<b>6</b>	<b>187</b>	<b>116</b>	<b>309</b>
Karatu DC	Q1	2	77	0	79
<b>Total # of OSSG members in Q1</b>		<b>2</b>	<b>77</b>	<b>0</b>	<b>79</b>
<b>Grand Total OSSG members</b>		<b>8</b>	<b>264</b>	<b>116</b>	<b>388</b>

#### **4.4. Conduct village level transect walk to verify identified girls from selected areas**

A transect walk is a systematic walk along a defined path (transect) in the project area/neighborhood with local community members to meet the OSSG beneficiaries and their families in their communities and environments where they live. This exercise helps verify information provided by the girls obtain families' support for girls' participation in OSSG by signing consent forms. As a result of transect walks (in Karatu DC, Musoma DC, and Musoma MC), a total of 309 girls were verified and enrolled into OSSG as reported in 4.3.

#### **4.5. Work with Community Development Officers, Ward Executive Officers, and Village Executive Officers to identify safe spaces for OSSG sessions**

Continuing to build our relationships with LGAs, WEI held consultations with Community Development Officer and WEOs, who helped the project to identify a total of 23 safe spaces for OSSG session Musoma MC (14 spaces), Musoma DC (1 space) and Karatu DC (7 spaces) with capability of accommodating 388 AGYWs. Criteria used to select a safe space include:

1. Within the localities of girls joining the OSSG
2. Easily accessible and does not require the girls to pay for transport
3. A public space that does not require the project to pay rent

<sup>16</sup> The wards are in **Karatu DC** (Mbulumbulu, Qurus, Endamarariiek, Endabash, Ganako, and Rhotia), **Musoma DC** (Mugango), and **Musoma MC** (Buhare, Bweri, Iringo, Kamnyonge, Kitaji, Makoko, Mwigobero, Mwisenge, Nyakato, Nyamatara, Nyasho, Kigera, and Mshikamano)

4. Secure and private for the girls to discuss issues without fear or intimidation
5. Spacious enough to accommodate a number of girls with, if possible, adjacent space for their babies
6. Unaffiliated with any religious or political grouping (unless it has been used for public events before)

Cumulatively, a total of 28 safe spaces have so far identified with capacity to accommodate 388 AGYWs.

**Table 16: Identified Safe Spaces for OSSG (Q2)**

	Ward	# of AGYW that can be accommodated	Location of Safe Space
<b>Musoma MC</b>			
1	Buhare	17	Room/hall at the ward office
2	Bweri	16	Room/hall at the ward office (Bweri A)
3		17	Room/hall at Iringo dispensary (Bweri B)
4	Iringo	18	Room/hall at the ward office
5	Kamnyonge	12	Room/hall at the ward office
6	Kigera	6	Room/hall at the ward office
7	Kitaji	8	Room/hall at the ward office
8	Kwangwa	13	Room/hall at the ward office
9	Makoko	16	Room/hall at the ward office currently used as a store
10	Mshikamano	7	Room/hall at the ward office
11	Mwigobero	12	Godfrey Machumu's space behind the ward office
12	Mwisenge	23	Room/hall at the ward office
13	Nyakato	10	Open space at Nyakato dispensary
14	Nyamatare	19	Room/hall at the ward office
15	Nyasho	11	A room at Magereza Mtaa office with space outside
<b>Musoma DC</b>			
16	Mugango	17	Room/hall at the ward office
<b>Karatu DC</b>			
17	Mbulumbulu	13	Upper Kitete
18	Rhotia	17	Merera
19	Endamarariiek	21	Gibasso
20		10	G/Lambo
21	Endabash	10	Kinihhe
22	Ganako	16	Ayalabe
23		15	Tloma
<b>Total</b>		<b>324</b>	

#### 4.6. Procure supplies for OSSG safe spaces

WEI procured 6 tents and 100 chairs to supplement space and furniture in the OSSG safe spaces. Distribution of the supplies will be completed in Q3. More procurements will be done in Q3 after WEI discovers safe spaces that do not have facilities.

**4.7. Identify OSSG facilitators and peer leaders**

WEI in collaboration with WEOs identified 22 female OSSG facilitators (adult volunteers) and facilitated AGYWs to elect 44 peer leaders.

- Adult volunteers are respected women living in the same locality as AGYWs who are willing to mobilize and mentor OSSGs. Names of adult volunteers are proposed in a meeting of OSSG members and shared with WEOs before the nominated person is engaged. The WEO acts as a reference on character and trustworthiness of the nominee. If the person agrees, she receives orientation on *Waache Wasome* and the OSSG model and her roles and responsibilities.
- Peer leaders are elected by OSSG members, either through secret ballot or other methods, to lead their group.

The roles of adult volunteers and peer leaders are summarized in the following box:

**Table 17: Roles and responsibilities of OSSG Adult Volunteers and Peer Leaders**

Roles of Adult Volunteers	Roles of Peer Leaders
<ul style="list-style-type: none"> <li>• Facilitate training on among others, reproductive health, HIV/AIDS, and child growth and development</li> <li>• Facilitate early childhood stimulation to enable child grow well mentally, physicaly and psychologically</li> <li>• Facilitate child nutrition skills</li> <li>• Use WEI manuals to facilitate various topics related to child rights, nutrition and health</li> <li>• Conduct regular monitoring of OSSG participation in scheduled sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Provide overall leadership in the OSSG group</li> <li>• Represent fellow OSSG members in various fora</li> <li>• Provide support, motivation and innovation in income generating activities of the group</li> <li>• Volunteer in various group activities</li> <li>• Strive to become role model in terms of conduct, character and behavior</li> <li>• Participate in various trainings on behalf of the group</li> </ul>

**4.8. Sign Memorandum of Understanding with OSSG facilitators and LGAs**

WEI successfully facilitated signing of Memoranda of Understanding with 22 OSSG Adult Volunteers, which were witnessed by District Community Development Officer. The purpose of the MoU was to enhance commitment of the volunteers in facilitating OSSG activities in their respective areas.

**4.9. Organize orientation and training workshops for OSSG facilitators and peer leaders**

WEI organized orientation and training attended by 21 OSSG adult volunteers and 44 OSSG peer leaders. Six (6) LGA officials (three CDOs and three SWOs) also attended.

The training covered five topics on life skills, namely: *gender and sex, human rights, self-identification, relationships, and violence*. Participants were also oriented on facilitation skills and other procedural matters running OSSG weekly sessions. WEI’s M&E Unit oriented participants on three key tools for capturing data:

- OSSG #2A – OSSG Registration Form for AGYW
- OSSG #4 – OSSG Weekly Attendance Tracker
- OSSG #6 – OSSG Weekly Report Form

During the training, peer leaders had opportunity to practice their facilitations skills. One of them did not perform to standards and a decision was made to replace her. At the end of the workshop, participants prepared action plans for implementing OSSG activities. WEI and sub-grantees will continue to provide technical backstopping to ensure that they gain the confidence to successfully conduct OSSG weekly sessions.

In Musoma DC, the Community Development Officer (CDO) Ms. Tanna Nyabange officiated at the closing ceremony. She commended the work of WEI/Bantwana through *Waache Wasome* in collaboration with the government of Tanzania. Ms. Nyabange advised OSSG members to take seriously everything they are being imparted.

#### **4.10. Consult Council Trade Officers to identify appropriate, demand-driven income generating activities for OSSG participants**

WEI conducted three consultation meetings with Council Trade Officers in Karatu DC, Musoma MC, and Musoma DC. During the meetings, the Trade Officer was briefed on *Waache Wasome* and OSSG in particular before being requested to propose list of appropriate demand driven income generating activities that can be undertaken by members of the OSSG locally. In Karatu DC, the Trade Officer requested to speak with sample OSSG and hear their expectations before proposing suitable activities. After the consultations, the following list was generated:

**Table 18: Demand-driven income-generating activities and locally available resources/experts who can support OSSG members**

<b>SN</b>	<b>Income Generating Activity (IGA)</b>	<b>Resource person who can support the IGA</b>	<b>Location of IGA (Ward)</b>
1	Vegetable and fruits vending	CDO, WEO	All wards in Musoma MC plus Mugango from Musoma DC
2	Cafes/food vending	CDO, Health officer, WEO (Entrepreneur identity card)	All wards in Musoma MC plus Mugango from Musoma DC
3	Fresh sardines	CDO, Fisheries Officer, WEO (Entrepreneur identity card)	Mwisenge, Mwigobero, Makoko,
4	Sorting and packing sardines	CDO, Trade Officer, WEO (Entrepreneur identity card)	All wards in Musoma MC plus Mugango from Musoma DC
5	Small business-like selling soaps, sugar, grains like beans and maize	CDO, WEO (Entrepreneur identity card)	All wards in Musoma MC plus Mugango from Musoma DC
6	Hair plating	CDO, WEO	All wards in Musoma MC
7	Food processing	CDO, Trade Officer, SIDO	All wards in Musoma MC
8	Horticultural	CDO, Agricultural Officer, WEO (Entrepreneur identity card)	Mugango in Musoma DC
9	Add value to pigeon peas	Agriculture Extension Officers, Trade Officers, and District Nutritionist	Endabash
10	Making batik and soap	SIDO, WEO and other experts in the ward	Endabash
11	Sunflower farming	Agriculture Extension Officers	Endabash, Endamarariiek
12	Horticulture	Agriculture Extension Officers, Community Development Officers	Endabash, Endamarariiek
13	Keeping indigenous chicken	Agriculture Extension Officers, Community Development Officers	Endabash, Endamarariiek, Mbulumbulu,
14	Retailing grains (especially maize)	Agriculture Extension officers, Trade Officers, Community Development officers	Endamarariiek, Rhotia

15	Collecting and selling indigenous chicken eggs	Agriculture Extension Officers, Trade Officers, Community Development Officers	Endamarariiek , Ganako
16	Cattle fattening	Cooperative Officers, Agriculture Extension Officers	Endamarariiek, Ganako
17	Growing barley	Agriculture Extension Officers	Mbulumbulu

#### 4.13. Conduct training workshop for OSSG facilitators on Early Childhood Stimulation (ECS) Part I: Child Development and Parenting Skills

WEI conducted the planned workshop in Musoma MC, Musoma DC, and Karatu DC. A total of 28 OSSG facilitators (Adult volunteers), 26 (12 female) Clinical Officers, and 8 (4 female) LGA officials attended the training. The LGA officials included DCDO, DMO, DSWO, and DC for Karatu who closed the workshop. The purpose of the training was to build ECS facilitation skills capacity for OSSG facilitators (adult volunteers) as well as clinicians from government health facilities near the OSSG group locations.

**Table 19: Clinical Officers' Roles re. OSSGs**

- Liaise with OSSG facilitators to conduct familiarization visit to OSSGs in the health facility catchment area
- Allocate time for facilitating ECS topics at the safe spaces, per workplan developed during ECS training
- In coordination with the OSSG facilitators, facilitate twice monthly ECS sessions
- Create a youth-friendly environment for AGYW at the health facility for consultation on reproductive health and HIV-related services
- Work in close collaboration with OSSG facilitators and Social Welfare officers to attend to GBV referrals
- Liaise with OSSG facilitators to conduct other health campaigns through OSSG at safe spaces.

The involvement of Clinical officers in this training is a positive step for *Waache Wasome* and beneficiaries, as it promotes improved coordination and service provision to OSSG members (and AGYW in general). During the workshops, it was agreed that Clinical Officers would fulfil several roles in relation to *Waache Wasome's* OSSG interventions (see box at right).

The ECS training package Part I consisted of the following key sessions:

- 1: Relationships with People around You and your Child
- 2: The role of Good Parent-Responsive Parenting
- 3: Physical /Motor Development
- 4: Social and Emotional development
- 5: Communication and Language Development
- 6: Positive Discipline

Some participants particularly OSSG adult volunteers were not clear why it is recommended that HIV-positive mothers exclusively breast feed, and one of the clinicians explained more. Participants were also informed that mothers' breast milk is sufficient nutrition for a child without any additional food, including water, until 6 months of age. It was shared that breast-feeding should be continued with other meals until two years or beyond. Participants were cautioned that the mothers should not use strategies such as applying chili pepper or beating their babies to stop them from breast feeding.

At the end of the workshop, the OSSG facilitator and Clinical Officers developed joint work plans for facilitating ECS in their areas.

District Commissioner for Karatu, Theresia Mahongo, presided over the closing ceremony of the ECS workshop. She expressed her gratitude to WEI/B for *Waache Wasome* project which she said is showing a bright future for the girl-child's in education and social development in line with GoT policies. Ms. Mahongo urged health care workers to be more cautious when dealing with rape cases, especially regarding required evidence. She stressed the importance that health staff understand the law relating to girls under 18 years who become pregnant. She also requested OSSG facilitators to be more vigilant around girls in secondary schools and report to her immediately if they identify girls who drop out of schools and there is no action taken by the LGA at the community level.

## C. Monitoring, Evaluation, and Learning

Activity	Status	Description
<b>ME.1. Develop and update M&amp;E data collection and monitoring tools</b>	Achieved	WEI developed and updated M&E data collection and monitoring tools to meet project data collection needs for SMSCs, OSSGs, LIMCA groups, and the Dropout Early Warning System. The Indicator reporting template also reorganized to include newly developed indicators and revised MEL plan flow.
<b>ME.2. Print the developed and updated data collection and monitoring tools</b>	Achieved	Following development and update of the tools, WEI printed and distributed the above data collection forms for use by the various student-led and adult groups.
<b>ME.3. Orient WEI staff on M&amp;E developed/updated tools and MEL plan</b>	In progress	WEI oriented 15 technical staff and 8 CBTs on usage of data collection tools as well as downloading and printing of attendance sheets from FieldLink database.
<b>ME.4. Orient sub-grantees on Waache Wasome project MEL plan, data collection and monitoring tools and protocols, analysis and reporting</b>	Achieved	WEI oriented sub-grantees staff including: 3 board members, 3 Chief Executive Officers, 3 Accountant, 3 M&E Officers and 3 Coordinators on Waache Wasome project indicators, targets, data collection, monitoring and reporting tools.
<b>ME.5. Support sub-grantees on developing their own MEL plans</b>	In progress	Partner sub-agreements include PMPs with targets and indicator matrices. These are being reviewed with partners to ensure that they fit into the project's overall MEL plan.
<b>ME.6. Provide support to NORC impact evaluation team during LIMCA and Parenting Skills baseline survey and administrative data collection</b>	Achieved	WEI provided extensive support to NORC in terms of identifying, coordinating, and organizing LIMCA EEVs and participants for the evaluators to conduct the baseline survey.
<b>ME.7. Continue to refine FieldLink Tanzania database</b>	In progress	WEI continued to receive technical support from Field Link database designer and provide inputs to facilitate development of new versions for POY Clubs and Youth renewal data collection form and POY Club member's survey spreadsheet report function
<b>ME.8. Orient WEI staff and sub-grantees on uploading data into FieldLink Tanzania database</b>	In progress	WEI oriented new M&E staff and District Managers on using Field link database functions including downloading POY club data collection tools. WEI will orient sub-grantees on uploading data into Field Link Tanzania Database in next quarter
<b>ME.9. Train teachers, peer leaders, EEVs, LIMCA group leaders, OSSG facilitators and OSSG peer leaders on how to use WEI tools to collect data</b>	Achieved	WEI trained range of Project volunteers, including POY Club patron/matrons and peer leaders, SMSC peer leaders and Academic, LIMCA EEVs, and OSSG facilitators and peer leaders on using developed and revised data collection tools.

<b>ME.10. Conduct routine supportive supervision visits</b>	Ongoing	WEI conducted multiple routine supportive supervision visits to schools (POY and SMSC Clubs), LIMCA groups, OSSG groups, and communities to ensure quality of implementation of project activities (See Annex C.)
<b>ME.11. Prepare quarterly data reports</b>	Achieved	WEI collected, analyzed and aggregated data for quarterly reporting.
<b>ME.12. Conduct quarterly review meetings</b>	Achieved	WEI undertook internal review meetings in preparation for the report and looking ahead to Q3 and Q4.
<b>ME.13. Conduct routine data cleaning and verification at District level with sub-grantees</b>	Ongoing	WEI conducted data cleaning and verification at different levels to ensure quality and consistence of reported results against data collection tools. From Q3, this activity will be conducted with/via sub-grantees.
<b>ME.15. Update MEL plan and indicator target based on Y3 experience and lessons learned</b>	In progress	The MEL Plan was updated with revised indicator targets and a draft was submitted to USAID for review. The final plan will be submitted early in Q3.

### **ME.1. Develop and update M&E data collection and monitoring tools**

WEI updated MEL data collection and monitoring tools to use in documentation of different project activities. The tools included the following:

- Science and Mathematics Subject Clubs members enrolment and attendance tracker forms
- POY Club members' renewal and consolidation forms and protocols
- School registrations forms to include board members' information
- Commitment statement forms for OSSG adult volunteers
- OSSG weekly attendance registration form
- OSSG AGYW home visit data collection form and guidelines
- OSSG needs assessment form
- OSSG referral form
- OSSG suspected case log forms
- LIMCA group caregivers home visit form,
- LIMCA Education Funds utilization protocol/guideline form
- Dropout Early Warning System (DEWS) monthly data collection reporting tool

The indicator reporting template was also reorganized to include newly developed indicators and revised MEL plan flow

### **ME.2. Print the developed and updated data collection and monitoring tools**

WEI printed and distributed all developed and updated MEL data collection and monitoring tools, including SMSC forms to document students taking core science subjects and OSSG members' enrollment new AGWY members and activities of continuing AGYW members.

The field supportive supervision tool was printed in handbook format for project and M&E staff to use in documenting technical support provided to community volunteers and Council representatives. LIMCA EEVs and group leaders were oriented on using the LIMCA home visit form, and on the LIMCA Education Funds protocols and guidelines to document adolescents supported.

### **ME.3. Orient WEI staff on M&E developed/updated tools and MEL plan**



WEI oriented 15 technical staff, 8 CBTs, and 3 District staff on updated data collection tools including how to download POY club data collection tool from FieldLink database for use in collecting data at service delivery points. Program staff including Management team were further oriented on the changes made to the draft updated MEL plan including new indicators and targets as described in ME 15 below

**ME.4. Orient sub-grantees on Waache Wasome project MEL plan, data collection and monitoring tools and protocols, analysis and reporting**

WEI oriented sub-grantee staff (including; 3 board members, 3 Chief Executive Officers, 3 Accountant, 3 M&E Officers and 3 Coordinators) on *Waache Wasome* project indicators, targets, data collection, monitoring, reporting tools and template. WEI will continue to orient sub grantees staff on project MEL plan after being approved by USAID next quarter.

**ME.5. Support sub-grantees on developing their own MEL plans**

This activity will take place in Q3, after sub-grantees bring all their staff on board.

**ME.6. Provide support to NORC impact evaluation team during LIMCA and Parenting Skills baseline survey and administrative data collection**

WEI continued to provide technical support to NORC evaluation team to facilitate baseline survey for mothers and caregivers of adolescents who are members of LIMCA groups. During the exercise, WEI district managers and technical staff worked closely with EEVs, to familiarize them with the evaluation scope and purpose, using the script prepared by NORC. WEI also worked with EEVs to invite caregivers and parents and confirm their availability and participation in the NORC baseline survey. EEVs accompanied caregivers and parents to attend interviews. NORC completed the data collection for the baseline survey of LIMCA groups and Parenting Skills.

Also in this quarter, NORC shared the baseline report on the qualitative survey conducted for adolescents' girls from *Waache Wasome* Project schools. Led by WEI Chief of Party and technical advisor, two M&E staff were invited to participate and represent WEI during NORC presentation on baseline evaluation findings to USAID for further learning and seeking clarification on different raised concerns related to report findings.

**ME.7. Continue to refine FieldLink Tanzania database**

WEI continued to receive technical support from Field Link database designer and provide inputs to facilitate development of new versions for POY Club and Youth member renewals, Youth Manual renewal, and POY Club Member's Survey Spreadsheet Report functions.

**ME.8. Orient WEI staff and sub-grantees on uploading data into FieldLink Tanzania database**

WEI oriented 7 staff including new M&E staff, Technical Specialist and District Managers on using Field Link database functions, include downloading POY club data collection tools from the database. WEI further oriented 5 CBTs on populating LIMCA members' pre- and post- information as well as intake with their children data into Field Link. WEI will continue to orient District managers and sub-grantees on uploading data into FieldLink.

**ME.9. Train teachers, peer leaders, EEVs, LIMCA group leaders, OSSG facilitators and OSSG peer leaders on how to use WEI tools to collect data**

WEI oriented 962 project volunteers including 133 (30% Female) POY Club Patrons and Matrons teachers, Heads of schools, and academic teachers on revised POY Club model, protocols and tools. 298 (50% Girls) POY Club Peer Leaders oriented on filling in pre-survey tools, 105 WEI further oriented 415 (62% Girls) SMSC Peer leaders on club members' attendance tracker tool and 71 (49% female) SMSC Academic Advisors on club guidelines and data collection tools, EEVs re-oriented on LIMCA group central ledgers, 28 OSSG facilitators and 44 OSSG peer leaders on using developed and revised data collection tools.

**ME.10. Conduct routine supportive supervision visits**

WEI conducted routine supportive supervision visits to ensure quality of implementation of project activities at service delivery points. See Annex C for details.

**ME.11. Prepare quarterly data reports**

WEI collects data on monthly basis and as activities take place, and aggregates and prepares quarterly data report as described in the attached Indicator Tracking Table. The quarterly data report saves as a means for project monitoring, learning and planning for improvement

**ME.12. Conduct quarterly review meetings**

WEI's technical team and district managers held review discussions of the quarter's activities, in preparation for the quarterly report and also to look ahead to Q3 and Q4.

**ME.13. Conduct routine data cleaning and verification at District level with sub-grantees**

During this quarter, WEI directly verified OSSG weekly participation data, LIMCA data, SRGBV lunch and learn data, POY Club enrolment data and science and mathematics subject club enrollment data with the respective groups and clubs for completeness and accuracy. Incomplete data collection forms were communicated and shared back with District managers and MEL officer for confirmation and gathering missing information for completeness. As part of data cleaning, WEI will continue to work with sub-grantees to refine and reconcile all reported results against data sources at service delivery points. In the next quarter, this activity will be performed with and via sub-grantee staff.

**ME.15. Update MEL plan and indicator target based on Y3 experience and lessons learned**

The MEL Plan was updated with some indicator definitions and revised indicator targets and a draft was submitted to USAID for review. Revised indicator definitions and targets included the following:

- **Indicator #1 WW\_POY: # in-school adolescents participating in Protect our Youth (POY) clubs:** Definition of this indicator was expanded to indicate that each quarter WEI counts the number of enrolled POY members that meet the participation threshold of attending 60% of sessions. Given that quarterly actuals for this indicator track the same cohort throughout the year, these figures should not be totaled during the year (or that will result in double-counting).
- **Indicator #4 WW\_EEV: # individuals trained as economic empowerment volunteers (EEVs):** The 60% threshold previously set for EEVs participation in training was

modified allow tracking only EEVs' continuous activities. This is because it is not practical to track participation threshold for a one-off training of a few days' duration. Also this indicator was separated into two indicators, one for the 5-day EEV training and another for 2-day training on positive parenting skills ToT. This resulted in an additional Indicator, **#5 WW\_PS\_TOT: # individuals completing positive parenting skills TOT.**

- **Indicator #6 WW\_PS: # individuals participating in positive parenting skills curriculum:** Targets for this indicator were adjusted downwards, because not all LIMCA members have children so may not be interested in joining the positive parenting skills sessions. Also, LIMCA members will complete the positive parenting skills curriculum just once in the LOP, not every year.
- **Indicator #7 GNDR-8: # persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations:** The definition of this indicator was clarified to reflect D4D feedback that suggested counting all students whose teachers participated three times in SRGBV Lunch and Learn sessions on a quarterly basis. The EEVs and POY Clubs patrons/matrons and peer leaders trainings previously counted under this indicator were removed.

The WEI team is undertaking a final copyedit and cross-checking of the projected targets, and will submit the final document to USAID in Q3.

## D. Project Management

Activity	Status	Description
<b>PM 1. Participate in coordination and technical meetings with education stakeholders</b>	Achieved	In March 2019, WEI participated in a USAID Learning Summit organized by D4D for all USAID Implementing Partners and GoT Representatives.
<b>PM 2. Complete procurement process</b>	In progress	Procurement processes are underway to ensure all purchases are made in Q3, as soon as approval of Y3 Workplan is received.
<b>PM 3. Organize sub-grantee planning meetings</b>	Achieved	WEI conducted a two-day orientation on <i>Waache Wasome</i> project for the three sub grantees, covering project activities, financial regulations, and terms and conditions of sub-agreements. During this session, WEI supported the sub-grantee to start developing their work plans and budgets for <i>Waache Wasome</i> activities for a period of 8 months (February – September 2019).
<b>PM 4. Obtain USAID concurrence for sub-grants to community partners</b>	Achieved	WEI received approval memos for three organizations which emerged as top from the RFA process (SHDEPHA+ for Karatu DC, RAFIKI-SDO for Musoma MC, and AICT for Musoma DC and Tarime DC). The memos authorized WEI to move forward with processes of engaging the three sub-grantees.
<b>PM 5. Sign awards with sub-grantees</b>	Achieved	All award agreements were signed and sub-grantees were instructed to move forward with initial project activities i.e. acquisition of offices, recruitment of <i>Waache Wasome</i> staff, opening of bank accounts
<b>PM 6. Organize and facilitate sub-grantee staff orientations on Waache Wasome Project and its components</b>	In progress	During this reporting period, WEI organized and facilitated RAFIKI-SDO staff orientation on <i>Waache Wasome</i> components and interventions. SHDEPHA+ and AICT were yet to conclude recruitment of <i>Waache Wasome</i> project staff by end of March, so they will be oriented in April.
<b>PM 7. Organize quarterly meetings to build capacity and review project progress with sub-grantees and WEI staff</b>	N/A for Q 2	Since sub-grantees were still in the set-up phase, the first quarterly review meeting will happen at the end of Q3.
<b>PM 8. Participate in district, regional, and national events as needed</b>	Ongoing	WEI participated in three stakeholder meetings: <ul style="list-style-type: none"> <li>• NPA-VAWC Thematic Area Number Four Meeting (convened by MoHCDGEC)</li> <li>• NPA-VAWC 2017/18 – 2021/22 Intervention’s Implementing Stakeholders meeting for Arusha Region</li> <li>• Annual Social Welfare Meeting (convened by MoHCDGEC)</li> </ul> Project staff also participated and played key roles in commemorations for International Women’s Day. And the team organized and hosted a 3-day visit by US government officials.
<b>PM 9: Submit quarterly and annual program reports</b>	Achieved	WEI submitted Q1 report to USAID at end of January 2019 as per agreement

<b>PM 10. Submit quarterly and annual reports to GoT</b>	Awaiting approval	The Q1 and Q2 reports will be submitted together, after approval by USAID.
<b>PM 11. Collect and document project success stories for sharing and submission to USAID</b>	Ongoing	WEI collected success stories from the field on POY, SRGBV, LIMCA and OSSG interventions. The stories are documented and some shared during this report. The will continue to follow up on the emerging success to monitor and document the progress of those who are benefiting from the program

## **PM I. Participate in coordination and technical meetings with education stakeholders**

### **PM I.1 USAID Data for Development Learning Summit**

In March 2019, WEI participated in a USAID Learning Summit organized under the Data for Development (D4D) initiative for all USAID implementing partners and relevant GoT representatives. The topic for the day's discussions was: *"Empowerment of youth is often programmed as a cross-cutting issue to ensure that it is accounted for in all technical areas. What are the strategic advantages and disadvantages of having youth as a discreet Development Objective at the impact level instead?"*

WEI was invited to be a panelist for the discussion on Empowerment of Gender, Youth, and Vulnerable Populations and Technical Director Victoria Munene made a short presentation on *Waache Wasome* interventions. The summit was officially opened by Mr. Andy Karas, Mission Director of USAID Tanzania. This was followed by a short speech from Dr. Andrew Komba, Director of Sector Coordination from PO-RALG, who emphasized the need to coordinate with and involve government structures at all stages of program design, implementation, and evaluation.

The D4D team presented lessons learned from an evaluation conducted with four organizations implementing gender and youth programming in the past two years. (WEI was not among the USAID partners sampled by D4D). The main issues emerging from the evaluation were:

- Government appreciates the work of various implementing partners in complementing GoT efforts to serve its people.
- 10,000 surveyed households indicated some economic growth, including women- and youth-headed households.
- Access to credit for youth and women is limited.

During the day, there were three panel discussion sessions, during which implementing partners shared experiences and perspectives:

- 1) Gender, Youth, Vulnerable, and Key Populations (This was the panel on which WEI presented)
- 2) Integrated Programming
- 3) Working with the Government of Tanzania

Participants shared program highlights as well concerns and discussed ideas for moving forward effectively in the future.

In closing remarks, Dr. Komba of PO-RALG noted, “All of us (USAID and GoT) realize that in order to move forward towards self-reliance and sustainability, the implementing partners need to communicate regularly, share information, and have open lines of communication.”

USAID TZ Mission Director Mr. Karas reiterated the commitment of the American people to continue supporting the government and the people of Tanzania and called for collaboration, learning, and reflection on a day-to-day basis. There is a need to synchronize gender and youth programming to be better meet the specific needs of beneficiaries and priority should be given to girls’ education.

## **PM 2. Complete procurement process**

Paperwork for the procurement process of project motorcycles is being prepared, with special attention being paid to securing VAT exemptions. Once exemption is approved, the purchases will be made in Q3/Q4.

## **PM 3. Organize sub-grantee planning meetings**

WEI conducted an orientation session on *Waache Wasome* project for the three sub-grantees. Topics covered were the project models, financial regulations, terms and conditions of sub agreements, reporting, and planning activities for Y3. During the session, WEI supported the three organizations to develop their work plans and budgets for Y3 *Waache Wasome* activities (February – September 2019).

## **PM 4. Obtain USAID concurrence for sub-grants to community partners**

In January, WEI received concurrence memos for signing on the three sub-grantee organizations.

## **PM 5. Sign awards with sub-grantees**

WEI signed agreements with the three designated sub grantees in February, after which the sub grantees have been moving forward with initial project activities i.e. acquisition of offices, recruitment of project staff, and opening of bank accounts, among others.

## **PM 6. Organize and facilitate sub-grantee staff orientations on *Waache Wasome Project and its components***

During this reporting period, WEI organized and facilitated staff orientation for RAFIKI-SDO on *Waache Wasome* Project components and in-school and out-of-school interventions. Since SHIDEPHA+ and AICT only concluded their recruitment of *Waache Wasome* project staff at the end of March 2019, they will be oriented in Q3, in April.

## **PM 7. Organize quarterly meetings to build capacity and review project progress with sub-grantees and WEI staff**

*Waache Wasome* sub-grantees were completing set up and hiring of staff this quarter. Therefore, the quarterly review meeting will happen at end of Q3.

## **PM 8. Participate in district, regional and national events as needed**

This was an active quarter for participation and collaboration in project-relevant events at District, Regional, and National levels.

WEI project staff—including COP Lilian Badi, Technical Director Victoria Munene, and several program specialists (LIMCA, OSSG, SRGBV)—represented the Waache Wasome project and its interventions at a variety of meetings and discussion fora with GoT at all levels. In mid-February, they hosted visits of high-ranking officials from the US Embassy and the USAID Mission in Tanzania.

Below is a summary of the key activities.

#### ***PM 8.1 NPA-VAWC Thematic Area #4 Meeting***

As one of the organizations implementing NPA-VAWC, WEI was invited by the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) to attend a stakeholder meeting on the plan's **thematic area #4 – parenting, family support, and relationships**.

The event brought together 30 participants from various implementing organizations. WEI presented about *Waache Wasome's* training of 400 LIMCA members on positive parenting skills in Karatu DC. It was noted that stakeholders seemed to have different parenting skills manuals and did not adhere to the national parenting manual. In addition, it was said that there has been slow response in establishing NPA-VAWC committees at ward and village/*mtaa* level.

Key recommendations were as follows:

- 1) Develop a standard NPA-VAWC thematic areas reporting-writing format
- 2) Stakeholders should use the already existing national parenting skills manual
- 3) Coordinate a joint stakeholders' campaign on positive parenting, including preparation of advocacy messages to be used in the media (television, magazines, and radio)

#### ***PM 8.2 Annual Social Welfare Meeting***

WEI was invited by PO-RALG to attend the annual social welfare meeting in Dodoma City during late January. The objective of the meeting was to share feedback, experiences, and best practices in implementing social welfare services that include OVC/MVC, the elderly, people with disabilities, people living with HIV/AIDS as well as drugs addicts and the poor. A total of 282 participants attended the meeting, which was officiated by the Hon. Kassim Majaliwa (MP), Prime Minister of the United Republic of Tanzania.

Government officials highlighted the importance of the Social Welfare Department in making sure that special groups in the community are receiving their rights and social services and being helped when they encounter challenges. They said that the government is reviewing the social welfare service schemes and improving social welfare training requirements.

From development partners the main focus was on resolving challenges around provision of social welfare services, including inadequate SWOs and facilities. They requested the government to devote resources for building and renovation of social welfare offices to maintain client confidentiality; for transport to enable follow up of

vulnerable groups (home visits and family reunification); and for recruitment of more SWOs.

The Prime Minister directed the Deputy Minister for MoHCDGEC and the Permanent Secretaries for PO-RALG and MoHCDGEC to review the Social Welfare Department structure and to soon forward to the national parliament the law of social welfare services for approval, and that a budget for social welfare activities be considered in Council plans. He also directed all the councils to identify gaps in terms of social welfare officers needed and request recruitment permission from PO-RALG.

### **PM 8.3 NPA-VAWC Implementing Stakeholders meeting for Arusha Region**

Based on its role as an implementing stakeholder through project interventions around, WEI was invited by the Arusha Regional Administrative Secretary (RAS) to this meeting.

The main objectives of the February 28 meeting were to:

1. Share information on the NPA-VAWC implementation of interventions in Arusha Region in the period of July to December 2018.
2. Develop strategies on implementation of NPA-VAWC to ensure protection of women and children in the country.

The RAS spoke about MTAKUWWA (*Mwongozo wa Uratibu wa Mpango wa Kazi wa Taifa wa Kutokomeza Ukatili Dhidi ya Wanawake na Watoto*) or the National Implementation Guide for NPA-VAWC, which was developed in collaboration with stakeholders. At the meeting, stakeholders were provided with the national report format on MTAKUWWA interventions. Using this format, WEI reported on NPA-VAWC Thematic Areas that directly correspond to Waache Wasome project objectives, as below:

- Thematic Area 1: Household Economic Strengthening – Waache Wasome Objective 2: Increase family commitment and capacity to invest in girls' education (LIMCA model)
- Thematic Area 2: Norms and Values – Waache Wasome Objective 1: Build the agency, knowledge, and protective assets of girls in secondary school (POY model); and Objective 3: Foster a girl-friendly and supportive school environment (SRGBV trainings model)
- Thematic Area 4: Parenting, Family Support, and Relationships – Waache Wasome Objective 2 (Parenting Skills model)
- Thematic Area 5: Implementation and Enforcement of Laws – Waache Wasome Objective 3: Foster a girl-friendly and supportive school environment (SRGBV model trainings)



- Thematic Area 6: Response and Support Services – Waache Wasome Objective 3 (SRGBV model and trainings)
- Thematic Area 7: Safe Schools and Life Skills – Waache Wasome Objective 1 (POY model) and Objective 3 (SRGBV model and trainings)

***PM 8.4: US Embassy in Tanzania Charge d'Affaires, Hon. Dr. Inmi Patterson visit to Waache Wasome program in Mara Region***

In mid-February, WEI was privileged to welcome US Embassy **Charge d'Affaires, the Hon. Dr. Inmi Patterson** and **USAID Deputy Mission Director David Thompson** to Mara Region project areas. Dr. Patterson participated in the first day of the three-day program, while the USAID delegation—which also included Waache Wasome's **USAID Agreement Officer's Representative (AOR) Kristopher Capella** and **USAID Project Management Specialist - Gender and Youth Shamsa Suleiman**—spent February 11 through 13 engaged in site visits and discussions with program participants and stakeholders.

The purpose of the visit was to inspect Waache Wasome programs and interact with beneficiaries on site. In each locality, the USAID visitors were accompanied by WEI as well as local LGA officials including the following: The Acting District Executive Director for Musoma Municipality, Asteria Ruzagi; District Education Officer for Musoma MC, Exavery Ntambala; and the Educational Statistics and Logistics Officer for Tarime DC and Ward Executive Officers for Bweri, Makoko, Nyasho, and Nyamatara Wards.

The US government officials visited and interacted with a wide range of project stakeholders and participants, including:

- **POY Club student members and peer leaders** in secondary schools
- **LIMCA group members**, during their regular sessions
- **Teachers and school administrators** in project schools, including those who were implementing SRGBV training
- **District and other local government officials** in Tarime and Musoma DCs

Highlights were being able to observe the handover of a donation of cement bags by seven LIMCA groups in Musoma MC; discussing issues of SRGBV and changes with school teachers; learning about the positive economic impact on LIMCA members, and also of their changed attitudes towards girls education and gender issues; and sharing inspiring stories and



***Newly registered OSSG members in Musoma MC welcomed USAID visitors and shared their perspectives and challenges.***

encouragement with in-school students and out-of-school girls during POY club and OSSG sessions. The US delegation asked probing questions and very interested in hearing the life experiences and inputs from all project beneficiaries.

When speaking to POY club member in Musoma MC, Dr. Patterson noted, “Although the American people are assisting in Waache Wasome Project, in the final analysis it is you who are supposed to make the difference. I am very glad that you are young, energetic, and looking for a bright future. Keep it up, it is possible”

At a meeting with school teachers, who shared their experiences of implementing WEI’s SRGBV training, she commented, “We cannot change culture overnight, but . . . we have started the journey of change and I am very glad that many of you teachers have learned how to fight and resist GBV. With these numbers, we will eventually win this fight.”

A detailed report of the three-day program, including transcripts of Q&A sessions and remarks by the Hon. Dr. Patterson and others, can be found in Annex B.

### ***PM 8.5: Commemorating International Women’s Day***

WEI participated in the International Women’s Day commemoration in Karatu DC on 8<sup>th</sup> March 2019. This year’s theme was “*Change perception to attain gender equity for sustainable development*”. WEI technical staff joined women and other dignitaries in the processions, and Senior Technical Specialist (GE) later shared how *Waache Wasome* contributes to empowerment of women and adolescents in the area. WEI also organized for LIMCA women members to showcase handmade crafts.

As part of the commemorations for International Women’s Day, WEI organized a one-day school-based symposium on 10<sup>th</sup> March 2019, titled *Lighting a Fire: Inspiring Girls into STEM*. The aim of the symposium was to expose the students to women who have done well in science so as to encourage girls to pursue science as pathway to future careers. Students from five secondary schools in Karatu DC participated.

The featured speakers were three passionate women who all come from humble, traditional backgrounds—similar to those of the girls being supported by Waache Wasome—but who are all pursuing STEM today: Ms. Elizabeth Haule, PhD student in Life Sciences and Bioengineering; Ms. Beatrice Michael, Master’s students in Mathematics; and Ms. Veronica Masawe, MSc student in sustainable agriculture. Growing up they faced similar challenges--lack of resources, lack of role models, discouraged by parents because an older brother or sister did not perform well in science, for example. Despite the challenges they worked hard to excel and get where they are today.

Dr. Ellie Waminian, a renowned philosopher, theologian, and psychologist with six university degrees inspired the audience with time-tested wisdom, ranging from controlling one's emotions to perseverance.

Nationally known comedian, Mr. Emmanuel Mgaya (popularly known as *Masanja Mkandamizaji*), also shared his life story of rising from sleeping in the streets, working as a hawker, houseboy, an artist playing minor roles to being a prominent and successful comedian, businessman and currently serving as a pastor.

At the end of the event, the speakers shared with the girls the *Five Golden Rules of Goal Setting* encouraging them to use them accordingly if they want to succeed in life:

- 1) Set goals that are exciting.
- 2) Set goals that are SMART.
- 3) Goals should be written down.
- 4) Prepare and action plan on how to attain those goals.
- 5) Work on your dreams on a daily basis.

**PM 9: Submit quarterly and annual program reports**

WEI submitted Q1 report to USAID at end of January 2019 as per agreement.

**PM 10. Submit quarterly and annual reports to GoT**

As WEI was awaiting USAID approval of the Q1 report, both the Q1 and Q2 reports will be submitted to GoT in Q3.

**PM 11. Collect and document project success stories for sharing and submission to USAID**

WEI collected success stories from the field on POY, SRGBV, LIMCA and OSSG interventions. The stories are documented and some shared during this report. WEI will continue to follow up on the emerging success to monitor and document the progress of those who are benefiting from the program.

## E. Opportunities and Challenges

### E 1: Key Opportunities

**Partners on board—improves prospects for outreach, reporting, and sustainability of services:** With the signing of partner sub-agreements and their orientation and hiring of staff, Waache Wasome operations in all project districts will be greatly benefited. To begin with, the three organizations – African Inland Church of Tanzania (AICT); Service, Health and Development for People living positively with HIV/AIDS (SHDEPHA +); and Rafiki Social Development Organization (Rafiki SDO) – are well respected and connected within their districts. They will each have staff dedicated to supporting specific Waache Wasome objectives, who will be responsible for not only working project beneficiaries but also for collecting and inputting important MEL data and providing timely reports and feedback to WEI. This in turn, frees up our technical team from direct implementation and logistical planning issues, allowing them to focus on delivering strategic support and services to partners and to pursue strategic linkages with various government agencies and other USAID implementing partners, to ensure that the project’s intended beneficiaries (in- and out-of-school AGYW) can access a range of wraparound services.

**Links to other USAID Implementing Partners to address Family Planning, GBV, and SRH Needs:** In the wake of the USAID team visit to Mara Region project sites in February, the team is hopeful that promised linkages to partners implementing family planning and GBV-specific programs will materialize. Accessing needed training skills and information about these issues for Waache Wasome’s adult volunteers (e.g. OSSG facilitators, LIMCA EEVs, and even POY Club matrons and patrons) would allow a cascading of the same to project beneficiaries—including adolescent girls as well as community women—and further build their protective assets. As our staff are well aware, GBV is rampant in many project areas, and affects adolescent girls at their household level (mothers, siblings) as well as directly. Similarly, in their households and communities knowledge about and access to sexual and reproductive health services, especially family planning, is severely restricted by opposition from men. Linking up with IPs who are experienced in family planning communication and promotion that targets both men and women would be a key benefit to Waache Wasome beneficiaries.

**Strong Engagement by LGAs:** At both district and ward levels, WEI is pleased to see that officials and staff members are willing and ready to engage in various project activities. In this reporting quarter in particular, the project benefited greatly from active participation of the following: Agricultural Extension Officers sharing practical knowledge and skills with LIMCA members; Clinical officers participating in OSSG support and planning activities; and ward and local officials and stakeholders helping to identifying vulnerable AGYW and potential safe spaces for meetings of OSSG groups. These are just a few examples in addition to the ongoing high-level support from various District officials.

### E 2: Challenges

**School Calendar – working hours:** At the beginning of the year, DEOs issued letters to heads of schools informing them that school hours have been extended to 5 p.m. to allow for remedial classes to take place, since most schools were not performing well. This extension of the school day

could have a negative impact on Waache Wasome's in-school activities, especially POY Clubs that usually meet between 3 – 4 p.m. So far, there has not been an immediate effects on POY activities, but WEI is actively monitoring the situation and will step in to negotiate with the schools, as needed, to accommodate POY and other in-school activities.

**Limited community awareness/understanding around fee-free education policy, child rights, GBV, etc.:** The widespread lack of understanding of some of the key issues that Waache Wasome is addressing is an ongoing challenge. This was very apparent during the SRGBV awareness sessions that WEI conducted with school board members of all 36 partner schools. For instance, when it comes to school lunches, there is an expectation that the Fee-Free Basic Education policy (stipulated in Circular no. 3 of 2016 from the Ministry of Education, Science and Technology) means students will receive a free meal at school. There needs to be more awareness that the “free” education only covers tuition-related fees, and that parents and communities need to find a way to contribute to a lunch program in the schools, so that students do not go hungry. Also, in terms of general child rights and SRGBV, even the well-placed community members who serve on school boards have a limited understanding of issues such as corporal punishment, GBV identification, prevention, and response, etc., so the project needs to continue awareness-creation efforts on these fronts.

**Overcrowding and Classroom Space in Schools:** At the start of this year, many project partner schools were faced with enrolling more students than they have space for. This resulted in a number of adjustments and delays in identifying students for participation in project activities as follows:

- i. In some schools, many students had to stay home in the first few weeks of the year—which means that they were not on site when selections for the POY clubs were being made. Thus, if some of these students were in the category of highly “vulnerable,” the project may have missed the opportunity to identify and enroll those girls in POY clubs at the start of the year.
- ii. In Karatu schools, after POY clubs were formed, there were more than 100 students who were later transferred to another newly constructed school that has space. This means the project lost some POY club members (thus reducing our membership numbers/targets). Also, these same students had already received some sensitization on child rights and gender issues – and if they are included in the “control” school testing by the NORC team in future, this may skew the pre-test knowledge scores on some issues.<sup>17</sup>
- iii. Because of overcrowding, the issue of constructing more classrooms is a high priority for local authorities—a pressure that may cause them to place less value on Waache Wasome's “soft” interventions, instead of supplying the “hard” inputs that they have identified as a key need for getting/keeping students in school.

**“Special” rooms for schools:** There is a strong demand from partner schools (and communities) for the building or funding of “special” rooms that cater to the needs of adolescent girls. A majority of the adolescent girls experience their first menstruation period while in school, but most institutions do not have special rooms or facilities where girls can clean and change. So, often, these girls go back home and only return to school after 2 to 4 days. Cumulatively, an adolescent girl could be absent from school for 4-5 days a month, which contributes to poor performance and, eventually, can lead to drop out. (Furthermore, because the majority of girls are not comfortable

---

<sup>17</sup> WEI will bring this issue to the attention of NORC before the next evaluation round of testing in 2020.

explaining the issue to teachers, they are often punished for missing school without an authorized excuse or doctor's note.) Although WEI is mobilizing parents and caregivers in LIMCA groups to use part of the Education Funds to replenish sanitary pads and other cleaning items for special rooms, the contribution is not enough, especially when a school does not have physical facility for a special room.



# Waache Wasome Let them Learn Tanzania

## Annexes to Quarterly Progress Report Y3 Q2

**Annex A:** Success Stories

**Annex B:** Summary of Supportive Supervision Visits

**Annex C:** Indicator Tracking Table

**Quarterly Progress Report Y3 Q2**

January 1– March 30, 2019

Cooperative Agreement AID-OAA-A-17-00001

Submitted by World Education, Inc. / (WEI)

April 30, 2019

## ANNEX A

### SUCCESS STORIES, Y3 Q2

#### LIMCA SHARE-OUT CASH IMPROVES MEMBERS' LIVELIHOODS AND LIVES

*Livelihood Improvement for Mothers and Caregivers of Adolescents (LIMCA) is a community savings and lending model designed to provide a household safety net—both social and economic—so that families are better able to support their daughters' continued education as well as daily needs.*

*In a rural district like Karatu DC where poverty is rampant and wealth per capita<sup>18</sup> is just TZS 1,104,750 (less than US\$500), the LIMCA model is becoming a game changer in creating opportunities for wealth creation—through the provision of small business loans to interested members and through the “share-out” of savings at the end of each cycle. The share-out gives every member back the sum total of their weekly savings plus interest earned from repaid loans. .*

*In the January-March 2019 reporting quarter, nine LIMCA groups in Karatu DC completed their 9-12 month savings cycles. Almost all members re-constituted to continue with another cycle—an indication that LMCA activities are beneficial to them. Here, some members share the stories of how the end-of-cycle share-out is having an immediate impact on them and their families.*

My name is **Noah Amsi** (60) from Qurus Ward in Karatu DC. Our LIMCA group completed the savings cycle on January 6, 2019 and we each collected TZS 200,000 as share out. I invested the money in onion seeds for farming and expect to harvest 100-kg of onion which sells at TZS 1,800,000. From the proceedings, I hope to build better housing for my kids. I have registered for another cycle because LIMCA is making me realize my dreams.



I am **Mary Joseph** (27), a mother of a one-year-old baby girl, from Endamarariiek Ward in Karatu DC. After completing the savings cycle, I received TZS 120,000 which used to increase stock of my fruits stall. My sales have since improved from TZS 3,000 to an average of 10,000 per day. I am now able to take care of my baby girl better. In the next savings cycle, I plan to expand my business further.

<sup>18</sup> *Wealth per capita* is the average value of assets owned by an individual



---

My name is **John Safari** (35). I have six children (two girls). I collected TZS 180,000 at the end of LIMCA savings cycle. I bought stocks for my shop and thus increased daily sales from an average of TZS 8,000 to 15,000. This income enables me provide better for my family and children with ease.

*“LIMCA enables me to provide for my family and children with ease.”*



I am **Elizabeth Safari** (54) from Endamarariiek Ward in Karatu DC. At the end of LIMCA savings cycle, I collected TZS 140,000 as share-out. I bought certified seeds for my 3-acres maize farm. This is the first time I use improved seeds for a large farm. Previously, I was not able to buy them. I expect to harvest 24 bags. Because of LIMCA, my livelihood becomes better every year, that’s why I have registered for the next cycle.

---

My name is **Zawadiana Benedict** (28) and I am a member of Twiga LIMCA group in Endamarariiek Ward in Karatu DC. Late last year, we completed our savings cycle and received TZS 250,000. I bought a solar system with six lights which is enough to light my main house and kitchen. My kids are now able to study at night without any problem. I hope that they will perform better in school. After the next LIMCA cycle, I plan to build modern housing.



*“My kids are now able to study at night without any problem. I hope they will perform better in school.”*

---

**Annex B:**

## Summary of Supportive Supervision Activities\* in Y3, Q2

\* “Supportive Supervision Activities” are activities where WEI technical team backstops and supports adult volunteers (matrons/patrons, SMSC Academic Advisors, LIMCA EEVs, OSSG facilitators); local government officials (such as WEOs, AEOs, and DMTs); school teachers and administrators; or student/OSSG peer leaders to conduct project activities and skills sessions with project beneficiaries/group members.

Support Visit Focus Areas	Issues discussed and technical support provided	District/ Council	Target (per Qtr or per Yr.)	Achieved	Comments and/or explanation on discrepancies
<b>Obj. 1: BUILD AGENCY, KNOWLEDGE, &amp; PROTECTIVE ASSETS OF GIRLS</b>					
<b>PROTECT OUR YOUTH CLUBS</b>					
<b>POY Club Members’ weekly sessions</b> Ensure that POY Clubs Patrons/Matrons facilitate POY Club members’ weekly sessions	Trained Patrons/Matrons were supported to train POY Peer Leaders to engage 90 (44 Gils, 46 Boys) club members to make use of debates, songs and drama conveying POY Club messages. These Club members came from one of early trained schools in Tarime DC. Messages delivered included child rights and responsibilities, goal settings, self-confidence behavior and practices	Tarime DC	144 POY clubs receive SSV for Y3	4 SSV for Y3 Q2	With the start of the school year, POY Club formation and trainings ended late in March. Therefore, only 4 clubs that received training early were able to convene for weekly sessions. The rest of the Clubs will be facilitated to carry out weekly sessions in Q3 and Q4 by sub-grantees and WEI.
<b>Development of “bangokitita” visual aids;</b> Backstopping teachers to facilitate selected talented POY Club members to draw visual aids to supplement POY facilitation manual	The 72 POY Club Patrons/Matrons from 36 project schools facilitated POY club members to draw visual aids illustrating different POY Club topics. Of 237 presented drawings, the 83 best-themed drawings were sorted out for further refining in Q 3.	Karatu DC, Musoma DC, Musoma MC Tarime DC	36 schools for Y3 Q2	36 schools this quarter	Clubs from all 36 targeted schools under the project were involved as planned.

<b>Obj. 2: INCREASE FAMILY COMMITMENT &amp; CAPACITY TO INVEST IN GIRLS' EDUCATION</b>					
<b>Economic Strengthening/LIMCA (Livelihoods Improvement for Mothers and Caregivers of Adolescents) Groups</b>					
<b>Facilitate linkage of LIMCA members</b> with Council and Ward level extension officers for technical support on their IGA	Ward agriculture extension officers were facilitated to conduct onsite technical support to improve LIMCA members' knowledge and experience in managing agriculture as their primary income-generating activity. Issues discussed include horticulture farming, proper utilization of pesticides for soil conservation	Karatu DC, Musoma DC Musoma MC Tarime DC	400 LIMCA members, Y3 Q2	802 LIMCA members this qtr.	The 200% level of achievement of 802 is attributed to extension officers' commitment and to the interest of LIMCA members. This is equivalent to 67% of 1,200 annual Y3 target.
<b>Support EEVs and LIMCA group leaders on documentation,</b> recording, and reporting weekly group savings activities	To address identified challenges in accuracy of record-keeping, WEI supported EEVs and LIMCA group leaders were capacitated in reviewing and reconciling central ledgers; documenting every transaction including share values, loans and repayment, interest rates; and recording individual goals promptly and effectively for reference.	Karatu DC Musoma DC Musoma MC Tarime DC	249 groups during Y3	173 this quarter	WEI technical team provided onsite supervision and support to 73% of LIMCA groups this quarter.
<b>Obj. 3: GIRL-FRIENDLY SCHOOL ENVIRONMENT ACTIVITIES</b>					
<b>SRGBV prevention &amp; response</b>					
<b>Facilitate teachers SRGBV Lunch &amp; Learn Sessions</b> Supporting school SRGBV Secretaries and Chairpersons to organize, facilitate, document and report SRGBV issues emerged during Monthly Lunch and Learn Focus Group Discussion (FGD)	Based on encountered challenges with teachers in discussing and reporting SRGBV cases during monthly Lunch & Learn sessions, the 324 (217 Male, 107 Female) SRGBV trained teachers were refreshed in documentation of identified cases. Also, the 29 trained District Master Trainers were further supported to backstop SRGBV teachers 'Lunch and Learn' sessions.	Karatu DC, Musoma DC, Musoma MC and Tarime	36 schools every quarter	36 schools this quarter	Achieved; no discrepancies.

<b>Science and Mathematics Subject Club (SMSC) Activities</b>					
<b>Formation of Science &amp; Mathematics Subject Clubs</b> Backstopping teachers to enroll students in class-based clubs	The SMSC Academic Advisors were backstopped to facilitate formation of class-based science and mathematics subject clubs.	Karatu DC Musoma DC Musoma MC Tarime DC	144 clubs for start of school yr.	144 clubs	Target achieved; no discrepancies. The 144 clubs enrolled 14,315 students (50% girls)
<b>SMSC weekly sessions</b> Backstop Science Subject Club Academic Advisors to facilitate Science & mathematics science subject weekly sessions	With formation of science subject clubs, members from three clubs in school whose club' Academic advisors and Peer leaders trained first were facilitated to start weekly sessions. Topics discussed were Laboratory in Chemistry, density and pressure in Physics and measure of central tendency in Mathematics	Musoma DC	144 clubs hold weekly meetings (yearly)	3 clubs met this qtr.,	Given that Club formation and trainings ended late this quarter, only three clubs managed to convene for weekly sessions. We expect all 144 clubs to be meeting regularly during Q3 and Q4.
<b>Obj. 4: PROVIDE ALTERNATIVE EDUCATION PATHWAYS TO GIRLS WHO HAVE DROPPED OUT OF SECONDARY SCHOOL</b>					
<b>Out-of-School Study Group (OSSG) Activities</b>					
<b>Weekly OSSG sessions in Karatu:</b> Supporting OSSG facilitators and Peer Leaders to facilitate OSSG weekly sessions	WEI supervised 6 OSSG facilitators and 12 Peer leaders to facilitate weekly life-skills sessions to group members.	Karatu DC	3 OSSGs this quarter	3 this quarter	Achieved; no discrepancy
<b>Identify and enroll AGYW:</b> Support LGAs in identifying and enrolling AGYW in OSSG programs.	WEI supported village leaders and community officers to identify 309 AGYW for OSSG Programs during discussions and village level transect walk.	Karatu DC Musoma DC Musoma MC	350 for this year	309 this quarter	WEI will facilitate the identification of remaining 41 AGYW next quarter.

<p><b>Identifying Safe Spaces:</b> Orient and facilitate Community development Officers and Village Executive Officers to identify safe spaces for OSSG weekly sessions</p>	<p>Community Development officers and Village Executive Officers oriented on criteria for selecting OSSG safe spaces. Among others, safe spaces should be nearby so girls do not have to pay for transport, be public space that does not require the project to pay rent, be secure and private for the girls to discuss issues without fear or intimidation and not be affiliated with any religious or political grouping.</p>	<p>Karatu DC Musoma DC Musoma MC</p>	<p>In 3 districts</p>	<p>3 districts</p>	<p>With this facilitation, 23 safe spaces were identified. (Together with 6 previously identified safe spaces, this make a total of 29 out of planned 30 safe spaces LOP.)</p>
<p><b>Out of School Study Group (OSSG):</b> Identification of OSSG facilitators and Peer leaders to support OSSG activities</p>	<p>Ward Executive officers were supported to identify OSSG adult facilitators thereafter signed MoU as their commitment to adult support OSSG activities.</p>	<p>Karatu DC Musoma DC Musoma MC</p>	<p>3 districts for Q 2</p>	<p>3 districts</p>	<p>Achieved. 22 OSSG facilitators were identified and signed MoUs with the local ward offices.</p>
	<p>Supported Ward Executive officers and Community Develop officers to help identified AGYW to select 44 peer leaders to support facilitation of OSSG weekly sessions</p>	<p>Karatu DC Musoma DC Musoma MC</p>	<p>3 districts for Q 2</p>	<p>3 districts</p>	<p>Achieved. The 22 OSSGs identified 44 peer leaders in the three districts.</p>

## ANNEX C: INDICATOR TRACKING TABLE

SN	INDICATOR CODE	INDICATOR TITLE	TYPE	DISAGGREGATION	Y3 TARGET	Y3 Q2 ACTUAL	Y3 ACTUALS	Y3 OVERALL TARGET	% ACHIEVEMENT	COMMENTS
<b>OUTPUT LEVEL INDICATORS</b>										
#1	WW_POY	# in-school adolescents participating in Protect our Youth (POY) clubs	Custom	Total Males	1,915	493	1,255	5,040	25%	153 POY clubs with 4,384 student members were formed/consolidated this qtr. Due to the schools' many registration and start of academic year activities, Club formation and training of patrons/matrons and peer leaders went until March; therefore only about 25% of the clubs were able to launch regular weekly sessions.
				Total Females	3,125	762				
				Karatu DC	2,380	908				
				Musoma DC	1,120	0				
				Musoma MC	980	257				
				Tarime DC	560	90				
#2	WW_PE	# in-school adolescents trained as peer educators	Custom	Total Males	288	296	713	720	99%	Including trained student Peer Leaders from POY Clubs (2 per club) and Science and Mathematics Study Clubs (3 per club), the project achieved 99% of this target in Q2. (Some peer leaders were unable to attend the training, and they will be oriented during Q3.)
				Total Females	432	417				
				Male Age 10-14	57	44				
				Female Age 10-14	58	89				
				Male Age 15-19	87	249				
				Female Age 15-19	86	328				
				Male Age 20+	N/A	3				
				Female Age 20+	N/A	0				
				Karatu DC	136	338				
				Musoma DC	64	154				
				Musoma MC	56	140				
				Tarime DC	32	81				
#3	WW_EC ON	# individuals enrolled in economic strengthening interventions that aim to increase family commitment and capacity to invest in girls' education	Custom	Male	607	124	6,099	4,050	140%	This is over achievement (specifically female) of LIMCA members is attributed to high demand among community members to join LIMCA group, as they see the benefits of savings and getting access to business loans and also to training and skills.
				Female	3443	385				
				Karatu DC	1,912	120				
				Musoma DC	901	349				
				Musoma MC	787	0				
				Tarime DC	450	40				

SN	INDICATOR CODE	INDICATOR TITLE	TYPE	DISAGGREGATION	Y3 TARGET	Y3 Q2 ACTUAL	Y3 ACTUALS	Y3 OVERALL TARGET	% ACHIEVEMENT	COMMENTS
#4	WW_EEV	# individuals trained as economic empowerment volunteers (EEVs)	Custom	Male	18	-	124	108	115%	EEVs were trained in their basic role and skills during Q1.
				Female	90	-				
				Karatu DC	51	-				
				Musoma DC	24	-				
				Musoma MC	21	-				
				Tarime DC	12	-				
#5	WWW_PS_TOT	# individuals completing positive parenting skills TOT	Custom	Male	18	14	97	108	90%	In this reporting period, WEI trained remaining 97 EEVs out of 108 on parenting skills. (15 EEVs had been trained on the same topic in the previous project year.)
				Female	90	83				
				Karatu DC	51	43				
				Musoma DC	24	25				
				Musoma MC	21	18				
				Tarime DC	12	11				
#6	WW_PS	# individuals trained in positive parenting skills	Custom	Male	90	0	-	-	0%	With completion of Positive Parenting ToT in Q2, the 108 EEVs will be ready to cascade the training to LIMCA groups in Q3 and Q4.
				Female	510	0				
				Male 18-24	N/A	0				
				Female 18-24	N/A	0				
				Male 25-49	N/A	0				
				Female 25-49	N/A	0				
				Male 50+	N/A	0				
				Female 50+	N/A	0				
				Karatu DC	1,912	0				
				Musoma DC	900	0				
				Musoma MC	788	0				
				Tarime DC	450	0				

SN	INDICATOR CODE	INDICATOR TITLE	TYPE	DISAGGREGATION	Y3 TARGET	Y3 Q2 ACTUAL	Y3 ACTUALS	Y3 OVERALL TARGET	% ACHIEVEMENT	COMMENTS
#7	GNDR-8	# persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations	USG Foreign Assistance	SRGBV Teacher Training (M)	485	0	371	936	40% of annual target ach'd	This is an annual indicator. To date, including teacher lunch and learn sessions, training & refreshers for POY and OSSG facilitators and other adult volunteers, the project has documented 371 persons trained in advancing outcomes consistent with gender equality and female empowerment.
				SRGBV Teacher Training (F)	237	0				
				POY Club Patrons (M)	36	36				
				POY Club Matrons (F)	36	36				
				OSSG Facilitator Training (F)	4	22				
				Others (e.g. LGA Staff_M)	18	78				
				Others (e.g. LGA Staff_F)	12	199				
				Karatu DC	440	170				
				Musoma DC	209	90				
				Musoma MC	182	90				
				Tarime DC	105	21				
#8	WW_SR GBV_LL	# individuals participating in SRGBV lunch and learn sessions	Custom	Male	356	319	452	614	74% of annual target ach'd	As part of follow-up after training keeping teachers informed on their roles and responsibilities in SRGBV preventions and responses. WE/B continued to facilitate SRGBV trained teachers in Y2 to conduct SRGBV Lunch and Learn sessions on monthly basis. A total of 452 (29% Female) participated successful in SRGBV L&L focus group discussion
				Female	258	133				
				Karatu DC	N/A	154				
				Musoma DC	N/A	68				
				Musoma MC	N/A	150				
				Tarime DC	N/A	80				
#9	WW_EW S	# adolescent girls who are at risk of dropping out of school identified for support through the Early Warning System	Custom	Total Females	0	0	-	-	-	In this quarter WEI refined manual data collection tools for DEWS and piloted them in two schools of Musoma DC and Karatu DC. This indicator will be reported from Q3 after rollout to all schools.
				Female Age 10-14	0	0				
				Female Age 15-19	0	0				
				Karatu DC	0	0				
				Musoma DC	0	0				



				Musoma MC	0	0				
				Tarime DC	0	0				

SN	INDICATOR CODE	INDICATOR TITLE	TYPE	DISAGGREGATION	Y3 TARGET	Y3 Q2 ACTUAL	Y3 ACTUALS	Y3 OVERALL TARGET	% ACHIEVEMENT	COMMENTS
#10	WW_SM SC	# in-school adolescents participating in subject clubs	Custom	Total Males	2,246	0	0	7,158	0%	WEI supported formation of 144 SMSC with 14,315 students (7,092 boys and 7,223 girls).  WEI also trained 71 (36 males and 35 females) Academic Advisors; and 415 peer leaders (147 boys and 268 girls) to support and motivate students during SMSC sessions.  The actual club activity sessions will start after schools' Easter break, in Q3 and continue in Q4.
				Total Females	2,074	0				
				Male Age 10-14	382	0				
				Female Age 10-14	456	0				
				Male Age 15-19	1,864	0				
				Female Age 15-19	1,618	0				
				Karatu DC	2,039	0				
				Musoma DC	977	0				
				Musoma MC	839	0				
				Tarime DC	465	0				
#11	WW_DS	# adolescents participating in Design Squad sessions	Custom	Total Males	0	0	-	-	-	Design Squad activities will be initiated in Q 3 with training of advisors and specialists. In Q4, the activities will be carried out with SMSC students. The # of student participants will be based on the membership of SMSCs in the 6 pilot schools, and will be indicated as targets and achievements in Q4.
				Total Females	0	0				
				Male Age 10-14	0	0				
				Female Age 10-14	0	0				
				Male Age 15-19	0	0				
				Female Age 15-19	0	0				
				Karatu DC	0	0				
#12	WW_ICT	# adolescents participating in ICT camps	Custom	Total Males	0	0	-	30	-	ICT camps can only be held during the school's mid-year break (June/July), so the data will be reported in Q3/Q4.
				Total Females	30	0				
				Male Age 10-14	0	0				
				Female Age 10-14	0	0				
				Male Age 15-19	0	0				
				Female Age 15-19	0	0				
				Karatu DC	30	0				

SN	INDICATOR CODE	INDICATOR TITLE	TYPE	DISAGGREGATION	Y3 TARGET	Y3 Q2 ACTUAL	Y3 ACTUALS	Y3 OVERALL TARGET	% ACHIEVEMENT	COMMENTS
#13	WW_OSSG_LS	# out-of-school adolescent girls and young women (AGYW) enrolled in Out-of-School Study Groups (OSSG) that participate in the life skills program	Custom	Total AGYW	350	51	51	350	15%	51 AGYWs (in the Karatu OSSGs) participated in weekly life skills sessions in Q2. For the other 309 AGYW who were newly enrolled in OSSG clubs in Q2, their training will start in Q3.
				Age 15-19	N/A	2				
				Age 20-24	N/A	49				
				Karatu DC	N/A	51				
				Musoma DC	N/A	0				
				Musoma MC	N/A	0				
				Tarime DC	N/A	N/A				
#14	WW_OSSG_ECS	# teen moms enrolled in OSSG completing ECS training	Custom	Total AGYW	150	0				OSSG members go through training in a phased way – receiving life skills along with ECS, followed by vocational skills/ IGA, and LIMCA skills. Therefore, this indicator will be tracked in Q3 and Q4, after completion of life-skills training.
				Age 10-14	N/A	0				
				Age 15-19	N/A	0				
				Age 20-24	N/A	0				
				Karatu DC	N/A	0				
				Musoma DC	N/A	0				
				Musoma MC	N/A	0				
Tarime DC	N/A	0								
#15	WW_OSSG_IGA	# adolescent girls and young women (AGYW) enrolled in OSSG that complete IGA training	Custom	Total AGYW	60	0				See note above, re phased training.
				Age 10-14	N/A	0				
				Age 15-19	N/A	0				
				Age 20-24	N/A	0				
				Karatu DC	N/A	0				
				Musoma DC	N/A	0				
				Musoma MC	N/A	0				
Tarime DC	N/A	0								

SN	INDICATOR CODE	INDICATOR TITLE	TYPE	DISAGGREGATION	Y3 TARGET	Y3 Q2 ACTUAL	Y3 ACTUALS	Y3 OVERALL TARGET	% ACHIEVEMENT	COMMENTS
#16	WW_O SSG_LI MCA	# adolescent girls and young women (AGYW) enrolled in OSSG that participate in LIMCA	Custom	Total AGYW	150	0				See note above (#14), re phased training.
				Age 10-14	N/A	0				
				Age 15-19	N/A	0				
				Age 20-24	N/A	0				
				Karatu DC	N/A	0				
				Musoma DC	N/A	0				
				Musoma MC	N/A	0				
Tarime DC	N/A	0								
<b>OUTCOME LEVEL INDICATORS</b>										
#17	GNDR-3	% females who report increased self-efficacy at the conclusion of USG supported training/ programming	USAID Standard	<b>Numerator (# of females 10-29 reporting increased self-efficacy)</b>	<b>381</b>	<b>0</b>	0%	68%	0%	This is an annual indicator that is tracked via post-test at the end of the project year. The post-test is carried out with a sample of members from POY Clubs, SMSCs, and OSSGs, as well as Design Squad and ICT participants.
				<b>Denominator (total # of females 10-29 trained)</b>	<b>560</b>	<b>0</b>				
				Karatu DC (Numerator)	143	0				
				Karatu DC (Denominator)	210	0				
				Musoma DC (Numerator)	95	0				
				Musoma DC (Denominator)	140	0				
				Musoma MC (Numerator)	95	0				
				Musoma MC (Denominator)	140	0				
				Tarime DC (Numerator)	48	0				
				Tarime DC (Denominator)	70	0				

SN	INDICATOR CODE	INDICATOR TITLE	TYPE	DISAGGREGATION	Y3 TARGET	Y3 Q2 ACTUAL	Y3 ACTUALS	Y3 OVERALL TARGET	% ACHIEVEMENT	COMMENTS
#18	WW_POY_OI	% adolescent girls in POY Clubs with improved scores on the Children's Hope Scale	Custom	Numerator (10-14)	188	0	-	84%	-	Annual indicators, with post-test applied to a sample of 560 girls at end of the project year (Q4).
				Numerator (15-19)	282	0				
				Denominator (10-14)	224	0				
				Denominator (15-19)	336	0				
				<b>Numerator (Total)</b>	<b>470</b>	0				
				<b>Denominator (Total)</b>	<b>560</b>	0				
				Karatu DC (Num)	176	0				
				Karatu DC (Den)	210	0				
				Musoma DC (Numerator)	117	0				
				Musoma DC (Denominator)	140	0				
				Musoma MC (Numerator)	117	0				
				Musoma MC (Denominator)	140	0				
				Tarime DC (Num)	60	0				
Tarime DC (Den)	70	0								
#19	WW_EF_O2	# of children and adolescents provided with education assistance through LIMCA education fund	Custom	Total Males	46	77	304	120	253%	In this reporting period, WEI continued to encourage LIMCA groups to support girls' education through their Education Fund contributions. As a results, a total of 304 students (75% of them girls) were supported with scholastic materials during Q2.
				Total Females	74	227				
				Male 5-9	N/A	N/A				
				Female 5-9	N/A	N/A				
				Male 10-14	N/A	N/A				
				Female 10-14	N/A	N/A				
				Male 15-19	N/A	N/A				
				Female 15-19	N/A	N/A				
				Karatu DC	N/A	175				
				Musoma DC	N/A	0				

SN	INDICATOR CODE	INDICATOR TITLE	TYPE	DISAGGREGATION	Y3 TARGET	Y3 Q2 ACTUAL	Y3 ACTUALS	Y3 OVERALL TARGET	% ACHIEVEMENT	COMMENTS
				Musoma MC	N/A	129				
				Tarime DC	N/A	0				
#20	WW_GB_V_03	% of participants with improved SRGBV prevention and response post-test scores	Custom	Numerator (Male)	162	0	-	47%	-	Post-tests with teachers trained in SRGBV and participating in lunch and learn sessions will take place in Q4.
				Numerator (Female)	76	0				
				Denominator (Male)	340	0				
				Denominator (Female)	166	0				
				<b>Numerator (Total)</b>	<b>238</b>	<b>0</b>				
				<b>Denominator (Total)</b>	<b>506</b>	<b>0</b>				
				Karatu DC (Numerator)	112	0				
				Karatu DC (Denominator)	239	0				
				Musoma DC (Numerator)	53	0				
				Musoma DC (Denominator)	113	0				
				Musoma MC (Numerator)	46	0				
				Musoma MC (Denominator)	98	0				
				Tarime DC (Numerator)	27	0				
				Tarime DC (Denominator)	56	0				

SN	INDICATOR CODE	INDICATOR TITLE	TYPE	DISAGGREGATION	Y3 TARGET	Y3 Q2 ACTUAL	Y3 ACTUALS	Y3 OVERALL TARGET	% ACHIEVEMENT	COMMENTS
#21	GNDR-4	% participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political resources and opportunities	USG Foreign Assistance	Numerator (Male)	322	0	-	47%	-	This is an annual indicator, and will be based on scores from post-test administered in Q4 with a sample of 1,402 participants. (It includes student and adult participants in the program.)
				Numerator (Female)	334	0				
				Denominator (Male)	676	0				
				Denominator (Female)	726	0				
				<b>Numerator (Total)</b>	<b>656</b>	0				
				<b>Denominator (Total)</b>	<b>1,402</b>	0				
				Karatu DC (Numerator)	269	0				
				Karatu DC (Denominator)	575	0				
				Musoma DC (Numerator)	157	0				
				Musoma DC (Denominator)	337	0				
				Musoma MC (Numerator)	150	0				
				Musoma MC (Denominator)	322	0				
				Tarime DC (Numerator)	80	0				
				Tarime DC (Denominator)	168	0				

SN	INDICATOR CODE	INDICATOR TITLE	TYPE	DISAGGREGATION	Y3 TARGET	Y3 Q2 ACTUAL	Y3 ACTUALS	Y3 OVERALL TARGET	% ACHIEVEMENT	COMMENTS
<b>CROSS-CUTTING INDICATORS</b>										
#22	ES.1-4	# learners in secondary schools or equivalent non-school based settings reached with USG education assistance	USG Foreign Assistance	Total Males	6,944	0	0	13,228	0%	The head count of students in schools where teachers were trained on SRGBV is conducted in Q4.
				Total Females	6,284	0				
				Male Age 10-14	764	0				
				Female Age 10-14	1,257	0				
				Male Age 15-19	6,180	0				
				Female Age 15-19	5,027	0				
				Disabilities	28	0				
				Karatu DC	6,246	0				
				Musoma DC	2,820	0				
				Musoma MC	2,692	0				
Tarime DC	1,470	0								
#23	WW_RE T	% of adolescent girls enrolled in secondary school at the beginning of the academic year who are still attending classes at the end of the academic year	Custom	Numerator (10-14)	N/A			N/A	N/A	This indicator can only be reported at the end of school year (Dec. 2019), after receiving enrollment data from the partner schools.
				Numerator (15-19)	N/A					
				Denominator (10-14)	N/A					
				Denominator (15-19)	N/A					
				<b>Num (Total)</b>	N/A					
				<b>Den (Total)</b>	N/A					
				Karatu DC (Numerator)	N/A					
				Karatu DC (Denominator)	N/A					
				Musoma DC (Numerator)	N/A					
				Musoma DC (Denominator)	N/A					
				Musoma MC (Numerator)	N/A					
				Musoma MC (Denominator)	N/A					
				Tarime DC (Numerator)	N/A					
Tarime DC	N/A									

				(Denominator)						
--	--	--	--	---------------	--	--	--	--	--	--