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*Waache Wasome  
Let Them Learn*  
**TANZANIA**

**Quarterly Progress Report Y3 Q1**

October 1, 2018 – December 31, 2018

Cooperative Agreement AID-OAA-A-17-00001

Submitted by the Bantwana Initiative of World Education, Inc. (WEI/Bantwana)



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## Acronyms

<b>AGYW</b>	<b>Adolescent Girls and Young Women</b>
<b>AOR</b>	Agreement Officer Representative
<b>ARH</b>	Adolescent Reproductive Health
<b>COSTECH</b>	Tanzania Commission for Science and Technology
<b>D4D</b>	Data for Development
<b>DEO</b>	District Education Officer
<b>DED</b>	District Executive Director
<b>DMT</b>	District Master Trainer
<b>EEV</b>	Economic Empowerment Volunteer
<b>EDI</b>	Economic Development Initiatives
<b>DEWS</b>	Dropout Early Warning System
<b>GBV</b>	Gender Based Violence
<b>GoT</b>	Government of Tanzania
<b>ICT</b>	Information and Communications Technology
<b>IGA</b>	Income Generating Activity
<b>IP</b>	Implementing Partner
<b>IPRS</b>	Implementing Partners Reporting System
<b>LGA</b>	Local Government Authority
<b>LIMCA</b>	Livelihood Improvement for Mothers and Caregivers of Adolescents
<b>M&amp;E</b>	Measuring & Evaluation
<b>MEL</b>	Monitoring, 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>OSSG</b>	Out of School Study Groups
<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>REO</b>	Regional Education Officer
<b>SRGBV</b>	School-Related Gender-Based Violence
<b>SRH</b>	Sexual Reproductive Health
<b>SQAO</b>	School Quality Assurance Officer
<b>STEM</b>	Science, Technology, Engineering, Math
<b>TCRF</b>	Tanzania Child Rights Forum
<b>ToT</b>	Training of Teachers
<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/Bantwana</b>	World Education, Inc.

## Executive Summary

The Bantwana Initiative of World Education, Inc. (WEI/Bantwana) is pleased to submit the Year 3, Quarter 1 progress report for the *Waache Wasome (Let Them Learn)* project in Tanzania. This report covers the period of October 1 to December 31, 2018. *Waache Wasome* is a five-year project, funded by the United States Agency for International Development (USAID), which aims to increase adolescent girls' participation and retention in secondary school. The project is rooted in the principle of empowering girls to create and achieve goals for their future, while addressing the social and gender norms that constrain their ability to thrive in school and at home.

This quarter corresponded with the national exam period (beginning the first week of November) followed by the end of the school year in December. Protect Our Youth (POY) Clubs, Subject Clubs, and SRGBV Lunch and Learn sessions for teachers continued throughout the month of October, wrapping up in November when the exam period started. A total of 3,789 students (69% girls) attended POY Club sessions regularly. Many POY Clubs had the opportunity to develop and deliver messages to their schools' entire student body during morning school assembly (popularly known as 'morning speech'). Each POY Club/school developed their own messages based on what they felt was most salient in their particular school. The messages were intended to raise awareness for the rest of the student body and focused on school-related gender-based violence (SRGBV), gender equality, self-confidence, and the importance of goal setting to achieve one's dreams. The first cohort of POY Club members who started in Form III from the six pilot schools in 2017 has graduated Form IV this December. This quarter, 100% of the 3,491 POY Club members (56% girls) received their Form IV leaving certificate. Students continue activities through Subject Clubs, with 4,540 students (48% girls) actively participating. District Master Trainers (DMTs) backstopped 20 SRGBV Lunch and Learn sessions for teachers where they had the opportunity to discuss gender, child protection issues, harmful cultural practices, and how to address violence and behavior problems using alternative discipline methods.

As the academic year was winding down, the Livelihood Improvement for Mothers and Caregivers of Adolescents (LIMCA) groups were gearing up. WEI/Bantwana staff has almost completed the consolidation phase for all the 227 LIMCA groups (175 completed consolidation last quarter, 45 completed this quarter, and 7 groups will complete next quarter). Consolidation refers to the first six weeks (roughly) of a group's operations in which WEI/Bantwana provides intensive coaching and support so that groups build a good foundation by selecting group leaders, establishing group rules, developing the group's constitution, and learning the LIMCA standard operating procedures. The 227 LIMCA groups are comprised of 5,590 members (76% female), with an average group size of 25 members. LIMCA groups have accumulated a total savings base of 399,287,814 Tsh, with the average savings per member estimated at approximately 71,000 Tsh. This savings base is constantly rotating and accumulating interest. This quarter, LIMCA groups issued 3,493 loans valued together at 303,127,935 Tsh, with the average loan amount estimated at approximately

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<sup>1</sup> Originally there were 355 students enrolled but 6 transferred to other schools.

87,000 Tsh. WEI/Bantwana also rolled out the LIMCA Management Committee training to 99 Economic Empowerment Volunteers or EEVs (93% female), 855 LIMCA group members (72% women) and 35 Local Government Authorities (LGAs) (40% women). WEI/Bantwana conducted district level consultation with 63 government officers (22% women) to identify potential income generating activities (IGAs) for LIMCA members so that they can diversify their current economic activities. WEI/Bantwana will use this information to advise LIMCA members on appropriate IGAs specific to their location and will offer targeted training in these areas in the future, in collaboration with LGAs and local entrepreneurs.

WEI/Bantwana continued to support the 79 beneficiaries enrolled in Out of School Study Groups (OSSGs) in Karatu who began attending life skills sessions in the Karatu safe spaces. Attendance has been very strong, with 74 out of 79 OSSG members attending 100% of the weekly sessions. In addition, WEI/Bantwana staff introduced the OSSG model in Musoma MC and, together with LGAs, identified 12 sites that can serve as safe spaces for OSSG sessions. They put together a preliminary list of 118 out of school, adolescent girls identified by local LGAs for enrollment in OSSG.

WEI/Bantwana prepared and submitted a concurrence memo to USAID to request approval to sub-grant to three local partners that were previously identified through a competitive RFA process. WEI/Bantwana also participated in the International Day of the Girl Child commemorations in October and the USAID implementing partners (IP) meeting in December, both in Dar es Salaam.

## A. Introduction

### Project Overview

*Waache Wasome* is a five-year project, funded by USAID and implemented by WEI/Bantwana, aimed at increasing adolescent girls' enrollment and retention in both formal secondary school and alternative education pathways through a comprehensive model rooted in the principles of human-centered design and addressing harmful gender norms. *Waache Wasome* takes a 'whole-of-girl' approach shaped by evidence and designed for replication and scale-up. This model empowers adolescent girls to create and achieve goals for their future, while addressing the intersectional social norms and economic barriers that constrain their ability to remain and excel in school. Rooted in the principles of participatory youth development and human-centered design where solutions are designed together with girls and not for them, *Waache Wasome* ensures meaningful engagement of adolescents throughout the program cycle.

*Waache Wasome* interventions are in line with the priorities of the Government of Tanzania (GoT) including the Law of the Child Act of 2009 and the National Plan of Action to End Violence Against Women and Children 2017-2022 (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> Activities under Objective 3 include seeking to equip teachers and school administrators with the knowledge and skills to uphold the Law of the Child Act of 2009 to prevent and respond to violence in schools, and to foster support for students who are struggling academically. *Waache Wasome* works closely with regional and local government authorities, which includes regional education technical staff, district technical staff, school administrations, teachers, community leaders, and parents, to bring a holistic package of interventions to the target councils and ensures project ownership at the local level. The project also works with government organs to support the dissemination and implementation of policies that pertain to adolescent girls.

Gendered beliefs and practices in the home, school, and community environments conspire to negatively affect girls' enrollment and retention in school, as well as limit their aspirational attitudes, agency, and potential to learn. *Waache Wasome* is designed as a comprehensive model to address the full range of gendered beliefs and practices in the home, school, and community that negatively affect girls' enrollment and retention. *Waache Wasome's* socio-ecological approach, illustrated below, invests in solutions that support girls as individuals, within their families, in schools, and in communities.

## Geographic Coverage & Target Population

*Waache Wasome* is implemented in Arusha and Mara Regions in Tanzania, targeting girls ages 13-19 who: 1) have enrolled in lower secondary school and are at risk of dropping out; or 2) have dropped out of secondary school because of pregnancy or early marriage.

Over the life of the project, *Waache Wasome* will be implemented in a total of 67 government secondary schools and an estimated 268 villages/mtaa in three councils in Mara Region (Musoma DC, Musoma MC and Tarime DC) and one council in Arusha Region (Karatu DC). These regions were selected because they afford high impact, due to the following factors: 1) hotspots for girls' vulnerability and HIV risk;<sup>3</sup> 2) low secondary school enrollment rates; 3) presence of other United States Government (USG) programs; and 4) presence of trained village Para-Social Workers or National Child Protection System.

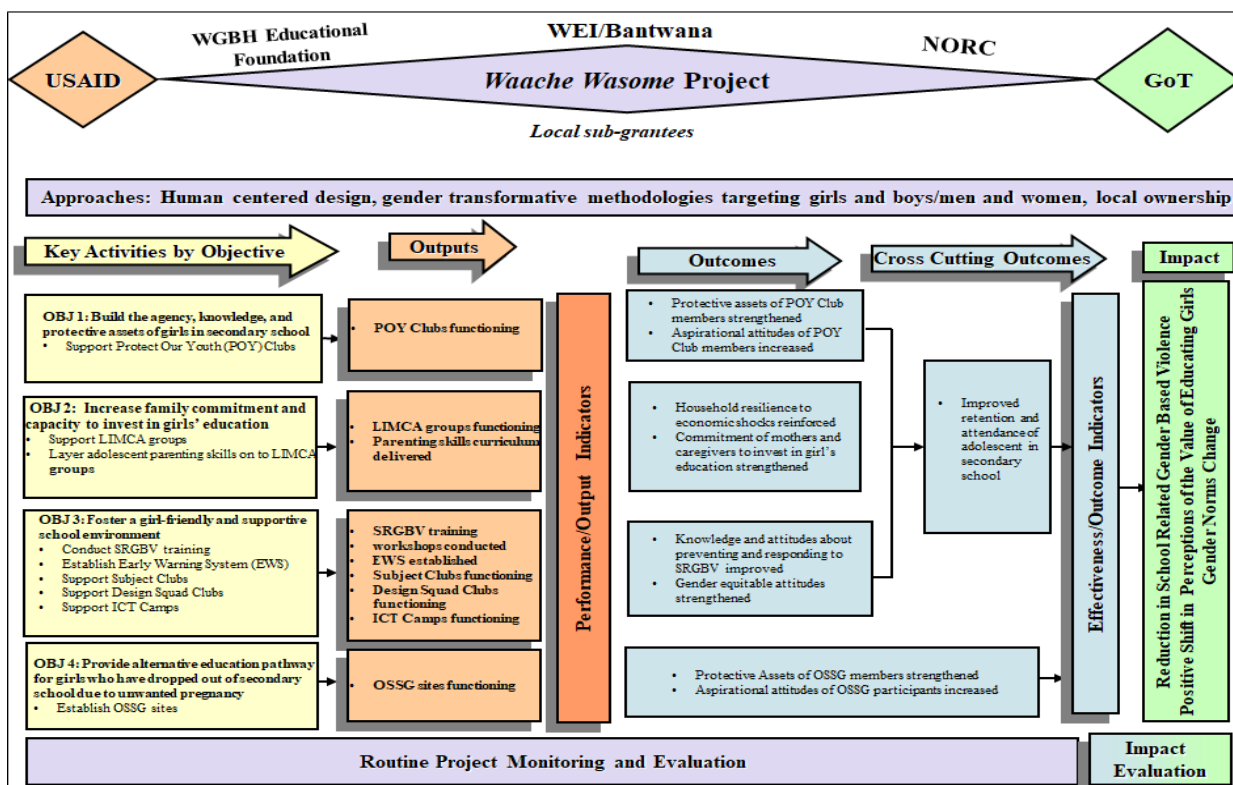


<sup>2</sup> These models align with thematic area #7 "Safe Schools and Life Skills," thematic area #2 "Norms and Values," thematic area #1 "Household Economic Strengthening," and thematic area #4 "Parenting, Family Supports, and Relationships" in the NPA-VAWC.

<sup>3</sup> Using available secondary data created by the Population Council, an index of 9 indicators was used to categorize regions as extreme or moderate hotspots for both girls and boys, including: school attendance (ages 10-14); school attendance and parental residence; early childbearing; early marriage; partner age differences (greater than 10-year age difference); sexual violence; HIV prevention knowledge; comprehensive HIV knowledge; and HIV prevalence.

## Conceptual Framework

Within the context of the many challenges facing adolescent girls in Tanzania, *Waache Wasome* seeks to improve adolescent girls' enrollment and retention in secondary school or alternative education pathways as illustrated by the conceptual framework below:



## Alignment with USG and National Policies

*Waache Wasome* aligns with USAID Tanzania's Country Development Cooperation Strategy (2014-2019) and directly contributes to Development Objective I: "Tanzanian women and youth empowered," with a particular focus on Intermediate Result I.1: "gender equality increased." Project interventions are aligned with the goals and objectives of the *Let Girls Learn* initiative and key USAID and USG strategies, including the US Global Strategy to Empower Adolescent Girls; USAID's Gender Equality and Female Empowerment Policy; the US Strategy to Prevent and Respond to Gender-Based Violence; the USAID Child, Early, and Forced Marriage Resource Guide; and USAID's Youth in Development Policy.

*Waache Wasome's* implementation strategies and platforms align with: GoT's 2014 Education and Training Policy; 2009 Law of the Child Act; and NPA-VAWC.

## B. Project Activities

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

Activities under Objective I support change at the level of the individual by empowering adolescents with information, skills, and support networks to better navigate the variety of risks they face and build protective assets to reduce vulnerabilities. POY Clubs meet the needs of vulnerable adolescent girls; however adolescent boys are also welcomed as POY Club members. Engaging boys enlists them as allies in combatting gender discrimination and violence in schools. POY Clubs also help adolescents build soft skills (such as goal setting, time management, communication skills, and decision making) to help support their academic success and encourage their ability to pursue their education.

#### Planned activities for Q1

There were no specific planned activities in the annual work plan for POY Clubs for this reporting period because Q1 falls at the end of the school year and overlaps with exams. The section below describes POY Club activities that took place from October 1 through the first week of November only. Exams started in the first week of November, after which POY Clubs did not meet.

#### Participation in POY Club sessions

A total of 3,789 students (61% girls) participated regularly<sup>4</sup> in POY Club sessions. This number is lower than the previous quarter<sup>5</sup>, which we attribute to the fact that students needed to focus on exam preparation. The table below provides a breakdown of participation by district and sex.

**Table I: POY Club Participation Report Y3 Q1**

Council	# Schools	Total # POY Club Members			POY Club Members Attending Regularly*					
		Girls	Boys	Total	(# and %)					
					Girls	%	Boys	%	Total	%
Karatu DC	17	1590	976	2566	1,252	63%	720	37%	1,972	77%
Musoma DC	8	644	478	1122	394	58%	280	42%	674	60%
Musoma MC	7	724	463	1187	402	59%	276	41%	678	57%
Tarime DC	4	319	277	596	256	55%	209	45%	465	78%
<b>Total</b>	<b>36</b>	<b>3277</b>	<b>2194</b>	<b>5471</b>	<b>2,304</b>	<b>61%</b>	<b>1,485</b>	<b>39%</b>	<b>3,789</b>	<b>69%</b>

<sup>4</sup> Regular participation is defined as attending at least 60% of POY Club sessions.

<sup>5</sup> Last quarter, 4,962 students participated regularly in POY Club sessions.



Form I students covered the following sessions: Decision Making, Child Rights, Sexual Reproductive Health (SRH), Gender-Based Violence (GBV), SRGBV, Harmful Practices (such as Early Marriages, Female Genital Mutilation), Consequences of Violence, Protecting Yourself, and Responding to Violence. Form III students covered the following sessions: SRH: Questions and Answers, Financial Goals, Budgeting and Savings, Rights and Responsibilities, Gender, Social Networking: Safety and Risks, Peer Pressure and Decision Making, and Holding on to your Goals: Entrepreneurship.

Patrons/matrons continue to support peer leaders to facilitate documentation of POY Club session achievements and some continue to report challenges stemming from the absence of school feeding programs and disruptions to the POY Club time table.

POY Club members had opportunities to present short messages during school assemblies in the morning, popularly known as ‘morning speech’. The short speeches focused on SRGBV, gender, self-esteem, setting goals and general messages from the POY Club curriculum.

Furthermore, POY Club members from Florian Secondary School had the opportunity to present before their parents and caregivers what they are learning from POY Clubs. The members called on parents to support school feeding programs in order to enhance student concentration and active participation in academic activities. Following the presentation, parents and caregivers formed a committee under the leadership of the Ward Executive Officer (WEO) that will coordinate food contributions from the community.

***First cohort of POY Club members graduate lower secondary school***

During the reporting period, the first cohort of POY Club members that enrolled as Form III students in the six Karatu pilot schools in 2017 have now graduated from secondary school. Of the total 355 POY Club members, 349 (98%) have graduated. The six students that are not recorded as graduating transferred to other schools and therefore are no data on whether or not they graduated. The table below provides a breakdown by school and by sex. WEI/Bantwana issued POY Club certificates of attendance to the graduating students.

**Table II: POY Club Members Graduated from Form IV**

School	Girls enrolled in POY Form III	Girls graduated Form IV	Girls graduation rate	Boys enrolled POY Form III	Boys graduated Form IV	Boys graduation rate
Baray	26	26	100%	25	25	100%
Slahhamo	19	18*	95%	21	20*	95%
Banjika	39	36*	92%	22	21*	95%
Welwel	27	27	100%	32	32	100%
Endallan	36	36	100%	42	42	100%
Florian	49	49	100%	17	17	100%
<b>Total</b>	<b>196</b>	<b>192</b>	<b>98%</b>	<b>159</b>	<b>157</b>	<b>99%</b>

\*Two POY Club members from Slahhamo transferred to another school (1 girl and 1 boy) and 4 students from Banjika transferred to another school (3 girls and 1 boy).

Due to new directives from the Ministry of Education, Science, and Technology (MoEST) which make school graduation ceremonies optional, only Florian Secondary School organized a formal graduation ceremony. The other schools conducted small, informal sessions and issued certificates. During the graduation ceremony at Florian, POY Club members performed dramas, songs and comedies with messages on child rights, gender, violence, and life after school in their communities. The aim was to raise awareness of POY Club activities to those who attended the ceremony including LGA officials, parents/caregivers, relatives and friends to encourage strong support for the POY Clubs.

Verediana Pius, a 17-year-old POY Club member who graduated from Banjika Secondary School, proudly told WEI/Bantwana staff that the asset building education she received from POY Club sessions helped improve her confidence and she attributes her success in campaigning to be head girl at her school to that confidence. Her experience as a POY Club member continues to impact her life outside of school by helping her focus on achieving her dreams.



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*“The empowerment I got through attending POY Club enables me to resist adolescent temptations even after completing Form IV.”*

**Verediana**

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#### **POY Club supportive supervision**

As reported above, Q1 falls at the end of the year, when students prepare and write annual examinations and schools close for vacation. However, existing POY Clubs continued meeting and WEI/Bantwana conducted supportive supervision visits with LGAs in all 36 project schools. More details of the visits are included in the Supportive Supervision Annex C.

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

LIMCA supports change at the household level through a community savings group model designed to help mothers and caregivers develop a safety net—both social and economic—within their community, and to provide additional support to ensure their daughters' continued education. The combination of economic hardship and discriminatory gender norms sharply curb families' abilities and willingness to invest in girls' education. Activities under Objective 2 intervene at the household/family level to reinforce support for girls' education and develop mechanisms to overcome economic barriers that contribute to adolescent girls' withdrawal from school.

# LIMCA

FY 19 Q1 Activities	Status	Description
<p><b>2.1. Support EEVs to consolidate LIMCA group formation</b></p>	<p>Achieved</p>	<p>WEI/Bantwana is supporting a total of 227 LIMCA groups, of which:</p> <ul style="list-style-type: none"> <li>• 175 LIMCA groups completed consolidation last quarter</li> <li>• 45 LIMCA groups completed consolidation this quarter</li> <li>• 7 have started consolidation and will complete next quarter</li> </ul>
<p><b>2.2. Conduct 2-day Training of Teachers (ToT) for EEVs on LIMCA Management Committee and Business Skills</b></p>	<p>Q2 activity initiated in Q1</p>	<ul style="list-style-type: none"> <li>• 99 EEVs (93% female) were oriented on the Management Committee Training content</li> <li>• EEVs will be trained on Business Skills during Q2</li> </ul>
<p><b>2.3. Monitor and support the cascading of the 2-day Management Committee training to leaders of the groups</b></p>	<p>Q2 activity initiated in Q1</p>	<ul style="list-style-type: none"> <li>• WEI/Bantwana trained 855 LIMCA group leaders (72% women) and 35 LGA officials (40% women) on the 2-day Management Committee Training</li> </ul>
<p><b>2.5. Consult Council Trade Officers to identify appropriate demand-driven IGAs for LIMCA group members</b></p>	<p>Achieved</p>	<ul style="list-style-type: none"> <li>• Conducted 4 consultation meetings, one in each district</li> <li>• List of appropriate, demand-driven IGAs completed</li> </ul>
<p><b>2.7. Conduct home visits to LIMCA member households</b></p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• WEI/Bantwana conducted 75 home visits to LIMCA members</li> </ul>
<p><b>2.8. Facilitate LIMCA quarterly meeting</b></p>	<p>Achieved</p>	<ul style="list-style-type: none"> <li>• 99 EEVs (93% female) participated in 4 district level LIMCA quarterly meetings</li> </ul>

## Parenting Skills

### 2.9. Conduct Parenting Skills ToT training for EEVs

On hold

- This activity was put on hold until the coming quarter to allow EEVs to finish the consolidation of groups as per LIMCA guidelines

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

WEI/Bantwana EEVs supported 45 LIMCA groups to complete the consolidation phase. This brings the cumulative total of groups that have completed consolidation to 220.<sup>6</sup>

The purpose of the 6-week consolidation phase is to build a good foundation for the groups and enhance their understanding of the LIMCA model and what it takes to be a member before they start their savings and lending activities. During this consolidation phase, the groups select group leaders, establish group rules, develop the group's constitution, and review the LIMCA standard operating procedures that cover the following topics: how to document LIMCA transactions; how to conduct group meetings (step-by-step); how to determine rates of contribution (share value, education and social funds); procedures for taking and repayment of loans; conflict resolution; and the importance of engaging in IGAs. There are seven additional groups that have started the consolidation phase, and will complete it next quarter. Table III provides information on the 227 groups by district. More detailed tables with a breakdown by ward can be found in Annex E.

**Table III: Cumulative LIMCA Savings and Lending Y3 Q1**

Council	Ward	# Groups	# Members			# OF CAREGIVERS OF ADOLESCENT GIRLS	VALUE OF SAVINGS IN THIS QUARTER	CUMULATIVE VALUE OF SAVINGS	# LOANS IN THIS QUARTER	VALUE OF LOANS IN THIS QUARTER	CUMULATIVE #OF LOANS	CUMULATIVE VALUE OF LOANS
			Male	Female	TOTAL							
Karatu DC	9	97	525	1,848	2,373	663	105,275,012	253,590,512	1,949	196,833,200	3,998	427,281,250
Musoma DC	9	58	403	842	1,245	339	35,840,800	48,784,802	566	35,163,650	763	45,835,650
Musoma MC	9	52	227	1,244	1,471	425	65,993,600	81,516,000	803	58,265,085	1,544	75,072,085
Tarime DC	3	20	167	334	501	83	9,678,000	15,396,500	175	12,866,000	334	19,403,500
<b>Grand Total</b>	<b>30</b>	<b>227</b>	<b>1,322</b>	<b>4,268</b>	<b>5,590</b>	<b>1,510</b>	<b>216,787,412</b>	<b>399,287,814</b>	<b>3,493</b>	<b>303,127,935</b>	<b>6,639</b>	<b>567,592,485</b>

<sup>6</sup> Last quarter WEI/Bantwana reported on 175 LIMCA groups that completed the consolidation phase.

According to the above table, the average number of members in a LIMCA group is 25 individuals. The average savings per member is approximately 71,000 Tsh.<sup>7</sup> The average loan amount is approximately 87,000 Tsh<sup>8</sup>.

### **LIMCA groups that completed end of cycle**

Included in Table III are 28 LIMCA groups that were established during the pilot year. By the end of Q1, a total of 26 LIMCA groups, out of the 28, had already completed their first savings and lending cycle, shared out, and ‘renewed.’ Renewal is a term used to describe a group that has completed a cycle and starts a new cycle. At renewal, some members may opt not to rejoin and new members are allowed to join, though experience shows that in general the membership base tends to remain stable. Two groups out of the 28 have not yet completed the savings and lending cycle.

The WEI/Bantwana team is collecting and analyzing data on the holdings and achievements of these groups at the end of their cycle, and will report those findings next quarter.

Some anecdotal stories from groups at the end of the cycle (also referred to as share out) have been included below.

### **Christina from Amani Group in Baray Ward:**

Christina is a member of a LIMCA group called Amani in Baray ward. Amani formed when WEI/Bantwana visited the ward in 2017 to mobilize community members with children in secondary schools to join the *Waache Wasome* project. Amani means ‘peace,’ and Christina states that she has never once thought of leaving the group. When she was asked about how she has benefited from the group, she said:

“In my group we are learning a lot. First of all, this group has taught us the importance of educating our children, especially the girl child. Also, we have learned how we can keep our group’s transactions records in a transparent and organized way, unlike the other groups I used to belong to in the past. In this group, everything is recorded in the ledger, from shares bought to other contributions made by each member. Moreover, every member has a passbook documenting all the transactions made on a weekly basis. Through the group, I was supported to set my end of cycle goal so that I can support the education of the young boy I am caring for. He is in Form III and I am the one responsible for his education needs. During the time when we were setting goals, I proposed that at the end of the cycle I would buy a dairy goat so that I could sell milk to increase our income and also breed it for more goats. At the end of the cycle in November last year, my dream came true and I was able to buy the goat using my share-outs. I was very happy for that and I am expecting soon I will see the increase and start selling milk to my neighbors”.

Christina has requested that her group be supported with skills trainings such as embroidery, making liquid soap and making mats. According to her, such skills would help members engage in

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<sup>7</sup> This is a rough estimate created by dividing the total cumulative savings by the total number of LIMCA members.

<sup>8</sup> This is a rough estimate created by dividing the total amount of loans this quarter by the total number of loans issued this quarter.

diversified businesses, unlike their current situation where they are mostly engaged in traditional activities.<sup>9</sup>

**Elizabeth from Amani group in Baray Ward:**

Elizabeth Yoram is a member of the same LIMCA group as Christina and her end of cycle goal was to save enough to invest in a rice paddy. Elizabeth was successful and her share out was enough for her to invest in a one-acre rice paddy. She is a proud mother of a Form IV girl who attends Baray Secondary School. She is determined to see her daughter continues with high school or college and will use her rice paddy earnings to support her. She does not want to see her daughter sit at home after her Form IV examination. She is very happy about the group and the regular support received from the project staff. Elizabeth said,

“Our group is visited often by the project staff, unlike other groups formed by other organizations in our community. In this way, we feel cared for and supported, and hence determined to continue with group activities. My advice to WEI/Bantwana is that they should support us to mobilize the destitute in our communities who are not joining the groups because they are not able to buy the shares. I think WEI/Bantwana should support such people because some of them have students in secondary schools and are not able to meet their needs”.

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

Although the LIMCA Management Committee ToT was not planned until Q2<sup>10</sup>, the WEI/Bantwana team felt it was important to ensure that LIMCA group leaders had this reinforcement as early as possible to instill good practices from the beginning of the LIMCA cycle. For the sake of efficiency, WEI/Bantwana combined the ToT for EEVs on the LIMCA Management Committee and the rollout of the LIMCA Management training. A total of 99 EEVs (93% female) participated in the rollout of the Management Committee training by co-facilitating targeted sessions alongside WEI/Bantwana staff instead of a traditional cascade model, as was described in the work plan.

EEVs were assigned sessions and co-trained LIMCA group leaders with the WEI/Bantwana Economic Strengthening team. EEVs were assigned to co-facilitate on roles and responsibilities of LIMCA leaders, different contributions in LIMCA groups and their uses, criteria for taking loans, the importance of repaying the loans on time, and how to avoid and resolve conflicts. Conducting the training in a participatory manner and providing EEVs with opportunities to practice facilitating directly enabled the WEI/Bantwana team to better gauge the abilities of the EEVs and provide individual support. Also, WEI/Bantwana was able to provide mentorship to EEVs on the roles and responsibilities of leaders, the criteria for taking loans, savings, and strategies for conflict resolution. The EEVs will be trained on Business Skills in Q2 when sub-grantees are on board.

14 EEVs did not participate in the session. Of those, 6 were absent and 8 had dropped out (see section 2.8 for more details) and are in the process of being replaced. WEI/Bantwana will organize a refresher session for those who missed the training to make sure they master this important

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<sup>9</sup> See section 2.5 for the rapid market assessments WEI/Bantwana staff conducted this quarter to inform the income generating activities for which they will link LIMCA members. This type of activity will respond to Christina’s desire to diversity her business and learn new skills.

<sup>10</sup> It was intended to be part of a two-day ToT that combined Management Committee training and Business Skills training

material. This may be done through a refresher workshop, supportive supervision visits with mentoring and coaching, or a combination of both. This will be determined next quarter once 8 replacement EEVs are recruited.

### **2.3. Monitor and support the cascading of the 2-day Management Committee Training to leaders of the groups**

WEI/Bantwana organized a series of training workshops at the ward level in collaboration with EEVs who co-facilitated to deliver the Management Committee Training to a total of 855 LIMCA group leaders (72% female) from 204 LIMCA groups. There are 227 LIMCA groups total and 23 groups that had completed this training previously. The specific objectives of the Management Committee Training are to:

- i. Empower LIMCA group leaders to take on their roles and responsibilities in managing group activities
- ii. Provide the group leaders with practical tips on how they can effectively carry out core tasks such as conducting weekly meetings, documenting all transactions during the meeting, keeping records of meetings and cash transactions, using the lock box, etc.
- iii. Equip the leaders with knowledge and skills to resolve conflicts among members of LIMCA groups to ensure that groups can work together peacefully

Specific session topics include: qualification for leadership, roles and responsibilities of LIMCA leaders, conflict resolution, procedures for taking loans and repayment, step-by-step LIMCA weekly meeting procedures, and documentation of member's transactions.

The table below provides a detailed breakdown by district, sex, and type of participants. Of the 35 LGAs (40% female) that were trained, 14 were Community Development Officers at the district and ward levels. The aim of involving LGAs in the training was to orient them on LIMCA methodology and solicit their support for LIMCA activities in their ward. Their participation helps them to connect with and get to know the group leaders, which allows them to more easily follow up on group activities and provide any support that might be required. LGA involvement is critical for solving any problems that may arise, as well as for long term sustainability.

**Table IV: LIMCA Management Committee Training Participants**

Council	GROUP LEADERS			EEVs			LGAs OFFICIALS			TOTALS		
	F	M	T	F	M	T	F	M	T	F	M	T
Tarime DC	38	46	84	10	0	10	2	2	4	50	48	98
Musoma DC	157	110	267	17	1	18	2	7	9	176	118	294
Musoma MC	120	45	165	14	0	14	9	3	12	143	48	191
Karatu DC	248	91	339	51	6	57	1	9	10	300	106	406
<b>Total</b>	<b>563</b>	<b>292</b>	<b>855</b>	<b>92</b>	<b>7</b>	<b>99</b>	<b>14</b>	<b>21</b>	<b>35</b>	<b>369</b>	<b>320</b>	<b>989</b>

### **2.5 Consult Council Trade Officers to identify appropriate demand-driven IGAs for LIMCA group members**

WEI/Bantwana facilitated a process of mapping business opportunities and market conditions through consultation workshops in the 4 project districts that brought together 63 participants (35% female) from district and ward levels. The aim of the exercise was to identify possible viable IGAs and markets in the areas where LIMCA groups operate. The consultation workshops brought together different local government experts such as Trade Officers, Agriculture Field Officers, Livestock Field Officers, Community Development Officers and Ward Executive Officers to brainstorm which IGAs LIMCA groups could be encouraged to engage in IGA. Many LIMCA members venture into traditional small business activities that are common in their areas and for which the market is already flooded. Having a wide knowledge of what is available in terms of IGA opportunities will give LIMCA members a variety of choices for what they can do to increase their household income. Also, knowing what is available and what is not available at the ward level will encourage business activities between nearby wards and increase opportunities for LIMCA members.

The list and map developed will be used by the project staff to advise LIMCA members on what IGAs they could venture into based on the existing market within their communities and the communities around them. Furthermore, knowing the possible IGAs in the communities in which LIMCA is implemented will help project staff to link groups with extension officers, individual entrepreneurs, local community and faith based organizations and other relevant experts for technical support in their IGAs.



### **Box I: Summary of Identified IGAs**

1. Horticulture activities like growing cassava, maize, beans, soy, peanut, sweet potatoes, tea growing, pigeon peas, sunflower, tomatoes, onions, watermelons, barley etc.
2. Adding value to agricultural produce such as drying of cassava, maize flour, sun dried vegetables, sun dried tomatoes, pigeon peas, sunflower
3. Retailing grain such as maize, and beans
4. Adding value to fishing product such as drying fish, packing sardines in small packets
5. Small industries such as making cleaning detergents, glass cleaners, batik, tie and dye
6. Animal farming by taking advantage of the good pasture for keeping animals such as cattle, goats and sheep
7. Petty business such as food kiosks around areas frequented by fishermen around Lake Victoria
8. Groceries kiosks
9. Poultry farming for both exotic and indigenous chicken to sell eggs and meat
10. Dairy cattle farming to sell milk
11. Cattle fattening for meat
12. Gravels, stones mining
13. Beekeeping
14. Making of souvenir ornaments for those living in areas frequented by tourists, such as traditional clothes and beads jewelry
15. Making animal fodders to sell during dry seasons

#### **2.7. Conduct home visits to LIMCA member households**

EEVs conducted 75 home visits to LIMCA members in Karatu DC with the aim of increasing parental support for education, especially girls' education. WEI/Bantwana oriented the EEVs on how to conduct home visits and provided a checklist of items to discuss with members, including their child's school attendance, how many times their child missed school during the month and the reasons, whether they have any IGAs, and whether their daughters have any specific educational support needs (sanitary pads, exercise books, contributions for school lunch, etc.). During the visits, EEVs encouraged parents/caregivers to engage in additional IGAs apart from their main businesses, such as starting kitchen gardens to supplement their incomes and diversify their businesses. The project will reach more LIMCA members in future quarters when sub-grantees are on board and can support EEVs to conduct home visits in all districts.

#### **2.8. Facilitate LIMCA quarterly meeting**

To help improve EEVs to support LIMCA groups, WEI/Bantwana facilitated 4 quarterly review sessions, one in each district, with a total of 99 EEVs (93% female) participating. During the review meeting, EEVs were encouraged to work in close collaboration with the Community Development Officers to ensure that LIMCA groups complete their constitutions, to facilitate registration of groups at the district councils, to support group leaders to run effective meetings, document member transactions and understand the importance of adhering to group rules. There were discussions on the challenges around how to use educational and social funds and it was agreed that the WEI/Bantwana Economic Strengthening Team will prepare a simple guide as a resource for groups to better understand how to use the two funds. The quarterly meetings serve as a learning and capacity building opportunity for EEVs. They share experiences, emerging best

practices, and challenges. The meetings also allow for WEI/Bantwana to disseminate new information that needs to reach group members. EEVs shared some concerns from the groups and clarified those issues with project staff. Issues raised were:

- i. Some groups are not comfortable with continuing the social funds, as they don't fully understand how the fund works.
- ii. Some groups wanted the education fund to support children of members who are in primary school and who are also in need of support. Members did not understand why they should only support girls in secondary school whose parents/caregivers are not part of the LIMCA groups.
- iii. Some groups were concerned about the 10% interest rate charge on loans per month. They complained that the rate is too high considering that their businesses are still nascent and are not making big profits. They proposed that the 10% rate should be per loan of three months long period.
- iv. Some groups were not happy with members who did all their contributions but did not take out loans. They did, however, see why, at the end of the cycle, they should receive equal value of shares as those who were taking loans.
- v. Some groups requested WEI/Bantwana to provide new groups with start-up kits like other organizations working in their communities.

The WEI/Bantwana team provided clarifications to the groups on issues related to the model such as the issue of not providing start-up kits, start-up funding or seed money as described in the box below.

**Box II: Issues and Responses Raised During Quarterly Review Meeting**

	<b>Challenges and questions posed by EEVs</b>	<b>Mitigation/Response</b>
1.	Why does WEI/Bantwana not provide seed money or start-up capital to the groups?	WEI/Bantwana does not provide seed money because the LIMCA model is about empowering the community to mobilize their own resources to create wealth. Through the savings, groups members take loans and invest it in IGAs. WEI/Bantwana supports the groups with business skills and regular supervision to ensure that the members can operate a profitable business.
2.	Why does WEI/Bantwana not provide start-up kits like other organizations?	For the purpose of ownership and sustainability, the groups have to buy their own working tools. WEI/Bantwana's role is to provide technical support.
3.	Why are education and social funds not distributed equally to the members?	The purpose of the education fund is to support the education needs of the girl

		<p>children of members, and, if the funds allow, they can also support other girls in the community.</p> <p>The purpose of the social fund is to help with the urgent needs of members such as sickness, deaths and the like. This fund helps members not to disturb their savings or force members to dig deep into their pockets during such emergencies.</p>
4.	Why does <i>Waache Wasome</i> focus on the girl child?	<i>Waache Wasome</i> focuses on the girl child because girls are marginalized and do not get equal opportunities compared to boys.
5.	Can parents/caregivers of boys who are in school be assisted through the education fund?	As long as the LIMCA group's committee, in collaboration with school management and local leaders, assess and agree on the request, parents/caregivers of boys can be assisted.
6.	Why do some members in the group get different loan amounts? Some members would like equal amounts to be given to all members.	The amount of the loan depends on the shares invested by a member in a group. A member cannot take more than three times the amount of shares invested.
7.	What happens if a member moves from the village or passes away? Can her/his child or relative be allowed to continue with her/his membership in the group?	<p>The protocol is well stipulated in the group constitution. Normally, a member is supposed to provide a list of dependents, as well as one who will inherit in case of death.</p> <p>As for members who migrate to another village, calculations are allowed and he/she will be given accumulated shares or might agree to wait up to end of the cycle to get back his/her shares.</p>
8.	If a member joins a group after it has been running for a while, would she/he be required to make all the contributions that were done before joining?	He/she will start buying shares from there on. However, for the education and social fund she/he will have to pay all the weeks since the group started the cycle.
9.	Is it possible to pay the interest at once and request a loan on top of another loan?	<p>Paying interest at once is not a good practice and is not encouraged.</p> <p>Requesting a loan on top of another can only</p>

		be done for the groups which are very strong and have most likely run for more than 5 cycles.
10.	Can social funds be given to members as a loan?	No, this fund is earmarked for emergencies and it should not exceed 5,000, 10,000 or 15,000 Tsh (as stipulated in the group's constitution) and should be returned within a month. A member should not request more than 3 times in a cycle.

WEI/Bantwana will continue to educate LIMCA groups on the importance of supporting the education of their children and encouraging members to engage in income generating activities to raise their household income. It is hoped that through the business skills training, members of the groups will be motivated to see opportunities around them and engage in small business.

## Parenting Skills

The Parenting Skills curriculum developed by WEI/Bantwana incorporates a rights-based approach to gender that challenges harmful attitudes and practices that discriminate against girls' education and prevents families from investing equally in boys' and girls' education. The Parenting Skills curriculum is delivered to members of LIMCA groups through trained EEVs during the weekly meetings.

### 2.9. Conduct Parenting Skills ToT for EEVs

This activity was put on hold until the coming quarter to allow EEVs to finish the consolidation of the groups as per the LIMCA guideline. The consolidation phase takes about 6 weeks. Most of the groups were formed toward the end of Year 2 and need sufficient time to complete the consolidation phase. Members of the WEI/Bantwana district teams also recommended that the Management Committee Training be conducted for LIMCA group leaders by WEI/Bantwana staff, co-facilitated with EEVs, and to put on hold the Parenting Skills ToT for EEVs until after the Management Committee Training. WEI/Bantwana will conduct the Parenting Skills ToT to EEVs in Q2 after the Year 3 work plan is approved. This will enable EEVs to immediately roll out Parenting Skills sessions to the group after having finished the consolidation phase.

Updates on the Parenting Skills training introduced in Karatu last quarter will be reported next quarter.

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

Activities under Objective 3 create a more girl-friendly learning environment and address obstacles that contribute to dropout. Interventions include SRGBV prevention and response training, Subject Clubs, Design Squad and Dropout Early Warning System (DEWS) activities.

## School-Related Gender-Based Violence

SRGBV		
FY 19 Q1 Activities	Status	Description
<b>3.1. Support DMTs to provide technical backstopping to ‘Lunch and Learn’ sessions</b>	In progress	<ul style="list-style-type: none"> <li>• WEI/Bantwana supported DMTs to backstop 20 Lunch and Learn sessions held in Musoma MC, Musoma DC and Tarime DC and Karatu DC</li> <li>• 72 Lunch and Learn sessions total took place this quarter with 589 teachers (44% women) participating</li> <li>• Lunch and Learn sessions and support visits will continue throughout the program year</li> </ul>
<b>3.2. Conduct 1-day SRGBV awareness meeting for School Board Members</b>	In progress	<ul style="list-style-type: none"> <li>• WEI/Bantwana consulted with District Education Officers (DEOs) and Ward Education Officers (WEEdOs) to plan the awareness meetings and developed orientation materials to guide the school board meetings</li> <li>• Awareness meetings are confirmed for the beginning of the next academic year</li> </ul>
<b>3.3. Contribute to the development of Child Protection ‘School Child Protection Desk’ Standard Operating Procedures with Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC)</b>	In Progress	<ul style="list-style-type: none"> <li>• WEI/Bantwana participated in initial discussions with the Department of Children to collaborate and lead in the development of the standard operating procedures</li> <li>• At the request of the MoHCDGEC, the first working meeting will be organized in Q2</li> </ul>

### **3.1. Support DMTs to provide technical backstopping to ‘Lunch and Learn’ sessions**

DMTs directly facilitated SRGBV trainings in their respective schools last quarter under the technical guidance of WEI/Bantwana staff. Beginning this quarter, DMTs will also backstop Lunch and Learn sessions. DMTs reached a total of 20 schools in the four project districts, and these visits will continue throughout the year. However, the six Karatu pilot schools will not receive DMT visits because their SRGBV activities started in FY 2017 before DMTs were introduced. A total of 72 Lunch and Learn sessions took place in project schools with 589 teachers (44% women) participating.

The following topics were discussed during the various Lunch and Learn sessions attended by DMTs this quarter: child rights in relation to Tanzanian policies and legal context, gender roles, unequal expectations of boys and girls, strengths and challenges in existing abuse reporting and

referral systems both in and out of school, adolescent identity and development, teen pregnancy, proper ways of treating students to avoid school dropout, how to identify and help students who have undergone sexual violence, and ways to deal with the issue of early forced marriage. Some examples of notable discussions that took place during Lunch and Learn sessions are detailed below:

**Table V: Summary of ‘Lunch and Learn’ Issues Discussed by Topic**

Topic	Discussion Summary
Student Discipline	<p>Based on the Law of the Child Act of 2009, it is the right of the student to attend school. Some teachers still send students out of the classroom as a form of punishment while sessions are running. Teachers discussed alternative discipline methods (i.e. extra homework or writing a pledge not to repeat the offense) that would not result in the student missing class and that would also not shame the student in front of their peers. These discussions will be ongoing. Following this issue, some heads of school have provided space for the SRGBV Chair, Secretary, and School Guidance and Counselling teacher to participate in meetings related to student misconduct to ensure that child rights are observed.</p> <p>Another policy issue discussed was around the National Education (Corporal Punishment) Regulations 1979, Regulation 3; which states that <i>Corporal punishment ‘may be administered for serious breaches of school discipline committed whether inside or outside the school which are deemed by the school authority to have brought the school into disrepute’, it must ‘be reasonable, having regard to the gravity of the offence, age, sex and health of the pupils and shall not exceed <b>four</b> strokes on any occasion’.</i> The same regulation has been emphasized in the Education Circular No. 24 (2002) on Corporal Punishment.</p> <p>Some teacher’s attitudes towards this policy are shifting and there are concerns about the teachers who continue to administer strokes to students, despite having participated in the SRGBV training. Previously, teachers were not challenging each other when administering corporal punishment or harsh language to students. They felt like it was not their business. After the training, teachers feel more responsible for protecting the child. Teachers are becoming active bystanders. According to discussions during Lunch and Learn sessions, teachers agreed to report teachers who administer excessive corporal punishment.</p> <p>Teachers also discussed changing the ways they think about their roles as teachers and how to treat students. Some have agreed to think of their students as clients for whom they have to work hard and without whom they would be unemployed, to reinforce respect for students and</p>

	<p>emphasize the need to treat them with respect.</p> <p>During discussions, all teachers, including the discipline teachers, agreed to seek alternative punishment that supports academics, for example completing extra homework or participating in upkeep of the school garden. Teachers also agreed that every Wednesday, all teachers including the head of school must assemble during tea break at 10 o'clock for a briefing on violence, academic issues, challenges and the way forward. Teachers said they don't want to delay holding these discussions until the monthly SRGBV Lunch and Learn session. Teachers discussed using this practice to help prevent school dropout.</p>
Gender roles, values, and unequal expectations of boys and girls	<p>Schools discussed unequal academic expectations of boys and girls, whereby teachers labelled or insulted female students regarding their assumed inability to pursue science subjects. During a Lunch and Learn session, teachers who discourage girls from taking science subjects were given a warning and were informed that many female students are interested in participating in science classes. There is also anecdotal evidence that students (especially girls) are becoming less hesitant to ask questions, request clarifications, and ask for support when they encounter a challenging question or when something isn't clear during a lesson.</p>
Understanding child protection	<p>One topic of discussion was the issue of the Marriage Act 1971 that allows a girl to get married at age 14 provided the parent/guardian consents. Teachers said this Act violates the child's right of protection and contradicts with the Law of the Child Act of 2009 which prohibits sexual and/or intimate relationships, including marriage, to any child who is still in school. Secondly, teachers urged that, based on the definition of a child (<i>i.e. a person under the age of 18</i>), students cannot make the decision to enter into a marriage. Teachers therefore agreed to join forces with the LGA leaders to deal with parents/guardians who they know are pushing their underage child to marry.</p> <p>Regarding school voluntary contributions, the government standing circulars state clearly that a student should not be sent out of class sessions and, if possible, the unpaid contributions should not be known to the student, but rather a report should be sent to the responsible parent/guardian.</p>
Reporting systems in and out of school, including strengths and challenges	<p>There was a common discussion in sessions around students not knowing the appropriate reporting channels to access needed and timely support for issues of sexual, physical and emotional abuse such as Police Gender Desks, Social Welfare Officers and Ward Executive Officers. It was agreed that schools would provide students with the needed orientation on existing reporting channels. The teachers used school</p>

	<p>assemblies for all students (boys and girls) and a held a second seminar for girls only. In some schools, the teachers agreed to form student reporting groups of 8-10 members. The group has a chairperson and its main purpose is for the students to monitor and follow up closely on each other and report back to responsible teachers any behavior that might indicate a student is struggling so that teachers could immediately address the issue. The group chairperson and the members are selected based on their academic performance and their conduct.</p> <p>Students are reluctant to report to female teachers because they believe that confidentiality will not be observed. Teachers agreed to put out a suggestion box, which they claim has helped to shape teachers' behavior.</p> <p>Another notable discussion across schools was around the positive results following SRGBV orientation of nonteaching staff that included guards, cooks, school clerks and vendors within and outside school compound. After the SRGBV orientation, vendors and guards felt more responsible for, and paid more attention to, issues of student safety. Some reported instances of risky situations that they observed to the school counsellors for follow up.</p>
Cases of student abuse	<p>Schools also discussed the challenge of students who report violence being threatened and how these threats discourage student reporting, especially in cases of domestic violence.</p> <p>Guidance and counselling teachers can suffer from burnout and may fail to avail time for abuse cases. They fail to attend to both classroom work and case management that includes counselling. Based on the importance of case management, in some schools the guidance and counselling teachers have been relieved of classroom work or the number of classroom sessions has been lessened.</p>

Though the impact of all these discussions among teachers is difficult to quantify, the SRGBV Lunch and Learn sessions are providing an opportunity for teachers to discuss violence, discipline, gender, corporal punishment, child protection, and harmful cultural practices. These are big issues that are deeply entrenched and do not have a simple or quick solution. They are also topics that teachers, parents, school officials and students have avoided talking about openly for many years. The SRGBV Lunch and Learn sessions that follow the SRGBV training afford an opportunity to shed a light on these 'hidden' topics and allow teachers to explore possible solutions. Engaging the DMTs to provide support for these discussions anchors the discussions at a local level, rather than having INGO staff facilitate sessions.

### **3.2. Conduct 1-day SRGBV awareness meeting for School Board Members**

WEI/Bantwana consulted with DEOs and WEdOs to make arrangements to organize 1-day SRGBV awareness meetings for School Board Members. Feedback from the discussions suggested



that WEI/Bantwana should consider developing materials to orient district teams who will be responsible for facilitating the SRGBV orientation meetings to the School Board Members across all 36 schools. The meetings will be facilitated by Heads of Schools, School Board Chairs and WEEdOs next quarter.

**3.3. Contribute to the development of Child Protection ‘School Child Protection Desk’ Standard Operating Procedures with MoHCDGEC**

The establishment of the School Child Protection Desk is critical because it provides teachers and students with better access to a resource where they can report abuse cases and find help. Sometimes problems arise that are beyond the means of teachers to address and require the intervention of a trained Social Welfare Officer or legal intervention/protection. Currently, remote schools do not have easy access to Police Gender Desks or they are unaware of the nearest Police Gender Desk. WEI/Bantwana will work with MoHCDGEC and other stakeholders (i.e. UNICEF) to set up the School Child Protection Desks, as called for in the NPA-VAWC.

WEI/Bantwana engaged MoHCDGEC through the Department of Children to discuss and set plans to collaborate in developing Standard Operating Procedures for School Child Protection Desks. The Acting Director for Children and Deputy Director for Children confirmed their readiness to lead the process and suggested that this activity should start in early 2019 to allow them more time to begin collecting available reference materials to guide the team during the development process.

## Dropout Early Warning System (DEWS)

<b>DEWS</b>		
<b>3.14. Procure equipment needed to pilot DEWS</b>	On hold	<ul style="list-style-type: none"> <li>WEI/Bantwana was advised to put this activity on hold until when school reopens in 2019</li> </ul>
<b>3.15. Develop electronic DEWS in 6 Karatu pilot schools</b>	On hold	<ul style="list-style-type: none"> <li>WEI/Bantwana was advised to put this activity on hold until when school reopens in 2019</li> </ul>

**3.14. Procure equipment needed to pilot DEWS**

Upon consultation with an IT specialist, WEI/Bantwana was advised to put this activity on hold because schools were preparing and writing their final and national examinations to be followed by annual leave, and thus teachers and students were unavailable. When schools reopen in 2019, it will be possible for WEI/Bantwana to assess the school environment to determine if the existing infrastructure will support development of DEWS, including specifications for DEWS equipment, security, and available power source, before proceeding to procurement. This therefore will be implemented in Q2, pending approval of the Y3 work plan.

**3.15. Develop electronic DEWS system in 6 Karatu pilot schools**

See 3.14.

### **Supportive supervision visits to the 6 DEWS pilot schools in Karatu**

Last quarter, teachers from the 6 Karatu pilot schools (Florian, Slahammo, Endallah, Baray, Banjika and Welwel Secondary Schools) participated in a DEWS orientation and training module. This quarter, the trained teachers organized staff meetings in their respective schools to introduce DEWS to other teachers and staff, and advise them on what actions schools can take to prevent, resolve and provide referrals for cases of dropout. The pilot schools have DEWS teams that respond to potential and actual cases of dropout, which are composed of a school counselor, assistant school counselor, discipline master/mistress and the class teacher of the student involved. The DEWS teams in schools are able to follow up on cases of students who show signs of potential school dropout and intervene. Cases identified in the pilot schools are documented using the WEI/Bantwana DEWS forms. Class teachers were oriented on using the forms and the importance of ensuring that each subject teacher is taking attendance on a daily basis.

During supportive supervision visits, it was observed that three schools (Florian, Welwel and Endalah) were more proactive in using the DEWS guidelines to document a total of 16 students (6 girls) who were in danger of dropping out of school. Major issues that schools reported this quarter as contributing to potential student dropout included poor academic performance, poor attendance, long distances to school, and living with abusive parents/caregivers. The DEWS teams suggested a raft of measures to respond to these cases as is appropriate depending on the severity, including immediate sessions with school counsellors, meetings with the parents/caregivers, and referring more serious cases to the proper service providers or authorities like Ward and Village Executive Officers for further action. These 16 cases are in various stages and outcomes on these students will be reported in the subsequent quarters. Below are some examples of cases reported by DEWS teams this quarter.

At Florian Secondary School, teachers were able to identify a 14-year-old female student who was at risk of dropping out because she is living with an abusive father. Teachers organized a meeting involving her mother and village leaders and agreed on a solution to transfer the concerned student to a boarding school. Since then, the teachers and village authorities are following up on the case, and the hope is that this change will enable the girl to complete her education.

Through the use of DEWS, Endallah Secondary School reported two cases in which the school and parents intervened. In the first case, academic performance of a Form I female student was noted to have dropped drastically. The school's discipline master reported the case to the head of school and held a meeting involving parent and teachers. During the meeting, the girl confessed to have lost interest in school because she could not catch up with the lessons. The girl was counselled and encouraged to continue participating in school. Following the meeting, the girl's performance has improved and the class teacher is following her progress closely.

In the second case, a Form I boy was also detected by DEWS because he was struggling academically. He was counselled and given special attention, however, he failed his National Form II Examinations. This compounded the matter further, as he refused to repeat the class as required, fearing mocking from his peers. Through regular counselling, the boy has accepted his situation and began attending class again.

The other three schools (Banjika, Baray and Slahhamo) were using DEWS tools but could not report any substantive cases of students in danger of dropping out of school. Follow up will continue in order to build their capacity and ensure that DEWS teams meet, evaluate cases and provide support to students in danger of dropping of school.

Teachers from the pilot schools reported that DEWS has the potential to change the way schools document, track and refer cases of students in danger of dropping out of school. “DEWS is so detailed, unlike other existing systems in the school,” says the POY Club matron at Florian Secondary School, adding, “It has broadened our understanding and capability of following up on individual cases.” At Endallah Secondary School, a teacher remarked that, “DEWS helps us to detect students who are in danger of dropping out of school early enough to prevent further damage.”

## Subject Clubs

Subject Clubs		
FY 19 Q1 Activities	Status	Description
<b>3.19. Orient district and school level officials on developed Science Subject Club guidelines</b>	In progress	<ul style="list-style-type: none"> <li>• Preparations for the orientations in Musoma MC, Musoma DC and Tarime were conducted in Q1</li> <li>• The orientation will be conducted in Q2 when school opens</li> </ul>
<b>3.23. Procure and disseminate science work books and past science examination papers</b>	In progress	<ul style="list-style-type: none"> <li>• WEI/Bantwana collected past science examination papers in four subjects: physics, chemistry, biology, and mathematics for Form II and IV</li> <li>• Dissemination will be completed when schools reopens in 2019</li> </ul>

### **3.19. Orient district and school level officials on developed Science Subject Club guidelines**

WEI/Bantwana will support Science Subject Clubs beginning with the 2019 academic year. The WEI/Bantwana team will work in collaboration with District Education teams to ensure schools are supported to establish and run Science Subject Clubs using the newly introduced Science Subject Club guidelines. Each school will select topics that many of their students find challenging to focus on during Subject Club sessions and will assist students in preparing for national examinations.

Feedback from school officials and teachers during the 2018 academic year indicated that, while the general Subject Clubs were helpful, the biggest area of need was science. Many schools suffered from a shortage of science teachers. Furthermore, according to teachers, students

struggle the most with science subjects. According to teachers, girls particularly struggle with science subjects.<sup>11</sup> In response to this, WEI/Bantwana is rolling out Science Subject Clubs in 2019.

In preparation, WEI/Bantwana scheduled orientation sessions for school officials in Musoma MC, Musoma DC, and Tarime DC on the Science Subject Club guidelines. The orientation meetings are postponed to next quarter, when sub-grantees are on board, so that they can be oriented at the same time and will be better prepared to provide technical support to schools during formation and running of Subject Clubs this year.

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

WEI/Bantwana collected and printed examinations from the past five years (2012-2017) in four science subjects: physics, chemistry, biology and mathematics. The papers will be distributed to the Science Subject Clubs to enable the students to acquaint themselves with the format and types of questions asked in national exams. Students will use their Subject Club sessions to solve practice questions and to work together on the challenges they face with support from the Academic Advisors. Since the procurement was completed in December when schools were closed, the distribution of the papers will be done in Q2. Each school will receive 5 copies per subject.

### **Monitor and support Subject Clubs to meet regularly**

This quarter, 4,540 students (48% girls) actively participated in the weekly Subject Club sessions.<sup>12</sup> As noted above and in the previous report, WEI/Bantwana has continued to refine and modify the Subject Club model based on feedback from teachers and school officials. These changes have been rolled out progressively, with some schools adopting the changes more quickly than others. The results below reflect all Subject Club participation in this quarter. At the start of the 2019 academic year (Q2), all schools will begin implementing the revised Science Subject Club model.

**Table VI. Number of students actively participating in Subject Clubs in Y3 Q1**

<b>COUNCIL</b>	<b>GIRLS</b>	<b>%</b>	<b>BOYS</b>	<b>%</b>	<b>TOTAL</b>
Karatu DC	910	61%	589	39%	1499
Musoma DC	731	40%	1094	60%	1825
Musoma MC	376	86%	435	54%	811
Tarime DC	176	43%	229	57%	405
<b>TOTAL</b>	<b>2,193</b>	<b>48%</b>	<b>2347</b>	<b>52%</b>	<b>4540</b>

<sup>11</sup> We would need to analyze the science results by grade and sex to further unpack these statements by teachers. It is possible that girls struggle with science more than boys because of gender discrimination. It is possible that girls actually outperform boys in science, but because of gender bias, teachers believe girls do not have an aptitude for science.

<sup>12</sup> Out of 4,320 students targeted. Please see PMP in annex for more details.

## Design Squad

Design Squad		
FY 19 QI Activities	Status	Description
<b>3.26. Sign agreement with WGBH Education Foundation</b>	In Progress	<ul style="list-style-type: none"> <li>WEI/Bantwana shared an updated scope of work and draft sub-award agreement with WGBH this quarter</li> <li>More time was needed for WGBH to revise the original budget and the agreement will be signed in Q2</li> </ul>

### 3.26. Sign agreement with WGBH Education Foundation

WEI/Bantwana updated and shared a scope of work and draft award with WGBH Education Foundation delineating the tasks and responsibilities related to rolling out Design Squad. More time was needed to revise the originally developed budget according to the updated scope and the agreement with WGBH will be signed next quarter.

## Objective 4: Provide alternative education pathways for girls who have dropped out of secondary school

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 living long distances from school. OSSG build the protective assets of adolescent girls through regular meetings in safe spaces where trained volunteers deliver a life skills curriculum. In addition, OSSG offers short training in market-driven IGAs and participation in a youth LIMCA group. Pregnant adolescents and teen moms will complete an early childhood stimulation curriculum to equip them with the knowledge and skills to keep them and their babies safe, healthy, and stable.

Out of School Study Group (OSSG)		
FY19 QI Activities	Status	Description
<b>4.1. Facilitate introduction meetings on the OSSG model at the district level</b>	Achieved	<ul style="list-style-type: none"> <li>WEI/Bantwana facilitated a 1-day meeting in Musoma MC to orient the LGA staff and Ward Officials on the OSSG model</li> <li>Following consultation with LGAs, WEI/Bantwana is prioritizing rollout of OSSG in Musoma MC and Karatu DC</li> </ul>
<b>4.2. Conduct ward level OSSG orientation meetings to identify girls for OSSG</b>	Achieved	<ul style="list-style-type: none"> <li>WEI/Bantwana conducted OSSG orientation for 8 WEOs from Musoma MC</li> </ul>

<b>enrollment</b>		
<b>4.3. Facilitate the Identification process of the OSSG members</b>	In Progress	<ul style="list-style-type: none"> <li>• WEI/Bantwana and 8 WEOs from Musoma MC conducted the OSSG member identification exercise</li> <li>• A total of 118 Adolescent Girls and Young Women (AGYW) were identified from Karatu and Musoma MC</li> <li>• Musoma DC and Tarime to complete the identification process in Q2</li> </ul>
<b>4.4. Conduct village level transect walk to verify identified girls from selected areas</b>	On hold	<ul style="list-style-type: none"> <li>• This activity is on hold until the identification OSSG member process is completed in Q2</li> </ul>
<b>4.5. Work with Community Development Officers, WEOs, and Village Executive Officers (VEOs) to identify safe spaces for OSSG sessions</b>	In progress	<ul style="list-style-type: none"> <li>• 12 safe spaces were identified collaboratively in Musoma MC</li> <li>• Safe spaces in Musoma DC and Tarime will be identified in Q2</li> </ul>
<b>4.6. Procure supplies for OSSG safe spaces</b>	In progress	<ul style="list-style-type: none"> <li>• Procurement process for OSSG safe spaces supplies in Karatu is in progress</li> </ul>
<b>4.7. Identify OSSG facilitators and peer leaders</b>	On hold	<ul style="list-style-type: none"> <li>• OSSG facilitators and peer leaders will be elected after the verification and enrollment of identified girls is completed</li> </ul>

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

WEI/Bantwana facilitated a 1-day meeting in Musoma MC to orient LGAs on the implementation of the OSSG model and to solicit LGA support in forming OSSG groups scheduled for Q2. During planning meetings, LGAs recommended that WEI/Bantwana focus on rollout of OSSG activities in Musoma MC in Q1 as a higher priority area and to continue into Musoma DC and Tarime in subsequent quarters. As such, introductory meetings only took place in Musoma MC this quarter. A total of 12 participants (25% female) including the Municipal Community Development Officer, Municipal Social Welfare Officer, Community Development Officer and WEO attended the meeting. During the meeting, participants were taken through the overall goal of *Waache Wasome* and a detailed introduction to the OSSG model including: OSSG selection criteria (see Box III below) and identification process for participants, the criteria for selecting safe spaces, the criteria for recruiting OSSG adult volunteers to facilitate sessions, roles and responsibilities of LGAs in supporting OSSG, how to conduct a transect walk, and engaging parents to support and give permission for their girls to attend OSSG activities. Participants also identified 42 hamlets eligible

for potential identification of OSSG girls. Not all hamlets will have a safe space that can be used for OSSG meetings. Hamlets in Musoma MC are small, so it is estimated that in most cases one safe space can serve up to three hamlets. During the meeting, it was also agreed that as a way forward, WEOs will go back to their wards and conduct an awareness meeting for the Ward Development Committee to solicit their support for OSSG activities in the wards.

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

WEI/Bantwana oriented 8 WEOs (3 female) from Musoma MC on the process of identifying girls for OSSG. Because rollout of OSSG in Musoma DC and Tarime will take place in a step-wise manner, rather than concurrently in Q1 as initially planned, WEI/Bantwana will conduct additional orientation sessions in a future quarter. WEI/Bantwana staff is currently organizing orientation meetings at the mtaa and village levels in Musoma MC to take place in Q2.

Following this orientation, the WEOs were requested to begin compiling a provisional list of candidates for OSSG participation. The list will be shared with the District Community Development Officer who will review and submit this list to WEI/Bantwana. WEI/Bantwana, in collaboration with council staff, will conduct a transect walk immediately upon receipt of the finalized list from the Community Development Officer. The criteria for selecting girls for OSSG are described in the box below:

#### **Box III: OSSG Selection Criteria**

1. Must be a permanent resident in the ward
2. Must have dropped out of school secondary school within the past three years due to pregnancy, early marriage, illness, economic hardship, poor academic performance or any other relevant reason
3. Must be between 15 to 24 years old
4. Must be willing to participate in OSSG activities as will be directed by the program on a weekly basis
5. Parents/caregivers must be willing to sign a consent form to allow the girls who are under 18 to participate in OSSG activities

#### **4.3. Facilitate the identification process of the OSSG members**

WEI/Bantwana facilitated the identification process of OSSG members in Karatu and Musoma MC, identifying a total of 118 girls, 26 from Karatu and 92 from Musoma. The Karatu District Community Development Officer, in collaboration with WEI/Bantwana technical staff, continued supporting ward and village level leaders to identify additional new OSSG members to participate in phase I of the OSSG activities. Following the introduction meetings, WEOs called Ward Development Committees to request a list of girls who dropped out of school within the past three years. WEOs also visited schools within their wards and obtained a list of girls who had dropped out. The consolidated list was then presented to the Municipal Community Development Officer. A total of 26 girls were reported to be eligible to join OSSG activities in Karatu District. Likewise, in Musoma MC the council presented 92 girls as eligible beneficiaries to be registered

for OSSG activities under *Waache Wasome* from 8 wards (Bweri, Nyasho, Iringo, Nyamatara, Buhare, Mwisenge, Makoko and Mwigobero). The cumulative total number of girls reached will be 197 out of 350 targeted for FY19.

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

Verification of the girls who were identified for OSSG participation will be conducted in Q2 through transect walks.<sup>13</sup> The verification will be done at hamlet and household levels to ensure that the information provided by the girls is correct and to request families to sign consent forms confirming their support for girls' participation in OSSG. WEI/Bantwana staff in collaboration with local partners and LGA staff will conduct the verification exercise.

#### **4.5. Work with Community Development Officers, WEOs, and VEOs to identify safe spaces for OSSG sessions**

Based on the established criteria, the municipal Community Development Officer, in collaboration with the 8 WEOs, consulted various stakeholders on the ground to identify potential safe spaces. The criteria for selecting safe spaces are below:

##### **Box IV: Criteria for Selecting Safe Spaces**

1. Within the localities of girls joining the OSSG
2. Easily accessible and does not require the girls to pay transport
3. Public space that does not require the project to pay rent
4. Secure and private for the girls to discuss issues without fear or intimidation from intruders
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)

One major challenge encountered during the exercise was that most town center wards have very limited public buildings/spaces as even the WEOs work in rented spaces, unlike the peripheral wards which have more public space options. Despite that challenge, the team was able to select 12 safe spaces for OSSG weekly activities. The hamlets identified in Musoma MC are located closely together and the 12 identified safe spaces can serve up to 3 hamlets.

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<sup>13</sup> 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.



The selected safe spaces are as indicated below:

**Table VI. Potential OSSG Safe Spaces in Musoma Municipal Council**

	<b>Name of Safe Space</b>	<b>Ward</b>	<b>Street</b>	<b>Comments</b>
1	Mwisenge ward office	Mwisenge	Mwisenge Veta	<ul style="list-style-type: none"> <li>It is in the center of 2 mitaa Majita roads and Mwisenge Veta</li> </ul>
2	Mwisenge Dispensary	Mwisenge	Zahanati	<ul style="list-style-type: none"> <li>It is in the center of 2 mitaa Mtakuja and Zahanati</li> </ul>
3	Dispensary	Iringo	Iringo "A"	<ul style="list-style-type: none"> <li>It is central and has ample space for girls to meet</li> </ul>
4	Iringo ward office	Iringo	Iringo "A"	<ul style="list-style-type: none"> <li>It is central and has ample space for girls to meet</li> </ul>
5	Dispensary	Nyamatare	Mara Sec	<ul style="list-style-type: none"> <li>Ample space</li> <li>Center of Mara Sec and Nyamatare Mitaa</li> </ul>
6	Nyamatare ward office	Nyamatare	Wakara	<ul style="list-style-type: none"> <li>Center of Nyaburangi and Wakara</li> </ul>
7	Buhare ward office	Buhare	Buhare Kati	<ul style="list-style-type: none"> <li>Ample space</li> <li>Center of Buhare kati</li> </ul>
8	Roman Catholic grounds	Buhare	Mugaranjabo	<ul style="list-style-type: none"> <li>Ample space</li> <li>All public gathering convenes in this space</li> <li>Is center of Mugaranjabo</li> </ul>
9	Nyasho ward office	Nyasho	Mlango mmoja	<ul style="list-style-type: none"> <li>It is in the center of Nyasho ward</li> <li>It is the only public space they own and is situated in their ward</li> </ul>
10	Bweri ward office	Bweri	Songe	<ul style="list-style-type: none"> <li>Ample space</li> <li>Center of Bweri ward</li> </ul>
11	Makoko Dispensary	Makoko	Nyarigamba	<ul style="list-style-type: none"> <li>Center of Makoko ward</li> <li>Most of the girls come from Nyarigamba</li> </ul>
12	Mwigobero ward office	Mwigobero	Mwigobero A"	<ul style="list-style-type: none"> <li>It is the only public building in this ward</li> <li>There is a fence and ample space</li> </ul>

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

The procurement process for purchasing 6 mobile tents, 12 mats and chairs for the 6 OSSG in Karatu DC was initiated in this quarter. The purchase will be completed early in Q2. All the purchased items will be branded as per requirements of *Waache Wasome* project.

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

The selection of OSSG peer leaders and adult volunteers was planned to occur in Musoma MC this quarter however the identification process took longer than estimated. All activities for electing peer leaders and adult volunteers will be conducted in the next reporting period.

#### **Monitor and support OSSG groups to meet regularly**

WEI/Bantwana provided technical support to 6 Karatu OSSGs during their weekly meetings.<sup>14</sup> WEI/Bantwana visited each group at least twice this quarter. During weekly meetings, OSSG peer leaders facilitated life skills sessions on topics like gender, human rights and building self-confidence and held discussions to ensure members understood the material and felt empowered to take action on what they are learning. The peer leaders were supported by the adult volunteers who were present during the sessions to ensure the sessions are delivered as per the guideline and the meetings are conducted in order. WEI/Bantwana confirmed that documentation of attendance and meeting proceedings were recorded. WEI/Bantwana provided backstopping support to the OSSGs encouraging members to continue to meet, learn how they can overcome their challenges through the groups and be able to set and work on goals for their future.

Attendance at OSSG meetings was reported at 94%, where 74 of the 79 girls enrolled participated in all the sessions. Each group met weekly from the beginning of October until late December. With time, OSSG members seemed more comfortable working with each other. To ensure the lessons learned by the members reaches other young girls in their communities, members started to work on songs and dramas and are expecting to invite other girls to share what they have learned and shine a light on the challenges adolescents face.

During OSSG discussions, girls shared challenges they experience in their communities and homes and asked if they could be trained on different skills so that they are able to take care of their needs and the needs of their babies.

One girl shared that her father is a traditional healer. Each day she is sent out to look for herbs which she brings home and prepares for those who are treated by her father. Despite the fact that she is the one who does everything, the father does not pay her and she feels used and frustrated. Through OSSG, she hopes that soon she will be able to learn some skills to help her be independent.

Some other challenges shared by OSSG girls this quarter are:

- i. Most of the girls come from broken families and said that it is hard for them to see their parents quarreling every day and to not able to consult them for any advice. OSSG adult volunteers were advised to visit the families in question and share the concern of the

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<sup>14</sup> Groups are meeting in the safe spaces identified jointly by WEI/Bantwana and the LGAs. These safe spaces will be improved when the procurement of the OSSG equipment (mats, tables, etc.) is completed next quarter.

children. They can also take with them people who are respected by the family (such as an elder in the family or religious leaders) for support.

- ii. Most of the girls are engaged in casual labor like working on other people's farms for food. A majority of girls were engaged in harvesting pigeon peas this quarter. This kind of job is seasonal and means the girl's income is unstable. Having received this feedback, WEI/Bantwana is going to introduce LIMCA activities to the girls so that they start saving part of their seasonal income in order to start some IGA for sustainable income. In the coming quarter, WEI/Bantwana will mobilize the OSSG girls who became members in Y2 in LIMCA activities. WEI/Bantwana will use the experience gained through working with adolescents and young women in DREAMS IC to tweak the LIMCA materials to suit the needs of the OSSG girls.
- iii. Girls live with both parents and depend on the parents to feed themselves and their babies, and would like to start working and contributing to the family income. Through LIMCA, the OSSG girls will be introduced to savings and lending, IGA and financial literacy.

These challenges will be discussed in Q2 with the Council Technical Staff (District Social Welfare Officer, District Community Development Officer and WEOs) to design support mechanisms across all safe spaces in Karatu District.

## C. Monitoring, Evaluation and Learning

This section describes the Measuring & Evaluation (M&E) activities carried out this reporting period as per the work plan.

<b>Monitoring, Evaluation and Learning (MEL)</b>		
<b>FY 19 Q1 Activity</b>	<b>Status</b>	<b>Description</b>
<b>ME.2. Develop and update MEL data collection and monitoring tools</b>	In progress	<ul style="list-style-type: none"> <li>WEI/Bantwana is continuing to review and update data collection tools</li> </ul>
<b>ME.3. Print the developed and updated data collection and monitoring tools</b>	Achieved	<ul style="list-style-type: none"> <li>WEI/Bantwana printed out the reviewed and updated data collection tools and forms for use during data collection</li> </ul>
<b>ME.4. Orient WEI/Bantwana staff on M&amp;E developed, and updated tools and MEL Plan</b>	In progress	<ul style="list-style-type: none"> <li>WEI/Bantwana held a refresher session with project staff on reviewed and updated project tools and forms</li> <li>Project staff will be oriented on the updated MEL plan after USAID approval</li> </ul>

<p><b>ME.5. Orient sub-grantees on Waache Wasome project MEL Plan, data collection and monitoring tools and protocols, analysis and reporting</b></p>	<p>On hold pending USAID concurrence of sub-grantees</p>	<ul style="list-style-type: none"> <li>• Staff from proposed partner organizations will be oriented on the project MEL Plan, data collection, monitoring tools and protocols, analysis and reporting after they are brought on board</li> </ul>
<p><b>ME.6. Support sub-grantees on developing their own MEL Plans</b></p>	<p>On hold pending USAID concurrence of sub-grantees</p>	<ul style="list-style-type: none"> <li>• This activity is on hold until sub-grantees are approved and brought on board</li> </ul>
<p><b>ME.7. Provide support to the National Opinion Research Center (NORC) impact evaluation team during LIMCA and Parenting Skills baseline survey and administrative data collection</b></p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• WEI/Bantwana continued to support NORC in data collection by providing an administrative dataset for established LIMCA groups with a list of LIMCA group members including parents/caregivers, group meeting locations, meeting days and hours for reference during the survey</li> </ul>
<p><b>ME.8. Continue to refine FieldLink Tanzania database</b></p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• WEI/Bantwana uploaded POY Club and LIMCA data into the completed FieldLink modules</li> <li>• WEI/Bantwana will continue to facilitate the development of new FieldLink modules for populating data for the existing project platform and others as they become operational</li> </ul>

<p><b>ME.9. Orient WEI/Bantwana staff and sub-grantee staff to upload data into FieldLink Tanzania</b></p>	<p>In progress</p>	<ul style="list-style-type: none"> <li>• WEI/Bantwana M&amp;E staff continued to receive orientation on newly developed forms and report modules to facilitate generation of POY Club participation report using FieldLink</li> <li>• 3 district staff were refreshed on accessing and printing the POY Club attendance tracker from FieldLink for collecting POY Club participation</li> <li>• 5 data entry volunteers were oriented in Y2 and they have continued to upload POY Club and LIMCA data into FieldLink</li> </ul>
<p><b>ME.10. Train teachers, peer leaders, EEVs, LIMCA group leaders, OSSG facilitators and OSSG peer leaders on how to use WEI/Bantwana tools to collect data</b></p>	<p>Achieved</p>	<ul style="list-style-type: none"> <li>• WEI/Bantwana trained LIMCA Management Committee members and EEVs on project data collection tools</li> <li>• Teachers, peer leaders and OSSG facilitators were also refreshed on effective utilization of revised and updated project data collection tools in documentation of monthly and weekly sessions</li> </ul>
<p><b>ME.11. Conduct routine supportive supervision visits</b></p>	<p>Achieved</p>	<ul style="list-style-type: none"> <li>• WEI/Bantwana conducted monthly supportive supervision visits to monitor quality of implementation of project activities for all platforms (LIMCA, POY Clubs, SRGBV Lunch and Learn, OSSG and Subject Clubs).</li> </ul>
<p><b>ME.12. Prepare quarterly data report</b></p>	<p>Achieved</p>	<ul style="list-style-type: none"> <li>• WEI/Bantwana collected data for accomplished project activities and prepared quarterly data report</li> <li>• The collected data were further cleaned, analyzed and aggregated in the Indicator Tracking table under Annex A</li> </ul>
<p><b>ME.13. Conduct quarterly review meeting</b></p>	<p>On hold</p>	<ul style="list-style-type: none"> <li>• The quarterly review meeting planned this quarter was postponed until Q2, subject to approval of the Y3 work plan</li> <li>• WEI/Bantwana continued to receive feedback on implementation of project activities through existing/established project structures</li> </ul>

<p><b>ME.14. Conduct routine data cleaning and verification at district level with sub-grantees</b></p>	<p>In progress</p>	<ul style="list-style-type: none"> <li>• WEI/Bantwana engaged program staff and volunteers in conducting monthly data collection, verification and cleaning for quarterly project activity results</li> <li>• Sub-grantees will be engaged in routine data cleaning and verification after having engaged fully to support project activities at District levels</li> </ul>
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**ME.2. Develop and update MEL data collection and monitoring tools**

WEI/Bantwana reviewed, updated and reorganized data collection tools/forms and indicator reporting templates developed in Y2 to align with the Y3 project work plan description and updated the draft MEL Plan. Reviewed forms include the LIMCA monthly data collection tool, Science Subject Clubs guidelines, OSSG weekly attendance registration tool, LIMCA group leaders Management Committee training attendance registration tool and the draft POY Club renewal form. WEI/Bantwana will continue to update and develop data collection forms for newly proposed indicators in the draft MEL plan submitted to USAID for approval.

**ME.3. Print the developed and updated data collection and monitoring tools**

WEI/Bantwana printed the reviewed and updated data collection tools and forms including the LIMCA monthly data collection tool, Science Subject Clubs, OSSG weekly attendance registration tool, LIMCA group leaders Management Committee training attendance registration tool and used them during the staff orientation and in Y3 Q1 data collection. The revised indicator reporting template was also printed out for use in Y3 Q1 reporting.

**ME.4. Orient WEI/Bantwana staff on M&E developed and updated tools and MEL Plan**

WEI/Bantwana held a refresher training session for *Waache Wasome* project technical staff and volunteers on the reviewed and updated LIMCA monthly data collection tool, Science Subject Clubs guidelines, OSSG weekly attendance registration tool, and the LIMCA group leaders Management Committee training attendance registration tool. Project staff was also refreshed on the quarterly data collection plan to strengthen skills in writing weekly updates, trip reports and internal monthly and quarterly reports. Staff was also trained on how to develop an individual quarterly implementation calendar based on the Y3 Work Plan. WEI/Bantwana will orient project staff on the MEL plan after USAID approval.

WEI/Bantwana M&E staff participated in a half-day Implementing Partners Reporting System (IPRS) hands-on orientation organized and facilitated by the USAID Data for Development (D4D) partner. The orientation focused on IP reporting requirements in terms of timeline and type of indicators to be reported through the system. D4D brought together 14 IPs to learn about IPRS user roles and functionalities of new features including application of data visualization in reporting. As part of a practical session, D4D took participants through IPRS online data entry and indicator reports by generating both detailed and condensed reports. D4D instructed IPs how to verify quality of data entered in the IPRS using data verifier, editing and deleting functions before reporting to next levels.

**ME.5. Orient sub-grantees on Waache Wasome project MEL Plan, data collection and monitoring tools and protocols, analysis and reporting**

Staff from proposed partner organizations will be oriented on the project MEL Plan, data collection, monitoring tools and protocols, analysis and reporting after they are on board.

**ME.6. Support sub-grantees on developing their own MEL Plans**

WEI/Bantwana will orient sub-grantees to develop their own MEL Plans after being engaged for Waache Wasome project activities in their respective councils.

**ME.7. Provide support to the NORC impact evaluation team during LIMCA and Parenting Skills baseline survey and administrative data collection**

As part of supporting NORC preparations for conducting the LIMCA baseline survey, WEI/Bantwana participated in frequent conference calls with NORC to provide clarification on questions raised and to provide needed information to facilitate the exercise. WEI/Bantwana provided NORC with an administrative dataset for the established 227 LIMCA groups, including their names, number of members by sex disaggregation, group locations, and meeting day and time for easy access during the survey exercise. NORC informed WEI/Bantwana that it will begin the LIMCA baseline survey next quarter.

**ME.8. Continue to refine FieldLink Tanzania database**

WEI/Bantwana continued to upload POY Club and LIMCA data into the developed FieldLink modules in Y2. The uploaded data included POY Club weekly participation, LIMCA EEV group information forms, LIMCA member enrollment forms and LIMCA member pre-survey forms.

WEI/Bantwana also initiated discussions with the FieldLink database designer to restructure the FieldLink database to accommodate a continual enrollment in POY Clubs. This was more challenging than anticipated. Additional time was also spent collaborating with the FieldLink database designer to develop new versions/modules to facilitate generating different POY Club participation reports, disaggregated by both forms and age, including the percentage of participation throughout the quarter. WEI/Bantwana will continue to facilitate the development of new versions in FieldLink for uploading data for existing indicator results in the MEL Plan and others as they become into operational.

**ME.9. Orient WEI/Bantwana staff and sub-grantee staff to upload data into FieldLink Tanzania**

WEI/Bantwana M&E staff continued to receive guidance from the FieldLink database designer on the newly developed versions for generating reports on POY Club weekly participation disaggregated by council, school, club, sex, age and percentage of participation at planned sessions. District staff was also refreshed on procedures in accessing and printing the POY Club attendance tracker from FieldLink for use in collecting POY Club weekly participation. The 5 data entry volunteers were oriented in Y2 and have continued to upload POY Club and LIMCA data into the FieldLink database

**ME.10. Train teachers, peer leaders, EEVs, LIMCA group leaders, OSSG facilitators and OSSG peer leaders on how to use WEI/Bantwana tools to collect data**

Through regular supportive supervision visits at service delivery points, WEI/Bantwana technical and M&E staff continued to refresh and mentor the many individuals in volunteer support roles in the project (including the DEWS team, SRGBV Lunch & Learn Secretaries and Chairperson teachers, Subject Club teachers, POY Club patrons/matrons, POY Club peer leaders, and OSSG facilitators and leaders) on using revised and updated tools in collecting and reporting project results. WEI/Bantwana further trained 855 LIMCA group Management Committee members (563 female) including 99 EEVs (92 female) and 35 council representatives (14 female) on LIMCA record keeping using data collection tools including group central ledgers. Members of the newly formed and consolidated groups<sup>15</sup> were also oriented and facilitated to complete their registration using the intake form.

**ME.11. Conduct routine supportive supervision visit**

WEI/Bantwana staff conducts regular supportive supervision visits to project sites to ensure fidelity to the program methodology, efficient utilization of project related guidelines and standard data collection tools in delivering services. Technical staff from both Arusha and the field offices, as well as M&E staff, conduct visits to both school based and community based platforms using a checklist.

For the school based platforms, teachers including POY Club patrons/matrons SRGBV Lunch & Learn Secretaries and Chairpersons and subject teachers were supported in different areas including:

- Facilitating POY Club patrons/matrons to support peer leaders to facilitate POY Club weekly sessions
- Reminding SRGBV Secretaries and Chairpersons to organize and facilitate SRGBV Lunch and Learn Focus sessions
- Reminding subject teachers to mobilize and support students to conduct weekly subject club sessions with the focus on forming class-based science subjects

For the community based platforms, LIMCA groups and OSSG were supported in the following areas:

- Backstopping LGAs and EEVs to conduct orientation training to LIMCA group Management Committees on LIMCA model and management skills
- Backstopping Ward Community Development Officers and EEVs to support consolidation of LIMCA group formation
- Support EEVs and trained LIMCA group leaders on documentation and reporting weekly group sessions and transactions
- Supporting OSSG facilitators and peer leaders to facilitate OSSG weekly sessions

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<sup>15</sup> This includes the 45 LIMCA groups that completed consolidation last quarter and the 7 LIMCA groups that are still in the process of consolidation.



In this reporting period, WEI/Bantwana conducted 87% of the planned supportive supervisions visits. Details on the types and numbers of visits and issues raised during the visits can be found in Annex C.

***ME.12. Prepare quarterly data report***

WEI/Bantwana M&E staff prepared quarterly data reports for project activity results collected on POY Club weekly participation, LIMCA group sessions including Management Committee training, SRGBV Lunch & Learn sessions, OSSG weekly participation, Subject Club weekly session participation, DEWS and adolescents supported by LIMCA education funds. The generated quarterly data reports were further aggregated in the quarterly Indicator Tracking Table attached to this report.

***ME.13. Conduct quarterly review meeting***

The quarterly review meeting planned for this quarter was postponed until next quarter upon approval of the Y3 work plan. However, during regular technical supportive supervision visits, WEI/Bantwana received feedback on implementation of project activities through existing project beneficiaries such as teachers, POY Club peer leaders, EEVs, LIMCA group leaders, OSSG facilitators and peer leaders for learning and improvement.

***ME.14. Conduct routine data cleaning and verification at district level with sub-grantees***

WEI/Bantwana involved technical and M&E staff and volunteers in routine data collection and verification by checking the completeness, accuracy and timeliness of the collected data. Data verification was conducted at 6 OSSG safe spaces in the Karatu pilot wards by checking participation and documentation of members. Also, data verification was conducted for 200 LIMCA groups which involved reviewing the completeness of documented weekly group transactions. It was noted that that trained LIMCA group leaders and EEVs have been effectively facilitating the documentation of group transactions using central ledgers and project data collection tools.

Further data verification was conducted during data entry stages where incompleteness and missing information was detected and corrected. During data analysis, the M&E staff reviewed the consistency of submitted data for cleaning before conducting analysis and sharing with management for further verification, approval and aggregation in the Indicator Tracking Table for reporting to USAID.

## D. Project Management

This section describes project management activities.

<b>Project Management</b>		
<b>FY 19 Q1 Activity</b>	<b>Status</b>	<b>Description</b>
<b>PM 1. Participate in coordination and technical meetings with education stakeholders</b>	Ongoing	<ul style="list-style-type: none"> <li>WEI/Bantwana participated in the USAID IPs meeting in Dar es Salaam in December</li> </ul>
<b>PM 2. Complete procurement process</b>	In progress	<ul style="list-style-type: none"> <li>WEI/Bantwana obtained quotations for processing VAT approval</li> <li>Draft advert was developed and will be posted in local newspapers in Q2</li> </ul>
<b>PM 3. Organize sub-grantee planning meetings</b>	Pending USAID concurrence	<ul style="list-style-type: none"> <li>This activity is pending receipt of USAID concurrence approval of proposed sub-grantees</li> </ul>
<b>PM 4. Obtain USAID concurrence for sub-grants to community partners</b>	Pending USAID concurrence	<ul style="list-style-type: none"> <li>WEI/Bantwana submitted concurrence memos to USAID for review and approval</li> </ul>
<b>PM 5. Sign awards with sub-grantees</b>	Pending USAID concurrence	<ul style="list-style-type: none"> <li>This activity is pending receipt of USAID concurrence approval of proposed sub-grantees</li> </ul>
<b>PM 6. Organize and facilitate sub-grantee staff orientations on Waache Wasome Project and its components</b>	Pending USAID concurrence	<ul style="list-style-type: none"> <li>This activity is pending receipt of USAID concurrence approval of proposed sub-grantees</li> </ul>
<b>PM 7. Organize quarterly meetings to build capacity and review project progress with sub-grantees and WEI/Bantwana staff</b>	Ongoing	<ul style="list-style-type: none"> <li>WEI/Bantwana conducted a quarterly review meeting in November 2018 on technical and financial management and reviewed implementation plans for next quarter with sub-grantees</li> </ul>

<b>PM 8. Participate in district, regional and national events as needed</b>	Achieved	<ul style="list-style-type: none"> <li>WEI/Bantwana participated in the International Day of Girl Child at the national level in collaboration with other education stakeholders</li> </ul>
<b>PM 9. Submit quarterly and annual program and financial reports to USAID</b>	Achieved	<ul style="list-style-type: none"> <li>WEI/Bantwana submitted the quarterly progress report and SF425 to USAID in October 2018</li> </ul>
<b>PM 10. Submit quarterly and annual reports to GoT</b>	In progress	<ul style="list-style-type: none"> <li>WEI/Bantwana will complete the FY18 Annual Report after obtaining approval from USAID</li> </ul>

**PM 1. Participate in coordination and technical meetings with education stakeholders**

**USAID Implementing Partners meeting:**

In December, 2018, WEI/Bantwana participated in a USAID IP meeting in which morning sessions were for operations senior teams and the afternoon sessions were for Country Directors/Technical Directors and Chiefs of Party together with all USAID program management specialists (AORs) and portfolio directors (Health, Education, Communication, Governance etc.). The Finance and Administration Director represented WEI/Bantwana in the morning session and the Country Director and Technical Director represented WEI/Bantwana in the afternoon session.

The first session was facilitated by Acting Deputy Mission Director and Resident Legal Officer, Greg Butler. Key issues discussed focused on compliance with tax rules during project implementation and participants included representatives of Tanzania Revenue Authority. Key issues were: 1) the correct process to obtain VAT exemptions for local purchases; 2) the correct process of obtaining VAT refunds for local purchases; 3) special requirements for sub-contractors or sub-grantees; 4) common reasons for denied or delayed exemptions or refunds; 5) withholding obligations for salaries of Thirty-Country National; 6) withholding obligations for local employee salaries; and 7) customs and duties exemptions for Thirty-Country National employees.

The presentation was delivered by Tanzania Revenue Authority team (Taxpayer Services and Education) and IP representatives raised issues around the challenges they face during processing and accessing these exemptions and asked for clear clarifications from the Tanzania Revenue Authority/GoT.

The afternoon session agenda focused on: 1) journey to self-reliance in Tanzania; 2) public outreach priorities; 3) navigating the frontline implementation dynamics; 4) IP's perspective, democratic space dynamics, addressing increased accountability pressures on IPs other common implementation realities; and 5) GoT policies.

The opening remarks were given by the Acting Chargé de Affairs. Andy Karas took participants through a statement issued by the US State Department on 10 November 2018 concerning the evolving and fluid environment in Tanzania. He referred participants to the US State Department website for the full statement. The sentence that gained support from the European Union and World Bank is as follows: *“The United States government is deeply concerned over escalating attacks and legislative actions by the Government of Tanzania that violate civil liberties and human rights, creating an atmosphere of violence, intimidation, and discrimination”*.

The acting Chargé de Affairs told the participants that based on the statement, the US Government decided to reflect on new public engagement in national and sub-national level events and programs. He assured participants that there are no fundamental changes to IP contracts and funding, therefore:

- IPs should continue to do their work but should take low profile on high level engagements.
- IPs were called to maintain strong connections with their AORs and CORs and should contact the AORs and CORs for guidance if they are called to engage in high level outreaches.
- Consistent with the State Department’s statement, USAID is taking low profile engagement. For example, this year at World AIDS Day the USAID representative did not participate visibly with the GoT, but was engaged in other ways such as radio and mass media outreaches to the larger community.
- For public events requiring its participation, the US Government will work with Tanzanian counterparts to ensure IPs are not put in awkward positions and where such happens, USAID will intervene on behalf of the partner.
- US Government will continue to engage in one-on-one diplomacy with the GoT during this period.
- The lines of communication are open in relation to the November statement.
- US Government is committed to the long established relations with the Tanzanian people and committed to doubling its efforts with the people of Tanzania and would like to work more with the marginalized, such as disabled, peasants, students, journalists, women and other groupings. The IPs were encouraged to seek opportunities through the AORs and CORs to directly work with the people.
- He also reminded participants of the USAID issued guidance on Sexual Harassment Zero Tolerance (the US government is taking the issue of sexual harassment very seriously).

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

WEI/Bantwana initiated the process of soliciting specifications as per *Waache Wasome* implementation sites for the purchase of project motorcycles. Recommendations were offered and the request for quotations notice will be posted in the newspapers next quarter.

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

The activity is on hold waiting for concurrence memo approval from USAID.

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

WEI/Bantwana submitted a concurrence memo to USAID for review and approval. USAID reviewed it and sent back questions and clarifications which were addressed and a revised memo was submitted for further review.

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

The activity is on hold waiting for concurrence memo from USAID.

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

The activity is on hold waiting for concurrence memo from USAID.

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

In November, WEI/Bantwana organized a 3-day quarterly review meeting to discuss achieved results and plans towards addressing challenges and issues across project technical programming. The meeting was facilitated by the Chief of Party, Technical Director and M&E Manager and participated in by WEI/Bantwana staff. Local partners did not participate in this meeting as their awards are not yet signed. The objectives of the meetings were to: 1) share key results and achievements reported to USAID in FY18; 2) orient staff to the submitted FY19 work plan; 3) orient staff on performance tracking tools; 4) provide an update on compliance issues; and 5) orient staff on M&E issues. A total of 20 staff attended the session.

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

**Participation in International Day of the Girl Child**

In October, WEI/Bantwana participated in a commemoration of International Day of Girl Child. The event was jointly organized by the MoHCDGEC, the United Nations Population Fund, United Nations Tanzania Office and European Union. The event was attended by UNICEF, Canadian Aid, ILO, Plan International, Save the Children, UN Women, UK Aid, British High Commission, Tanzania Police Force, AFRIYAN, C-SEMA, Children Dignity Forum, Hope for the Girls and Women, Msichana Initiative, KIWOHEDE, Tanzania Child Rights Forum, FEMINA and WILDAF. WEI/Bantwana was represented by the Senior Education and GBV Specialist and the POY Specialist.

The activities included a series of sessions including a national dialogue on female genital mutilation and a child marriage and teenage pregnancy dialogue. Partners were asked to present/share their work that contributes to the realization of NPA-VAWC. WEI/Bantwana set up a booth to showcase *Waache Wasome* project interventions. The Guest of Honor, Hon. Umyy Mwalimu (MP), Minister of MoHCDGEC, visited us accompanied with other senior government officials and WEI/Bantwana briefed her about the *Waache Wasome* and DREAMS IC projects. The booth also was used as a platform for interaction with other stakeholders.

**PM 9. Submit quarterly and annual program and financial reports to USAID**

WEI/Bantwana submitted the FY 2018 annual progress report and the quarterly financial report to USAID in October 2018.

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

USAID requested clarifications following review of the FY 2018 annual progress report and WEI/Bantwana is working on the responses. Immediately following approval of the annual report WEI/Bantwana will finalize the GoT annual report for FY 2018.

## **Other Activities**

### **USAID Tanzania Visit to Waache Wasome Project in Mara Region**

WEI/Bantwana was privileged to host a visit from the AOR in Mara Region. The three day visit aimed to provide technical support and to visit both in school and out of school project activities. POY members from Nyamitwebiri Secondary School in Musoma MC, Mkirira Secondary School in Musoma DC and Inchugu Secondary School in Tarime DC participated in the *Waache Wasome* AOR visit. During the visit, the AOR observed POY Club sessions facilitated by peer leaders and had an opportunity to interact with the peer leaders and members. The sessions covered topics like types of violence, tips for protecting yourself, saying no, rights and responsibilities, friendship and goal setting. The AOR was impressed by the POY Club sessions, member presentations, eloquence and Club engagement.



*A POY Club peer leader facilitating a Club session in Mara Region*

## E. Opportunities and Challenges

### Key Opportunities

#### ***E1: Strong LGA support for OSSG***

Given the operating environment and sentiments around pregnant students, there was a concern that LGAs might not want to cooperate with and actively support *Waache Wasome* implementation of OSSG. Instead, WEI/Bantwana is pleasantly surprised to find that LGAs have endorsed and appreciated the OSSG model. WEI/Bantwana has also observed that more adolescent girls from the community would like to join OSSG indicating that there is a potential for the model to be widely adopted in Tanzania.

#### ***E2: Involvement of men in LIMCA groups is encouraging***

Observations show that LIMCA savings groups are attracting more male participation. Approximately 24% of the total LIMCA membership base is men. WEI/Bantwana opened up LIMCA groups to include men and the response has been positive. Male participants are seeing the value of the LIMCA groups and how it can be successful in assisting them to save money. Providing a space for men to participate in LIMCA is an opportunity to involve men in a project that invests in educating girls in their communities and to actively engage these men as allies in the effort to challenge harmful gender norms.

### Key Challenges

#### ***E3: Form I enrollment numbers***

Due to the large number of students enrolling in Form I this year, the issue of securing adequate space for school-based activities is becoming more of a challenge. Overcrowding strains school resources, makes teachers reluctant to contribute their time to supporting *Waache Wasome* and generally contributes to an unfriendly environment.

#### ***E4: Partner delays***

Delays in onboarding partners has created a gap in human resources to support the project, To mitigate against this, WEI/Bantwana is poised to move quickly to onboard partners once concurrence from USAID is obtained. WEI/Bantwana is also looking for efficiencies in programming when possible (i.e. combining the EEV ToT, Management Committee Training and quarterly EEV meeting as reported under activities 2.2., 2.3., 2.8.

# Annexes



## Annex A: Indicator Tracking Tables

SN	Indicator Code	Indicator Title	Type	Disaggregation	Y3 Target	Y3 Q1 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	1915	1457	3767	5,040	75%	This underachievement is attributed to the fact that in this reporting period, students had to prepare and sit for annual exams.
				Total Females	3125	2310				
				Male Age 10-14	460	383				
				Female Age 10-14	1250	852				
				Male Age 15-19	1455	1074				
				Female Age 15-19	1875	1458				
				Karatu DC	2,380	1987				
				Musoma DC	1,120	661				
				Musoma MC	980	654				
				Tarime DC	560	465				
#2	WW_PE	# in-school adolescents trained as peer educators	Custom	Total Males	144	0	0	288	0%	There were no peer educator training workshops planned for this quarter.
				Total Females	144	0				
				Male Age 10-14	57	0				
				Female Age 10-14	58	0				
				Male Age 15-19	87	0				
				Female Age 15-19	86	0				
				Karatu DC	136	0				
				Musoma DC	64	0				
				Musoma MC	56	0				
				Tarime DC	32	0				
#3	WW_ECO N/ES	# individuals enrolled in economic strengthening interventions that aim to increase family commitment	Custom	Male	607	1302	5,494	4,050	136%	The overachievement is attributed to successful community mobilization that created a high demand for LIMCA.
				Female	3443	4192				
				Male 18-24						
				Female 18-24						
				Male 25-49						
				Female 25-49						
				Male 50+						
				Female 50+						

		and capacity to invest in girls' education		Karatu DC	1,912	2277				
				Musoma DC	901	1245				
				Musoma MC	787	1471				
				Tarime DC	450	501				
#4	WWV_EEV	# individuals trained as economic empowerment volunteers (EEVs)	Custom	Male	0	0	0	0	0%	There are no training workshops under this indicator planned for this year EEVs were trained in Q4 of the previous year.
				Female	0	0				
				Karatu DC	0	0				
				Musoma DC	0	0				
				Musoma MC	0	0				
				Tarime DC	0	0				
#5	WWV_PS	# individuals trained in positive parenting skills	Custom	Male	405	0	0	2,025	0%	There were no positive parenting skills sessions planned for this quarter.
				Female	1620	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	956	0				
				Musoma DC	450	0				
				Musoma MC	394	0				
				Tarime DC	225	0				
#6	GNDR-8	# persons trained with USG assistance to advance outcomes consistent with gender equality or	USG Foreign Assistance	SRGBV Teacher Training (M)	0	0	0	0	0%	There are no SRGBV training workshops planned for this year.
				SRGBV Teacher Training (F)	0	0				
				Others (e.g. LGA Staff_M)	0	0				
				Others (e.g. LGA Staff_F)	0	0				
				Karatu DC	0	0				

		female empowerment through their roles in public or private sector institutions or organizations		Musoma DC	0	0				
				Musoma MC	0	0				
				Tarime DC	0	0				
#7	WW_SRGBV	# individuals participating in SRGBV lunch and learn sessions	Custom	Male	356	187	589	614	96%	The slight underachievement may be attributed to the fact that this quarter coincided with national exams.
				Female	258	402				
				Karatu DC	290	273				
				Musoma DC	137	139				
				Musoma MC	119	126				
				Tarime DC	68	51				
#8	WW_EWS	# adolescent girls who are at risk of dropping out of school identified for support through the Early Warning System	Custom	Total Females	180	6	6	180	0%	The DEWS is just being introduced in pilot schools Karatu DC. We anticipate the majority of cases for the DEWS to be counted in Q3 and Q4.
				Female Age 10-14	N/A	1				
				Female Age 15-19	N/A	5				
				Karatu DC	180					
				Musoma DC	0					
				Musoma MC	0					
				Tarime DC	0					
#9	WW_SC	# in-school adolescents participating in subject	Custom	Total Males	2246	2347	4540	4,320	105%	This slight overachievement is likely attributed to the
				Total Females	2074	2193				
				Male Age 10-14	382	887				

		clubs		Female Age 10-14	456	1243				fact that subject clubs help students prepare for science exams, and this reporting period coincided with national exams.
				Male Age 15-19	1864	1460				
				Female Age 15-19	1618	950				
				Karatu DC	2,039	1499				
				Musoma DC	977	1825				
				Musoma MC	839	811				
				Tarime DC	465	405				
#10	WW_DS	# adolescents participating in Design Squad	Custom	Total Males	0	0	N/A	0	N/A	There are no targets under this indicator planned for this year.
				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				
#11	WW_ICT	# adolescents participating in ICT camps	Custom	Total Males	0		N/A	0	N/A	There are no targets under this indicator planned for this year.
				Total Females	0					
				Male Age 10-14	0					
				Female Age 10-14	0					
				Male Age 15-19	0					
				Female Age 15-19	0					
				Karatu DC	0					
#12	WW_OSSG	# out-of-school adolescent girls and young women (AGYW) supported through Out-of-School Study	Custom	Total AGYW	400	74	74	400	19%	We intend to enroll new OSSG beneficiaries beginning in Q2 and will achieve the target by the end of Q4. Please note that this indicator is being revised as requested by USAID. Next reporting period the PMP will be updated to reflect the revised
				Age 15-19	50	72				
				Age 20-24	10	2				
				Life skills training	N/A					
				Vocational skills	N/A					
				ECS/parenting skills	N/A					
				OSSG LIMCA	N/A					
				Karatu DC	167					

		Groups		Musoma DC	122					indicator.
				Musoma MC	111					
				Tarime DC	0					
OUTCOME LEVEL INDICATORS										
#13	GNDR-3	% females who report increased self-efficacy at the conclusion of USG supported training/ programming	USAID Standard	<b>Numerator (10-29)</b>	<b>381</b>	<b>0</b>	N/A	68%	N/A	This is an annual indicator and results will be reported in Q4.
				<b>Denominator (10-29)</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				
#14	WW_POY_OI	% adolescent girls in POY Clubs with improved scores on the Children's Hope Scale	Custom	Numerator (10-14)	188	0	N/A	84%	N/A	This is an annual indicator and results will be reported in Q4.
				Numerator (15-19)	282	0				
				Denominator (10-14)	224	0				
				Denominator (15-19)	336	0				
				<b>Numerator (Total)</b>	<b>470</b>	<b>0</b>				
				<b>Denominator (Total)</b>	<b>560</b>	<b>0</b>				
				Karatu DC (Numerator)	176	0				

				Karatu DC (Denominator)	210	0				
				Musoma DC (Numerator)	117	0				
				Musoma DC (Denominator)	140	0				
				Musoma MC (Numerator)	117	0				
				Musoma MC (Denominator)	140	0				
				Tarime DC (Numerator)	60	0				
				Tarime DC (Denominator)	70	0				
#15	WW_EF_ O2	# of children and adolescents provided with education assistance through LIMCA education fund	Custom	Total Males	46	82	168	120	140%	This overachievement is attributed to good mobilization by EEVs and strengthened supportive supervisions provided this quarter.
				Total Females	74	86				
				Male 5-9	N/A					
				Female 5-9	N/A					
				Male 10-14	N/A					
				Female 10-14	N/A					
				Male 15-19	N/A					
				Female 15-19	N/A					
				Karatu DC	120					
				Musoma DC	0					
				Musoma MC	0					
				Tarime DC	0					
#16	WW_GBV _O3	% of participant with improved SRGBV prevention and response post-test	Custom	Numerator (Male)	162	0	N/A	47%	N/A	This is an annual indicator and results will be reported in Q4.
				Numerator (Female)	76	0				
				Denominator (Male)	340	0				
				Denominator (Female)	166	0				
				<b>Numerator (Total)</b>	<b>238</b>	<b>0</b>				

		scores		<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				
#17	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	N/A	47%	N/A	This is an annual indicator and results will be reported in Q4.
				Numerator (Female)	334	0				
				Denominator (Male)	676	0				
				Denominator (Female)	726	0				
				<b>Numerator (Total)</b>	<b>656</b>	<b>0</b>				
				<b>Denominator (Total)</b>	<b>1402</b>	<b>0</b>				
				Karatu DC (Numerator)	269	0				
				Karatu DC (Denominator)	575	0				
				Musoma DC (Numerator)	157	0				
				Musoma DC (Denominator)	337	0				
				Musoma MC	150	0				



				(Numerator)						
				Musoma MC (Denominator)	322	0				
				Tarime DC (Numerator)	80	0				
				Tarime DC (Denominator)	168	0				
<b>CROSS-CUTTING INDICATORS</b>										
#18	ES.I-4	# learners in secondary schools or equivalent non-school based settings reached with USG education assistance	USG Foreign Assistance	Total Males	6944	0	0	13,228	0%	This is an annual indicator and results will be reported in Q4.
				Total Females	6284	0				
				Male Age 10-14	764	0				
				Female Age 10-14	1257	0				
				Male Age 15-19	6180	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								
#19	WW_RET	% of adolescent girls enrolled in secondary school at the beginning of the academic year who are still attending classes at the end of	Custom	Numerator (10-14)	N/A		N/A	N/A	N/A	This indicator will be tracked starting Y3 Q2 after schools opening and starting academic year
				Numerator (15-19)	N/A					
				Denominator (10-14)	N/A					
				Denominator (15-19)	N/A					
				<b>Numerator (Total)</b>	N/A					
				<b>Denominator (Total)</b>	N/A					

		the academic year		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 (Denominator)	N/A				

SN	Indicator Code	Indicator Title	Type	Disaggregation	Actual	%	National Average	Comments
<b>CONTEXT INDICATORS</b>								
#20	CONTZ_PR.2	Proportion of students passing Form II national examinations (scoring Division I to IV)	Context	Boys			89.68%	Based on 2018 Form Two National Assessment (FTNA) results (NECTA, 2018. No sex disaggregation provided either by regions and or national wise
				Girls				
				Arusha Region	25,368	94.45%		
				Mara Region	23,182	82.17%		
#21	CONTZ_PR.4	Proportion of students passing Form IV national examinations (scoring Division I to IV)	Context	Boys	141,238	80.05%	77.58%	Based on 2018 Form Four National Examination (CSEE) results (NECTA, 2018)
				Girls	142,888	78.51%		
				Arusha Region	14,457	81.42%		
				Mara Region	8,474	72.79%		
#22	CONTZ_PTR	Secondary school pupil-teacher ratio	Context	National average	21:01		21:01	Based on 2018 latest Data provided by Ministry of President's Office - Regional Administration and Local Government's website.
				Arusha Region	17:01			
				Mara Region	29:01			
#23	CONTZ_DR	Dropout rate nationally in secondary school disaggregated by sex and reason of dropout	Context	Boys	2,825		3.50%	Based on the latest data provided by Ministry of Presidents' Office-Regional Administration and Local Government's website (BEST Reginal Data, 2017)
				Girls	2,216			
				Death	77			
				Pregnancy	379			
				Truancy	4,461			
				Discipline	124			
				Arusha Region	2,291	2.20%		
				Mara Region	2,750	3.60%		
#24	CONTZ_TR	Transition rate nationally from primary to	Context	Boys	34,789		77.12%	Based on 2018 Standard Seven National Examination (PSLE) results (NECTA, 2018)
				Girls	34,041			
				Arusha Region	33,035	87.30%		

SN	Indicator Code	Indicator Title	Type	Disaggregation	Actual	%	National Average	Comments
		secondary school in a given year		Mara Region	35,795	63.68%		

## Annex B: Success Story

# WAACHE WASOME



## Women-led Savings Groups Are Encouraging Gender Equity in Tanzania

*Livelihood Improvement for Mothers and Caregivers of Adolescents (LIMCA) is a platform that supports change at the household level through a community savings group model designed to help mothers and caregivers develop a safety net—both social and economic—within their community. From July-November of 2018, a total of 221 groups, composed of 5,335 members, were actively saving. However, male participation in LIMCA groups was much lower than that of women. Men only made up 24% of group members. Selected male members were interviewed to discuss why they joined LIMCA, what they have learned, and their thoughts on how economic empowerment contributes to encouraging gender equity in their society.*



Bernard (54) is a father of six and a resident of a village about 20 km from Musoma town in Mara region. As a civil contractor and one of the leading farmers in his village, Bernard is quite successful. Due to his success, his peers were surprised to hear he had joined a LIMCA group that had primarily been led by women who relied on subsistence farming.

Bernard joined the LIMCA group in order to take part in the change that he believed this group would bring to his community.

“The group provides not only a platform for savings, but also assistance to needy children,” says Bernard. “As a successful member of the village, I always encounter fellows in need of my help. This group gives me a better opportunity to help my community.”

Bernard’s LIMCA group, called Kyendane, is a woman-led group. When asked how he feels being part of a group led by women, Bernard says that, although it is the first time he has been in such a situation, he has no problem with the group’s leadership.

“I joined LIMCA in order to become part of change in my village. The group provides not only a platform for savings, but also to assist needy children.”

In rural areas of Tanzania, it is uncommon to have female leaders. It is therefore a new experience for many of the men in the group.

“As someone who has worked with female leaders before, it is not a big problem for me,” says Bernard.

“For a majority of my fellow villagers in this group, this may be the first time they take directives from a woman leader. In any case, being led by women in the LIMCA group provides us with an opportunity to learn and further understand women and their capabilities. I hope in the long run this will change the perspectives of men in our society about women,” Bernard declares.

Waache Wasome is generously supported by the American people through the United States Agency for International Development (USAID). This story is the responsibility of the Bantwana Initiative of World Education, Inc. and does not necessarily reflect the views of USAID or the United States Government.

## Annex C: Summary of Supportive Supervision Visits Conducted in FY19 Q1

Support Visit Focus Areas	Issues discussed and technical support provided	District/ Council	Target per Quarter	# of visits per technical area <sup>16</sup>
<b>POY Club activities:</b> Support POY Club patrons/matrons to support peer leaders to facilitate POY Club weekly sessions	POY Club patron/matrons strengthened commitment to support and supervise POY Club leaders to facilitate POY Club weekly sessions. Patron/Matrons role in ensuring Club members conform with planned weekly topics and to appropriately and accurately document Club activities was reinforced.	Karatu DC, Musoma DC, Musoma MC and Tarime	108	72
<b>SRGBV Lunch and Learn sessions:</b> Reinforcing SRGBV Secretaries and Chairpersons to organize and facilitate SRGBV Lunch and Learn sessions	WEI/Bantwana reminded SRGBV Secretaries and Chairpersons to organize and facilitate SRGBV Lunch and Learn sessions as per the given plan. Teachers were emphasized to keep discussing the best way to identify, solve and or report SRGBV cases as their main agenda during monthly SRGBV Lunch & Learn sessions.	Karatu DC, Musoma DC, Musoma MC and Tarime	108	72
<b>Subject Club Sessions:</b> Reminding teachers to mobilize and support students to continue conducting weekly sessions and to prepare to re-form the Clubs with a science focus	Following revitalization and introduction of Science Subject Club in late FY18, in this reporting period, WEI/Bantwana continued providing backstopping supportive supervision to the revitalized Subject Clubs. Next quarter will focus on reforming Clubs to have a science focus using the WEI/Bantwana Science Subject Club guideline.	Karatu DC, Musoma DC, Musoma MC and Tarime	36	24

<sup>16</sup> This quarter the school based platforms received fewer supportive supervision visits than planned because schools were not in session during November and December.

Support Visit Focus Areas	Issues discussed and technical support provided	District/ Council	Target per Quarter	# of visits per technical area <sup>16</sup>
<b>Economic Strengthening:</b> Backstopped LGAs and EEVs to conduct an orientation training to LIMCA group Management Committees on LIMCA model and management skills	WEI/Bantwana backstopped LGA Ward Community Development Officers and EEVs to refresh LIMCA group leaders on their roles and responsibilities in supporting group activities, conflict resolution as well as group contributions with emphasis on the best way to utilize education funds.	Karatu DC, Musoma DC, Musoma MC and Tarime	227	204
<b>Economic Strengthening:</b> Backstopping Ward Community Development Officers and EEVs to facilitate consolidation of LIMCA group formation	In consolidation of group formation, Ward Community Development Officers and EEVs were emphasized to ensure group members cover the six LIMCA modules necessary to enable them to effectively understand LIMCA and its implementation strategies. This included the importance of joining LIMCA group activities, procedures in selecting group leaders, importance of having group constitutions, step by step in conducting group sessions, members contributions procedures; savings and lending, group commitment in investing for adolescents education through education funds.	Karatu DC, Musoma DC, Musoma MC and Tarime	45	45
<b>Economic Strengthening:</b> Support EEVs and trained LIMCA group leaders to document weekly group sessions and transactions	Both EEVs and LIMCA leaders of the 227 groups were refreshed and/or oriented on accurately documenting group transactions and effective utilization of education funds.	Karatu DC Musoma DC Musoma MC Tarime DC	227	227

Support Visit Focus Areas	Issues discussed and technical support provided	District/ Council	Target per Quarter	# of visits per technical area <sup>16</sup>
<b>Out of School Study Group (OSSG):</b> Supporting OSSG Adult Volunteer facilitators and peer Leaders to facilitate OSSG weekly sessions	At safe spaces, OSSG adult volunteers and peer leaders were mentored to strengthen their capacity to deliver OSSG life skills materials during visits. This included reinforcing and discussing their roles and responsibilities and to respond and provide clarification on questions raised during the sessions.	Karatu DC	18	18
<b>Monitoring &amp; Evaluation:</b> Supporting project Adult Volunteer facilitators document and prepare monthly data collection, cleaning and reporting	During visits, project volunteers including 72 POY patrons/matrons, 99 EEVs, 72 SRGBV Secretaries and Chairpersons, 36 subject teachers and 6 OSSG adult volunteers were refreshed on the importance of prompt documentation of project activities during the session, monthly data collection and cleaning using M&E standard data collection tools.	Karatu DC, Musoma DC, Musoma MC, Tarime DC	42	42
<b>Total project supportive supervision visits conducted in FY19 Q1</b>			<b>811</b>	<b>704 (87%)</b>



## Annex D: Summary of Potential Income Generating Activities by District

### KARATU DISTRICT COUNCIL

S/N	Income Generating Activity (IGA)	Resource person who can support the IGA	Location of IGA (Ward)
1	Add value to pigeon peas	Extension Officers, Trade Officers, and District Nutritionist	Endabash
2	Making batik and soap	SIDO, WEO and other experts in the ward	Endabash
3	Sunflower farming	Extension Officers	Endabash, Baray, Endamararieck
4	Horticulture	Extension Officers, Community Development Officers	Endabash, Baray, Mang'ola, Endamararieck
5	Keeping indigenous chicken	Extension Officers, Community Development Officers	Endabash, Mang'ola, Qurus, Endamararieck, Mbulumbulu, Edamaghan
6	Making traditional dresses and beauty items	SIDO, Trade Officer	Baray
7	Making of animal food and growing fodders	Extension Officers, Trade Officer	Baray
8	Agents for construction materials	Trade Officers	Baray
9	Retailing grains (especially maize)	Extension Officers, Trade Officers, Community Development officers	Mang'ola, Endamararieck
10	Collecting and selling indigenous chicken eggs	Extension Officers, Trade Officers, Community Development Officers	Qurus, Endamararieck
11	Dairy cattle farming	Extension Officers, Trade Officers, Community Development Officers	Qurus, Edamaghan

12	Cattle fattening	Cooperative Officers, Extension Officers	Endamarariiek
13	Growing barley	Extension Officers	Mbulumbulu
14	Bee keeping	Cooperative Officers, Extension Officers	Edamaghan

## MUSOMA DISTRICT COUNCIL

S/N	Income Generating Activity (IGA)	Resource person who can support the IGA	Location of IGA (Ward)
1	Fishing sardines	Fisheries Officer, Trade Officer, Extension Officers	Bukumi
2	Rice farming	Agriculture and Extension Officers	Bukumi
3	Horticulture	Community Development Officer, Agricultural Officer	Rusoli, Nyamrandirira, Musanja, Mugango, Nyakatende
4	Indigenous chicken farming	Agriculture and Extension Officers	Rusoli, Nyamrandirira, Makojo, Nyegina, Mugango, Nyakatende
5	Increase value of sardines by packing them	Trade Officer, Fisheries officer, TFDA	Nyamrandirira, Makojo, Nyegina, Mugango, Nyakatende
6	Pawpaw farming	Agriculture and Extension Officers	Makojo
7	Selling milk	Trade Officer, Agriculture Officer, CDO	Musanja
8	Collecting and selling hides	Trade Officer, Extension Officer,	Mugango
9	Selling beef	Trade Officer, CDO, TFDA	Nyakatende
10	Selling grains, especially maize	Trade Officer, CDO, TFDA	Nyakatende

## MUSOMA MUNICIPAL COUNCIL

S/N	Income Generating Activity (IGA)	Resource person who can support the IGA	Location of IGA (Ward)
1	Retailing building materials	Trade Officer	Buhare, Iringo, Bweri
2	Hosing/rooms for rent, around Buhare Community Development College	Trade Officer	Buhare
3	Horticulture	Community Development Officer, Agricultural Officer	Buhare, Mwisenge, Nyasho
4	Transport (bicycles, boda boda, Hiace and Noah)	Trade officer	Buhare
5	Fishing	Fisheries Officer, Extension Officer, Trade Officer	Makojo, Mwigobero, Mwisenge, Iringo
6	Making of cleaning detergents, glass cleaners, batiks	SIDO, Trade Officer	Makojo, Mwisenge, Bweri
7	Animal farming	Community Development Officer, Agricultural and Livestock Officer, Ward Executive Officer	Mwigobero
8	Cafes/food vending	Trade Officer, TFDA, Health officials, Community Development Officer, Ward Executive Officer	Mwigobero
9	Petty business	Trade Officer, Community Development Officer, Ward Executive Officer	Nyamatare
9	Poultry Farming	Community Development Officer, Agricultural and Livestock Officer, Ward Executive Officer	Mwisenge, Nyasho

10	Resting Gardens	Tourist Officer, Community Development Officer, Ward Executive Officer	Nyamatare
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### TARIME DISTRICT COUNCIL

S/N	Income Generating Activity (IGA)	Resource person who can support the IGA	Location of IGA (Ward)
1	Growing sweet potatoes	Agriculture and extension officers	Mwema, Binagi, Gwitirio
2	Growing maize	Agriculture and extension officers	Mwema, Gwitirio
3	Animal keeping (goats, cattle, etc.)	Agriculture and extension officers	Mwema, Binagi
4	Growing trees for timber	Agriculture and extension officers	Mwema
5	Horticulture	Community Development Officer, Agricultural Officer	Gwitirio
6	Petty Businesses	Trade Officer, Community Development Officer	Mwema
7	Retailing construction materials	Trade Officer, Community Development Officer, Mining Officers	Binagi
8	Indigenous chicken farming	Agricultural Officer, Community Development Officer, Ward Executive Officer	Gwitirio

## Annex E: Cumulative Savings and Lending

### CUMULATIVE SAVINGS AND LENDING FY19Q1 FOR KARATU DISTRICT

Council	Ward	# Groups	# Members			# OF CAREGIVERS OF ADOLESCENT GIRLS	VALUE OF SAVINGS IN THIS QUARTER	CUMULATIVE VALUE OF SAVINGS	# LOANS IN THIS QUARTER	VALUE OF LOANS IN THIS QUARTER	CUMULATIVE # OF LOANS IN THIS QUARTER	CUMULATIVE VALUE OF LOANS
			M	F	TOTAL							
Karatu DC	Baray	17	72	374	446	90	16,793,500	63,853,500	240	30,445,000	1,075	112,260,000
Karatu DC	Endabash	6	56	115	171	21	7,475,500	9,820,500	128	12,170,000	185	15,080,000
Karatu DC	Endamaghan	5	19	119	138	33	2,914,000	3,333,000	75	3,620,000	77	3,680,000
Karatu DC	Endamarariiek	11	74	203	277	72	9,829,500	41,442,500	219	15,710,700	551	56,780,550
Karatu DC	Ganako	7	42	142	184	59	13,675,112	20,849,112	172	26,654,150	278	35,947,950
Karatu DC	Mang'ola	8	29	119	148	38	5,784,000	8,234,000	112	10,443,000	135	12,448,000
Karatu DC	Mbulumbulu	23	123	423	546	207	27,948,000	50,974,000	657	64,861,500	979	110,502,000
Karatu DC	Qurus	12	55	248	303	83	14,625,000	46,802,500	190	21,523,650	521	67,855,050
Karatu DC	Rhotia	8	55	105	160	60	6,230,400	8,281,400	156	11,405,200	197	12,727,700
<b>TOTAL</b>	<b>9</b>	<b>97</b>	<b>525</b>	<b>1,848</b>	<b>2,373</b>	<b>663</b>	<b>105,275,012</b>	<b>253,590,512</b>	<b>1,949</b>	<b>196,833,200</b>	<b>3,998</b>	<b>427,281,250</b>

## CUMULATIVE SAVINGS AND LENDING FY19Q1 FOR MUSOMA DC

Council	Ward	# Groups	# Members			# OF CAREGIVERS OF ADOLESCENT GIRLS	VALUE OF SAVINGS IN THIS QUARTER	CUMULATIVE VALUE OF SAVINGS	# LOANS IN THIS QUARTER	VALUE OF LOANS IN THIS QUARTER	CUMULATIVE #OF LOANS IN THIS QUARTER	CUMULATIVE VALUE OF LOANS
			M	F	TOTAL							
Musoma DC	Bukumi	8	42	93	135	30	4,782,000	4,961,000	49	5,505,000	52	5,640,000
Musoma DC	Ifurifu	1	10	20	30	7	182,000	182,000	19	1,300,000	19	1,300,000
Musoma DC	Makojo	4	31	51	82	18	1,296,000	1,649,000	53	2,548,500	60	2,993,500
Musoma DC	Mugango	9	42	139	181	43	5,978,000	6,621,000	53	3,219,000	61	3,539,000
Musoma DC	Musanja	6	55	81	136	40	4,278,000	4,355,000	60	2,535,000	60	2,535,000
Musoma DC	Nykatende	8	63	123	186	37	1,895,000	5,834,000	143	8,389,000	250	11,640,000
Musoma DC	Nyamrandirira	15	134	240	374	95	12,015,500	19,323,502	120	7,825,150	182	13,991,150
Musoma DC	Nyegina	4	8	57	65	49	2,131,000	2,246,000	44	2,353,000	50	2,468,000
Musoma DC	Rusoli	3	18	38	56	20	3,283,300	3,613,300	25	1,489,000	29	1,729,000
<b>TOTAL</b>		<b>58</b>	<b>403</b>	<b>842</b>	<b>1,245</b>	<b>339</b>	<b>35,840,800</b>	<b>48,784,802</b>	<b>566</b>	<b>35,163,650</b>	<b>763</b>	<b>45,835,650</b>

## CUMULATIVE SAVINGS AND LENDING FY19Q1 FOR MUSOMA MC

Council	Ward	# Groups	# Members			# OF CAREGIVERS OF ADOLESCENT GIRLS	VALUE OF SAVINGS IN THIS QUARTER	CUMULATIVE VALUE OF SAVINGS	# LOANS IN THIS QUARTER	VALUE OF LOANS IN THIS QUARTER	CUMULATIVE #OF LOANS IN THIS QUARTER	CUMULATIVE VALUE OF LOANS
			M	F	TOTAL							
Musoma MC	Buhare	9	47	216	263	42	12,381,200	13,767,600	99	10,630,185	160	11,808,185
Musoma MC	Bweri	6	18	127	145	74	4,299,300	4,530,300	82	2,034,200	87	2,108,200
Musoma MC	Iringo	0	0	0	0	0	-	-	-	-	-	-
Musoma MC	Lwamlimi	0	0	0	0	0	-	282,000	-	-	14	265,000
Musoma MC	Makoko	11	72	245	317	66	14,297,600	16,329,600	117	10,205,800	201	12,484,300
Musoma MC	Mwigobero	5	11	119	130	56	10,011,000	15,004,000	58	5,913,150	172	10,158,250
Musoma MC	Mwisenge	11	25	291	316	101	9,801,500	12,101,500	314	18,722,400	578	22,496,900
Musoma MC	Nyamatare	10	54	246	300	86	15,203,000	19,501,000	133	10,759,350	332	15,751,250
Musoma MC	Nyasho	0	0	0	0	0	-	-	-	-	-	-
<b>TOTAL</b>	<b>9</b>	<b>52</b>	<b>227</b>	<b>1,244</b>	<b>1,471</b>	<b>425</b>	<b>65,993,600</b>	<b>81,516,000</b>	<b>803</b>	<b>58,265,085</b>	<b>1,544</b>	<b>75,072,085</b>

## CUMULATIVE SAVINGS AND LENDING FY19Q1 FOR TARIME DC

Council	Ward	# Groups	# Members			# OF CAREGIVERS OF ADOLESCENT GIRLS	VALUE OF SAVINGS IN THIS QUARTER	CUMULATIVE VALUE OF SAVINGS	# LOANS IN THIS QUARTER	VALUE OF LOANS IN THIS QUARTER	CUMULATIVE # OF LOANS IN THIS QUARTER	CUMULATIVE VALUE OF LOANS
			M	F	TOTAL							
Tarime DC	Binagi	6	74	97	171	29	2,756,000	5,213,000	37	4,720,000	73	6,500,000
Tarime DC	Gwitiryo	7	51	120	171	34	3,468,500	5,108,000	42	2,510,000	80	4,276,000
Tarime DC	Mwema	7	42	117	159	20	3,453,500	5,075,500	96	5,636,000	181	8,627,500
<b>Sub total</b>	<b>3</b>	<b>20</b>	<b>167</b>	<b>334</b>	<b>501</b>	<b>83</b>	<b>9,678,000</b>	<b>15,396,500</b>	<b>175</b>	<b>12,866,000</b>	<b>334</b>	<b>19,403,500</b>