

# ***2014 ANNUAL REPORT KIJANA CHAGUA MAISHA PROJECT***



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

***Project Title:*** Kijana Chagua Maisha Project

***Project Number:*** 7021

***Project Period:*** 3 years

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**Important changes in the context**

There are no concrete changes in the context within this reporting period.

**Important changes within the organization**

Michael Leen, a Maryknoll Lay Missioner from the United States of America, joined the organization in May 2014. He is heading the new Young Mothers Group Enterprise project (see Section 3.6.1) within the Entrepreneurship Department. This project is consistent with the economic empowerment strategy for young mothers and is a continuation after computer training. Michael brings academic and professional experience in business management and marketing, and his salary and benefits are funded 100% by his U.S.-based employer, Maryknoll Lay Missioners, and he intends to live and work with EBLI in Tanzania until at least May 2017.

**Note**

The organization has a child protection policy and financial system in place, and is operating from a three-year strategy as stipulated in the proposal document.

## LIST OF ACTIVITIES OF THE YEAR 2014

**TABLE 1.0: INDICATES THE LIST OF ACTIVITIES.**

PLANNED ACTIVITIES (PER LOGFRAME)	IMPLEMENTED ACTIVITIES	COMMENTS/REASONS FOR DEVIATIONS/ADJUSTMENTS
<b>Result 1.1</b> Increased awareness and knowledge among youth on their fundamental rights and sexual reproductive health.		
<b>A 1.1:</b> Conduct 30 trainings for 2 days each to approximately 1,500 students on the reproductive health rights, policies and laws that facilitate adolescents’ reproductive health development (500 Form I students per year).	We conducted <b>10 legal trainings</b> to a total number of <b>518 (F265, M253) students</b> from Mahina, Mhandu, Bugarika, Mapango, Mtoni, Igogo, Nyasaka, Igelegele, Kangaye and Nundu secondary schools.	-During the trainings evaluation, <b>518 (F265, M253) students</b> gained knowledge and understanding of sexual reproductive health information and rights.
		-During monitoring visits, the data shows that; <b>41 out of 41 students</b> interviewed comments that there is an increase of awareness and knowledge among youth on their fundamental rights and sexual reproductive health information.
		-During monitoring visits, the data shows that; <b>6 out of 6 patron/matron teachers</b> interviewed comments that approximately <b>20 students</b> in their schools they were able to change due to the workshops provided by <b>EBLI</b> on the rights of the children, sexual offences, and adolescents sexual reproductive health, hence they became conscious of their body, age, and their life at large. These legal trainings supported many students especially those from Kijana Chagua Maisha Clubs to learn how to stand alone in whatever situation they face in order to change their behaviors.
		-We reached our target <b>100%</b> . However we faced the challenge of members of Kijana Chagua Maisha from Form II to IV interfering while the trainings were proceeding. This caused sessions to begin late due to the re-registering of the Form II students’ members and also made other members withdraw from the club. It was necessary to plan on how to conduct school trainings without making other members feel that they are being left out.
<b>Result 2.1:</b> Young people able to choose and maintain a healthy lifestyle, avoiding casual sexual behavior patterns, which put them at risk of pregnancy, and dropping out of school.		

<p><b>A 2.1:</b> Conduct 30 BCP workshops for 2 days each to 1,500 students, and 3 leadership workshops to 90 Kijana Chagua maisha leaders and 60 school teachers/ club patrons by the end of 2016 (each year we will conduct 10 BCPs, 1 leadership workshop to 30 leaders and 20 teachers).</p>	<p>We conducted <b>10 BCP trainings</b> to a total number of <b>520 (261F, 259M) students</b> from Nundu, Nyasaka, Bugarika, Igelegele, Mapango, Mahina, Mhandu, Igogo, Kangaye and Mtoni Secondary schools.</p>	<p>-Knowledge and awareness created among <b>520 students</b>. After the trainings most of the students preferred to prioritize their academic activities as opposed to sexual activities. In our latest BCP trainings in Mtoni, Kangaye, Igogo and Mhandu secondary school, a post survey indicated that <b>124 out of 200 students</b> chose abstinence and <b>3 students</b> chose to practice safe sex.</p> <p>-There was a slight <b>increase</b> of attendance as some Kijana Chagua Maisha members from the upper classes snuck in.</p> <p>-During monitoring visits, the data shows that <b>36 out of 41 students</b> interviewed chose to maintain a healthy lifestyle, avoiding casual sexual behaviour patterns which put them at risk of pregnancy, and dropping out of school. Also, <b>patron/matron teachers out of 6</b> interviewed observed the same.</p>
<p><b>A 2.3:</b> To construct 5 bulletin boards in 5 schools to disseminate update information on sexuality.</p>	<p>We managed to construct <b>5 bulletin boards</b> and mounted them to the <b>5 remaining targeted schools</b> such as Igelegele, Nyasaka, Mapango, Bugarika and Igogo secondary schools.</p>	<p>-Most of the students become aware of rape, sexual harassments, stress management, and managing peer pressures due to their participation in answering the article questions, and advising the victims of rape and sexual harassment, and stress management especially at the end of their relationships.</p>
	<p><b>230 articles out of 240 articles</b> were printed and distributed to the <b>10 targeted schools</b> of Nundu, Kangaye, Nyasaka, Mapango, Igogo, Mtoni, Mhandu, Mahina, Igelegele and Bugarika secondary schools.</p>	<p>-During monitoring visits, the data shows that <b>1,747 students</b> responded to the articles written through answering the questions asked, or comments on the articles written.</p> <p>-<b>38 out of 41 students</b> interviewed responded that article dissemination in schools helps them to change their behavior (this data was contributed during the monitoring visits).</p>
<p><b>Result 2.2:</b> Young people taking up leadership positions in schools and in their clubs.</p>		
<p><b>A 2.1:</b> Conduct 3 leadership workshops to 90 Kijana Chagua maisha leaders and 60 school</p>	<p>We conducted <b>1 leadership workshop</b> for 2 days to a total number of <b>44 participants: 19 (F5, M14) patron/matrons/teachers</b> and <b>25 (F15, M10)</b></p>	<p>The participants formed a planning committee comprised of <b>5 teachers and students</b> aimed at assisting EBLI in implementing the Kijana Chagua Maisha Clubs in schools.</p>

teachers/ club patrons by the end of 2016 ( <b>each year we will conduct one leadership workshop to 30 leaders and 20 teachers</b> ).	<b>leaders</b> . from Kijana Chagua Maisha Club.	-Participants gained knowledge and skills on participatory approaches facilitations, leaderships and group management such as how to conduct group work sessions, role plays and collaboration in session's preparation between teachers and the students' schools.
<b>A 2.2:</b> To host 15 school competitions to showcase students talents and raise awareness on prevention of teen pregnancies 2 for 1 <sup>st</sup> quarters and one competition each for remaining quarter.	We conducted <b>5 school competitions at 10 schools</b> namely, Igogo, Kangaye, Mtoni, Nyasaka, Igelegele, Bugarika, Mapango, Mahina, Muhandu and Nundu secondary school to total number of <b>5,232 (F2,663 and M2,569) students</b> .	<b>-5,232 (F2,663 and M2,569)</b> students increased awareness on sexual patterns, specifically on causes and effects of having unprotected sex among students.
<b>Result 3.1:</b> Young mothers able to provide for their daily livelihood through self-employment or initial employment.		
<b>A.3.1:</b> Recruit and conduct basic computer literacy lessons to <b>300</b> deserving young mothers :( introduction to computers, ms word, ms publisher, ms excel, Ms PowerPoint, ms access, and internet & email) for <b>4 months</b> each intake.	Recruited and conduct basic computer trainings for 100 (41 young mothers from the 1 <sup>st</sup> batch and 59 from the 2 <sup>nd</sup> batch).	<b>-96 young mothers graduated</b> from computer literacy training. After graduating the young mothers began entrepreneurship and group enterprise training led by Maryknoll Lay Missioner and EBLI volunteer, Michael Leen. Additionally, each young mother was introduced to LULU project carried out by SMA lay missionary for ongoing formation on youth related education, entrepreneurship and group enterprise lessons.
<b>Result 3.2</b> Enhanced employability knowledge and skills.		
<b>A.3.2:</b> Conduct 6 entrepreneurship and behaviour change process trainings for 300 young mothers for 3 days each.	Conducted <b>2 behaviour change process trainings</b> for one day each and <b>31 sessions of entrepreneurship and group enterprise training</b> for a total of <b>96 young mothers</b> .	<b>-96 young mothers</b> were equipped with computer and business skills, <b>9%</b> of whom are employed, <b>43%</b> are self-employed and <b>49%</b> remain without work. -Business plans for <b>9</b> group enterprises were written. <b>-15</b> young mothers are operating a mobile pushcart business selling soda and snacks, <b>10</b> young mothers received short-term employment and <b>3</b> young mothers received equipment to help start or expand restaurant businesses (via Pepsi).
<b>R. 3:3:</b> Trained mothers able to resist unwanted sexual advances including material induced sex. This will be depicted during evaluation process where by verifiable data will be collected from primary source that is young mothers themselves and community members.		

# DESCRIPTION OF ACTIVITIES FOR THE YEAR 2014

This annual year report provides an overview of the activities of the Kijana Chagua Maisha project in 2014. It describes achievements, challenges and lessons learned during the process of project implementation. The major planned activities carried during this period of the year include: mounting bulletin boards in five schools (Igelegele, Bugarika, Mapango, Igogo and Nyasaka secondary schools), article dissemination, school competitions (to all students in the targeted schools), BCP and legal trainings in schools to Form I students (from ten (10) secondary schools, which include Nundu, Mahina, Nyasaka, Bugarika, Igelegele, Mapango, Mhandu, Igogo, Kangaye and Mtoni), and young mother computer and entrepreneurship trainings. The goal of the project is to contribute to decreased number of girls who drop out of school due to pregnancy and increase the number of young mothers that acquire employment/self employment by 2016.

## **THE SPECIFIC OBJECTIVES OF THESE ACTIVITIES INCLUDE:**

- *To support 500 youth to be better organized to actively know and demand their rights with special emphasis on the prevention of teen pregnancy and infringement of Sexual Reproductive Health & Rights (SRH&R) by 2014.*
- *To strengthen 500 young people with the necessary skills needed to choose and maintain a healthy lifestyle, avoiding casual sexual behavior patterns which put them at risk of pregnancy and dropping out of school by 2014.*
- *To empower 100 young mothers with computer and job related skills and passion for entrepreneurship so as to reduce joblessness, dependency, and related social, psychological and financial problem by 2014.*

## **A: 1.1 CONDUCT 30 TRAININGS FOR 2 DAYS EACH TO APPROXIMATELY 1,500 STUDENTS ON THE REPRODUCTIVE HEALTH RIGHTS, POLICIES AND LAWS THAT FACILITATE ADOLESCENTS' REPRODUCTIVE HEALTH DEVELOPMENT (500 FORM I STUDENTS PER YEAR).**

In 2014, Legal Department conducted **10** trainings for **2** days to **Form I** students on their reproductive health rights, policies and laws that facilitate adolescents' reproductive health development. These trainings were held with the 10 targeted secondary schools (Nundu, Kangaye, Nyasaka, Mtoni, Mhandu, Igelegele, Mapango Bugarika, Igogo and Mahina) of Ilemela and Nyamagana Districts in Mwanza Region. These trainings aimed at supporting 500 youth to be better organized to actively know and demand their rights with special emphasis on the prevention of teen pregnancy and infringement of SRH&R by 2014.



### LEGAL TRAININGS METHODOLOGY

Trainings targeted 500 students (10 schools, 50 students per school) who are members of Kijana Chagua Maisha Club (KCMC). Topics focused on policies and laws related to adolescents' SRH&R. Lecturing, plenary questions, focused group discussions and role play methods of facilitation were used during the trainings.

### LEGAL TRAININGS RESULT

Legal training reached a total of **518** students (**F265, M253**). The participants gained knowledge and understanding on SRH&R through active participation in focused group work, role play and class discussions.

**TABLE 1.1 INDICATES THE NUMBER OF STUDENTS ATTENDING LEGAL TRAININGS PER SCHOOL**

<i>SCHOOLS</i>	<i>FEMALE</i>	<i>MALE</i>	<i>TOTAL</i>
<i>Mtoni secondary</i>	25	25	50
<i>Igogo secondary</i>	25	25	50
<i>Nyasaka secondary</i>	28	22	50
<i>Igelegele secondary</i>	27	23	50
<i>Kangaye secondary</i>	26	24	50
<i>Nundu secondary</i>	21	35	56
<i>Mahina secondary</i>	28	22	50
<i>Mhandu secondary</i>	22	31	53
<i>Bugarika secondary</i>	23	28	51
<i>Mapango secondary</i>	40	18	58
<b>GRAND TOTAL</b>	<b>265</b>	<b>253</b>	<b>518</b>

### LEGAL TRAININGS CHALLENGES

- *Interference from members/students during the sessions caused delays in the training agenda.*

### LEGAL TRAININGS LESSONS LEARNED

- *Legal trainings are fundamental for the students to be able to understand their SRH&R.*
- *Most of the students were not aware of their SRH&R because there is no opportunity in school or at home to learn; consequently, many were eager to access more information.*

**A: 2.1 CONDUCT 30 BCP WORKSHOPS FOR 2 DAYS EACH TO 1,500 STUDENTS BY THE END OF 2016 (EACH YEAR WE WILL CONDUCT 10 BCP WORKSHOPS).**

In 2014, Behaviour Change Process (BCP) Department conducted **10** BCP trainings for **2** days to **Form I** students who are members of KCMC at Nundu, Mahina, Igelegele, Nyasaka, Bugarika, Mapango Mhandu, Igogo, Kangaye and Mtoni secondary schools. The workshops were facilitated by the two part time facilitators with strong background on behaviour change process to peers.

## BCP TRAINING METHODOLOGY

BCP involves youth to participate fully in 3 stages of learning through focused group discussions, story telling, and role play:

1. *Know and accept the present reality (behavior)*
2. *Choose and commit self to a possible new behavior*
3. *Act!*

Each stage has a series of guide questions used for discussion. For example:

- *What is life like these days for young people?*
- *Why do boys and girls have sex before marriage?*
- *What does the term “safe sex” mean to you?*
- *What are the important things in your life?*
- *What choice will give you the life you want?*
- *What will you do if life starts to get too hard?*

## BCP TRAINING RESULTS

BCP trainings reached a total of **520** students (**261** female, **259** male). After the trainings, students elected office bearers democratically to run KCMC for one year as a post-training support group and a positive peer pressure instrument.

**TABLE 2.1 INDICATES THE NUMBER OF STUDENTS WHO ATTENDED TRAININGS PER SCHOOL**

<i>SCHOOL</i>	<i>FEMALE</i>	<i>MALE</i>	<i>TOTAL</i>
<i>NUNDU SECONDARY</i>	18	32	50
<i>MAHINA SECONDARY</i>	23	27	50
<i>NYASAKA SECONDARY</i>	45	27	72
<i>BUGARIKA SECONDARY</i>	21	25	46
<i>IGELEGELE SECONDARY</i>	18	31	49
<i>MAPANGO SECONDARY</i>	33	20	53
<i>MUHANDU SECONDARY</i>	23	27	50
<i>IGOGO SECONDARY</i>	27	23	50
<i>KANGAYE SECONDARY</i>	25	25	50
<i>MTONI SECONDARY</i>	28	22	50
<i>GRAND TOTAL</i>	<b>261</b>	<b>259</b>	<b>520</b>

Students gained knowledge and understanding of all 3 stages of BCP and associated topics covered. This was evidenced by strong student participation and contributions made in every stage of the process. Students were able to pinpoint their new reality, and committed themselves to be responsible, respect one another, engage in positive peer pressure groups, pursue their goals, strive for creativity and innovation, read and watch life-giving things, choose friends with a positive attitude, and negotiate for safe sex.



## BCP TRAINING LESSONS LEARNED

- *Engaging patrons/matrons in workshop preparation ensures a greater degree of success.*
- *Time management from patron/matrons/facilitators is vital for workshop implementation.*
- *Student-friendly methods of facilitation enable students to participate and share their stories and experiences on sexuality, and helps build self-esteem, self-awareness, and self-confidence.*

**A: 2.1 CONDUCT 3 LEADERSHIP WORKSHOPS TO 90 KIJANA CHAGUA MAISHA LEADERS AND 60 SCHOOL TEACHERS/ CLUB PATRONS BY THE END OF 2016 (EACH YEAR WE WILL CONDUCT ONE LEADERSHIP WORKSHOP TO 30 LEADERS AND 20 TEACHERS).**

EBLI conducted two-day training for KCMC leaders and their patrons/matrons from 10 secondary schools on 23-24 May 2014. The workshop was attended by **44** participants (**M24 and F20**). Patrons/matrons totaled **19** and students **25**. The workshop aim was to strengthen the leadership skills of the participants and introduce them to participatory approaches in group facilitation.

**TABLE 2.2 SHOWS THE NAMES AND TITLES OF CLUB LEADERS ELECTED PER SCHOOL.**

<b>SCHOOLS</b>	<b>CHAIRPERSON</b>	<b>VICE CHAIRPERSON</b>	<b>SECRETARY</b>
<i>NUNDU SECONDARY</i>	<i>Zafarani Juma</i>	<i>RajabuRamadhani</i>	<i>Kelvin Calos</i>
<i>MAHINA SECONDARY</i>	<i>Maxwell Patrick (Form I)</i>	<i>Hilda George</i>	<i>Said Rashid</i>
<i>NYASAKA SECONDARY</i>	<i>YahyaHembula</i>	<i>Lucia Elisha</i>	<i>Emmanuel Fransis and Celina Gerald</i>
<i>BUGARIKA SECONDARY</i>	<i>Simion Daniel</i>	<i>FadhiraSalumu</i>	<i>James Silvanus</i>
<i>IGELEGELE SECONDARY</i>	<i>Elisha Daudi</i>	<i>Peter Juma</i>	<i>Neema Paulo</i>
<i>MAPANGO SECONDARY</i>	<i>AbdallahNassor</i>	<i>JescarKilian</i>	<i>Neema Charles</i>
<i>MUHANDU SECONDARY</i>	<i>Dickson Enosi</i>	<i>Agnes Juma</i>	<i>Amani Ezekiel</i>
<i>IGOGO SECONDARY</i>	<i>Eva John</i>	<i>AdiaIbrahimu</i>	<i>Evarist Clement</i>
<i>KANGAYE SECONDARY</i>	<i>Esther Steven</i>	<i>Magreth Antony</i>	<i>AcreyMatemba</i>
<i>MTONI SECONDARY</i>	<i>Benjamin Augustino</i>	<i>SaidaRamadhani</i>	<i>DhuhuraSelemani</i>

The leaders and patrons/matrons discovered that role play, group work, question and answer sessions, case studies, play, stories and problem-posing approaches are better at tackling an issue as opposed to lecturing. People/students are not empty vessels to be filled, but a fire to be lit.

At the end of the workshop, it was decided to form a planning committee comprised of 5 teachers and 5 students that will assist EBLI in implementing KCMC in schools. Finally, each school was given a football, and the teachers were given branded caps and pens, courtesy of the partnership EBLI has formed with Pepsi.

**A: 2.2 HOST 5 SCHOOL COMPETITIONS TO SHOWCASE STUDENTS' TALENTS AND RAISE AWARENESS ON PREVENTION OF TEEN PREGNANCIES 2 FOR 1<sup>ST</sup> QUARTER AND ONE COMPETITION EACH FOR REMAINING THE QUARTERS.**

From July to October 2014, EBLI held **5** competitions from the **10** targeted schools of Mtoni, Nyasaka, Mahina, Bugarika, Mapango, Kangaye, Igogo, Igelegele, Muhandu and Nundu secondary schools and reached a total number of **5,232** students (host school **4,365**; participating schools **867**). The school competition activities included debate, singing and dancing, poem, role play, fashion show, football and netball. Competitions showcased students' talents and raised awareness of teen pregnancy. These school competitions were facilitated by Mr. Okala Philbert (volunteer from EBLI) and Jumanne Cheni (part-time facilitator).

**SCHOOL COMPETITION METHODOLOGY**

Inter-school competitions were participatory in nature and involved patron/matron teachers and students in the planning and implementation stages. Students were given time to group themselves and prepare for the events according to their talents. Apart from the members of KCMC who participated, all students from the host school had an opportunity to attend, whereas only **100** students per school from the competing schools were transported by EBLI.

**SCHOOL COMPETITION RESULTS**

Inter-school competition reached **5,232** (Female **2,663**; Male **2,569**) students from the targeted schools.

**TABLE 2.3 INDICATES THE NUMBER OF STUDENTS REACHED DURING THE COMPETITIONS.**

<i>Name of the host schools</i>	<i>Number of students attended</i>		<i>Grand Total</i>	<i>Name of the participating schools</i>	<i>Number of the students attended</i>		<i>Grand Total</i>
	<i>Female</i>	<i>Male</i>			<i>Female</i>	<i>Male</i>	
<i>NYASAKA SEC</i>	<i>380</i>	<i>423</i>	<i>803</i>	<i>MTONI SEC</i>	<i>203</i>	<i>164</i>	<i>367</i>
<i>KANGAYE SEC</i>	<i>304</i>	<i>249</i>	<i>553</i>	<i>IGOGO SEC</i>	<i>50</i>	<i>50</i>	<i>100</i>
<i>IGELEGELE SEC</i>	<i>335</i>	<i>378</i>	<i>713</i>	<i>NUNDU SEC</i>	<i>51</i>	<i>49</i>	<i>100</i>
<i>KANGAYE SEC</i>	<i>304</i>	<i>249</i>	<i>553</i>	<i>IGOGO SEC</i>	<i>50</i>	<i>50</i>	<i>100</i>
<i>MHANDU SEC</i>	<i>345</i>	<i>424</i>	<i>769</i>	<i>MAPANGO SEC</i>	<i>50</i>	<i>50</i>	<i>100</i>
<i>MAHINA SEC</i>	<i>538</i>	<i>436</i>	<i>974</i>	<i>BUGARIKA SEC</i>	<i>53</i>	<i>47</i>	<i>100</i>
<b><i>TOTAL</i></b>	<b><i>2,206</i></b>	<b><i>2,159</i></b>	<b><i>4,365</i></b>	<b><i>TOTAL</i></b>	<b><i>457</i></b>	<b><i>410</i></b>	<b><i>867</i></b>

During the competitions, most of the students increased awareness on risk taking behaviours that lead to students dropping out of school. For example, the role play presented by students from Igelegele indicated that most students get pregnant because of peer groups, admiring what they can not afford, desire to try sex, spending much time on the internet and phones, and lack of discipline among teachers. Students concluded avoidance of risky behaviours is the best approach.

#### **SCHOOL COMPETITION CHALLENGES**

- *Venue limitations made it difficult to accommodate the large number of students.*
- *Geographical location of the schools imposes significant transportation challenges.*

#### **SCHOOL COMPETITION LESSONS LEARNED**

- *Teacher cooperation during event preparation is critical for success.*
- *Tents are needed to shelter participants from both rain and extreme heat.*
- *Students have many talents which are beautifully displayed during events such as these.*

#### **A: 2.3 CONSTRUCT 5 BULLETIN BOARDS IN 5 SCHOOLS TO DISSEMINATE AND UPDATE INFORMATION ON SEXUALITY.**

Throughout 2014, EBLI constructed and mounted **5** bulletin boards in **5** schools (Nyasaka, Igelegele, Igogo, Bugarika and Mapango) Additionally, **230** articles (out of 240) were printed and distributed to **10** targeted schools of Nundu, Kangaye, Nyasaka, Mapango, Igogo, Mtoni, Mhandu, Mahina, Igelegele and Bugarika. Articles distributed included were case studies or stories covering the challenges faced by the students/youth during their adolescent stage. Some of the stories were about sexual harassment, rape, gender violence, conflict resolution management skills, stress management and the art of decision making.

#### **ARTICLES METHODOLOGY**

EBLI leveraged content from the LULU Project manual to distribute sexual related information to the students. Students participated by answering the questions posed and submitting their own articles on the same subject.

#### **ARTICLES RESULTS**

- **1,747** students responded to the articles written through answering the questions asked, or comments on the article written.
- **63** articles were written by students on topics such as early marriage, sexual harassment, equal rights and HIV/AIDS.
- **38** students said that article dissemination in schools help change their behaviour. The following are the students' comments on article dissemination in schools:

*"Article dissemination prevents us from engaging in sexual activities, STIs/AIDs and teen pregnancy."*

*"Article distribution educates us, made us to have a self awareness on the effects of rape, sexual harassment, unprotected sex and how to prevent ourselves from contacting STIs/AIDs."*

### ARTICLES CHALLENGES

- *Only a few students wrote original articles due to lack of writing skills and experience.*

### ARTICLES LESSONS LEARNED

- *Article dissemination is a good way to convey information to the students and makes them participate and have a common understanding on issues of sexuality. One student said, "I was not interested to read the articles but after starting reading it I gained knowledge on the effects of female genital mutilation and now I understand that female genital mutilation can cause death to the women."*
- *Students are able to discuss among themselves the solution to handle complicated situations.*
- *Articles improve students' writing skills, and create a forum for student discussion.*

### **A: 3.1 RECRUIT AND CONDUCT BASIC COMPUTER LITERACY LESSONS TO 300 DESERVING YOUNG MOTHERS (INTRODUCTION TO COMPUTERS, MS WORD/PUBLISHER/EXCEL/POWERPOINT/ACCESS, AND INTERNET AND EMAIL FOR 4 MONTHS EACH INTAKE).**

In 2014, EBLI recruited and trained **2** batches of young mothers for four months each in computer literacy and entrepreneurship. **41** young mothers were recruited for the first batch in January, and **59** for the second batch in May, totaling **100** young mothers. These trainings empower young mothers with computer and job related skills and a passion for entrepreneurship so as to reduce joblessness, dependency, and related social, psychological and financial problems.

### COMPUTER LITERACY METHODOLOGY

Recruitment involved visiting the wards of Mahina, Nyakato, Igogo, Kirumba, Nyamanoro and Mbugani and meeting with local government leadership. Prior to enrollment in computer training, each young mother was interviewed and asked to present the following documents:

- *Reference letter from the street chairperson*
- *Clinic card of the child*
- *Commitment letter from the guardian/parent*
- *Two passport size photos*
- *Completed EBLI recruitment form*

### COMPUTER LITERACY RESULTS

- ***96** young mothers graduated from computer literacy training.*
- ***6** young mothers have since been employed in different organizations as secretaries.*

### COMPUTER LITERACY CHALLENGES

- *Some young mothers failed to attend the training due to health related issues.*

### **A: 3.2 CONDUCT BCP AND ENTREPRENEURSHIP TRAINING FOR YOUNG MOTHERS**

EBLI conducted **2** workshops for **96** young mothers on BCP at EBLI premises. These workshops adopted the solutions focused approach (SFA) whereby young mothers decided topics and lead the discussion. Conversation topics included goals in life-direction, determination, discipline and dependence on God. Additionally, subjects such as HIV/AIDS, family life and life skills bubbled up. For information on entrepreneurship trainings, see ADDITIONAL ACTIVITY: YOUNG MOTHERS GROUP ENTERPRISE.

#### **BCP CHALLENGES**

- *Some young mothers came with children which limited their ability to full participate.*

#### **BCP LESSONS LEARNED**

- *SFA is a useful tool for inciting positive lifestyle changes.*

### **ADDITIONAL ACTIVITY: YOUNG MOTHERS GROUP ENTERPRISE**

Young Mothers Group Enterprise was initiated in June 2014 and is managed by Michael Leen, a Maryknoll Lay Missioner from the United States of America. Leveraging his academic (M.B.A.) and professional backgrounds in business management and marketing, Michael leads Young Mothers Group Enterprise, a follow-up program for all young mothers who have graduated from EBLI computer training. The objective is to help young mothers learn the basics of entrepreneurship, the process of staring and running a successful group enterprise, and then implement.

#### **YOUNG MOTHERS GROUP ENTERPRISE METHODOLOGY**

There are four parts to the curriculum: (1) choosing the business, (2) planning the business, (3) managing the business and (4) inter-group associations. Part One is taught in a large group setting with an entire batch of young mothers. Parts Two and Three are instructed at the group enterprise level, allowing for more personalized coaching depending upon the business chosen and the ability of each group member. Part Four will be enacted once several group enterprises are operating.

#### **YOUNG MOTHERS GROUP ENTERPRISE RESULTS**

Since May, **31** sessions were conducted on business management, resulting in the following:

- ***96** young mothers were taught the basics of entrepreneurship and the process of establishing and managing a successful group enterprise.*
- *Business plans for **9** group enterprises have been written by **73** young mothers. Specific businesses include: restaurant (3), salon (2), event decorating (1), tailoring (1), livestock (1), and clothing (1).*
- *Following computer and entrepreneurship trainings, a phone survey revealed that **9%** of these young mothers are employed, **43%** are self-employed and **49%** remain without work.*

Additionally, EBLI formed a partnership with the local Pepsi bottling plant, which resulted in:

- *15 young mothers purchased four crates (96 bottles) of soda each and received a Pepsi-branded pushcart allowing them to operate a mobile, entrepreneurial business selling soda and other fast-moving items (e.g. chips, peanuts, mobile phone vouchers). Total investment for the young mother: USD 34. Time to recoup investment: < 10 days. Value of the pushcart given to the young mother: USD 212.*
- *10 young mothers received short-term employment selling Pepsi beverages at highly-trafficked local events (e.g. two-month long Mayor's Cup soccer competition). Average wage earned by each young mother in just four hours: USD 3.45. Average daily income per full work day for a Tanzanian: USD 2.19.*
- *3 young mothers purchased five crates (120 bottles) of soda each and received a Pepsi-branded table, chairs, umbrella and cooler that the young mothers are using to establish or expand restaurant businesses. Value of the equipment given to the young mother: USD 61.*

#### **YOUNG MOTHERS GROUP ENTERPRISE CHALLENGES**

- *The ills of poverty (sickness, poor housing, and environment) and having a child to raise create significant hurdles for these young mothers in running income-generating activities.*

#### **YOUNG MOTHERS GROUP ENTERPRISE LESSONS LEARNED**

- *Continue to help the young mothers accomplish their goals, be they entrepreneurial or employment oriented.*

#### **PARTNER PLATFORM MEETINGS/TRAININGS/WORKSHOPS ATTENDED**

In 2014, EBLI attended 3 partner platform meetings organized by tdh.ch national office (Mr. Nyambajo and Hamis) involving the partner organizations of NELICO, KIVULINI, WADADA CENTRE, MUVIMAWAKA, HUMULIZA, EBLI, and KIVIDEA. During these meetings, participants gained knowledge and understanding on psychosocial support (PSS), youth participation, SFA, monitoring, evaluation and documentation. Partners formed a network (HAMASA), which will work closely with tdh.ch to highlight advocacy issues before or during future partner platforms.

#### **SFA TRAININGS**

Two EBLI staff members were pleased to attend the 1<sup>st</sup> and 2<sup>nd</sup> SFA modules organized by TDH and facilitated by the SFA expert Lucy Elias from WADADA, Lightness Mchungu from HUMULIZA and Thabi Saninabe (youth coordinator from Zimbabwe). SFA trainings brought together 21 participants from HUMULIZA, NELICO, EBLI, KIVULINI, WADADA CENTRE, MUVIMAWAKA and WDVPO, aiming to build the capacity of each organization's SFA capabilities. Participants were awarded a SFA practitioner certificate.



## ***DONOR/OTHER ORGANIZATION VISITS.***

EBLI had the pleasure of being visited **3** times by **tdh.ch** in 2014. The visits aimed at giving project feedback, reviewing project details, and visiting fieldwork. Frequent visits by the donor partner encourages project implementers.

***TABLE EXPLAINING EACH OF THE TDH DONOR VISITS IN DETAIL***

<b><i>MEETING DATES</i></b>	<b><i>NUMBER OF TDH REPRESENTATIVE IN ATTENDANCE</i></b>	<b><i>NUMBER OF EBLI REPRESENTATIVE IN ATTENDANCE</i></b>	<b><i>MEETING AGENDAS/ITEMS/ACTIVITIES</i></b>	<b><i>MEETING RESULTS</i></b>
<i>6<sup>th</sup> March 2014</i>	<i>4 (Mr. Markus and Catherine from BASEL, and Mr. Constantine Nyambajo and Mr. Hamis Mbekenga from Tanzania TDH National coordination office)</i>	<i>5 (EBLI Board Chairperson Marga Van Barschot Bernard Makachia executive Director, Rose Edward the project manager and Lucy Metha the accountant)</i>	<i>Project feedback, reviewing of the project and visiting the field work.</i>	<i>The donor visited at Nyasaka secondary school where BCP training was being conducted.</i>
<i>13rd Aug 2014</i>	<i>2 (Mr. Constantine Nyambajo and Mr. Hamis Mbekenga from Tanzania TDH National coordination office)</i>	<i>5(Bernard Makachia executive Director, Rose Edward the project manager and Lucy Metha the accountant) and 2volunteers (Okala Philbert and Michael Leen)</i>	<i>Verifying narrative and financial documents, and giving feedback on the half year reports.</i>	<i>The national coordinator appreciated the narrative and financial reports by saying that, "EBLI writes a very good reports because it shows how activities are done".</i>
<i>2<sup>nd</sup> September 2014</i>	<i>3 (Marcus Butler: project coordinator- Africa, Sabin Muller: youth participation coordinator and Mr.Constantine Nyambajo: national project coordinator TDH Tanzania.)</i>	<i>4 (Bernard Makachia: executive director, Michael Leen: volunteer-entrepreneurship department, Okala philbert: volunteer-BCP department and Lucy Metha- an accountant.</i>	<i>To observe the development of young mother's group entrepreneurship.</i>	<i>The donor recommends that young mother's group entrepreneurship should be sustainable by including issues that will make it run effectively.</i>

Additionally, EBLI was visited by INTERTEAM Tanzania, guests of MARYKNOLL LAY MISSIONERS, and KOICA – a Korean Agency in Tanzania with the aim of engaging international volunteers. EBLI expects to have an INTERTEAM volunteer working in its office by May 2015.

**TABLE 3.0: INDICATES THE PROGRESS TOWARDS RESULTS AND OBJECTIVES.**

OBJECTIVE	INDICATOR	PROGRESS TOWARD OBJECTIVE	PROGRESS OF INDICATORS
<i>Overall goal: To contribute to decreased number of girls who drop out of school due to pregnancy and increase the number of young mothers that acquire employment/self employment by 2016.</i>	<i>-Reduced rate of school dropout due to pregnancies and the number of Young mothers able to provide for their daily livelihood through self-employment or initial employment.</i>	<p><i>-We contributed to the decrease number of girls who drop out of school due to pregnancy from <b>38</b> pregnancy cases reported on the year <b>2013</b> to <b>18</b> pregnancy cases reported this year <b>2014</b>.</i></p> <p><i>-Out of <b>40</b> drop out cases from school reported this year, <b>18</b> cases were pregnancy cases compared to the year <b>2013</b> on which out of <b>43</b> dropout cases reported <b>38</b> cases were pregnancy cases.</i></p>	<p><i>-During monitoring visits, teachers' data from the <b>10</b> targeted schools indicated that there was no reported cases of pregnancy dropouts from <b>FORM I</b> students who were enrolled January 2014.</i></p> <p><i>-In the <b>8</b> targeted schools of Kangaye, Nundu, Mtoni, Igelegele, Mhandu, Mapango, Bugarika, and Nyasaka there were no pregnancy cases reported from the <b>FORM IV</b> class who completed their study <b>November 2014</b>. However, at Igogo secondary school <b>2</b> cases of pregnancy were reported from <b>FORM IV</b> students, one of which was discovered after <b>FORM IV</b> registered examination, hence she was permitted to sit for her final examination, but the other student was discovered before registering for her final examination, hence she did not sit for her final examination. Mahina secondary school did not return their questionnaires hence we do not have information concerning the rate of pregnancy. (Data collected during monitoring visits in schools).</i></p>

<p><b>Project objective:</b> <b>1,500</b> students empowered with Reproductive Health Education (RHE) and choose to maintain a healthy lifestyle while 300 young mothers equipped with entrepreneurship skills acquire employment/self employment by end of 2016.</p>	<p>-Increased awareness and knowledge among students on their sexual reproductive health (RHE) and increased capacity for self employment or initial employment for young mothers.</p>	<p><b>-520 (F261, M259)</b> students empowered with Reproductive Health Education (<b>RHE</b>) and <b>36</b> out of <b>41</b> students interviewed chose to maintain a healthy lifestyle. (Data collected during monitoring visits in schools).</p>	<p><b>-520 (F261, M259)</b> students increased awareness and knowledge on their sexual reproductive health.</p>
<p><b>SO 1:</b> To support 1,500 youth to be better organized to actively know and demand their rights with special emphasis on the prevention of teen pregnancy and infringement of Sexual Reproductive Health &amp; Rights (SRH&amp;R)</p>	<p>-Number of students aware of their rights.</p>	<p>-Reached a total of <b>518 (F265, M253)</b> students who organized themselves to actively know and demand their rights with special emphasis on the prevention of teen pregnancy and infringement of Sexual Reproductive Health &amp; Rights (SRH&amp;R).</p>	<p>-During monitoring visits, data showed that <b>41</b> out of <b>41</b> students commented that there is an increase of awareness and knowledge among youth on their fundamental rights and sexual reproductive health information.</p>
	<p>- Nature and number of cases of girls who demand their rights</p>	<p>-</p>	<p>-</p>

<p><b>SO 2:</b> To strengthen 1,500 young people with the necessary skills needed to choose and maintain a healthy lifestyle, avoiding casual sexual behavior patterns which put them at risk of pregnancy and dropping out of school by 2014.</p>	<p>-Increased completion rate of girls.</p>	-	<p>- Basing on the data collected during monitoring, there is an increase of girls successfully completing studies in 2014. For example, all girls from <b>Mapango</b> and <b>Igelegele</b> secondary schools completed their studies. Also, <b>46 of 49 girls</b> enrolled in <b>Mhandu</b> completed their studies. In <b>Bugarika</b>, <b>9 of 11 girls</b> completed their studies. In some schools like Mtoni and Nyasaka the data show that there was increased number of students who shifted to other schools, that is why the number of students enrolled is too high compared to the number of those who completed their studies.</p>
	<p>-Anecdotal evidence of change in sexual behavior patterns.</p>	-	<p>-Monitoring data revealed <b>that 36 out of 41</b> students chose to maintain a healthy lifestyle, avoiding casual sexual behaviour patterns, which put them at risk of pregnancy, and dropping out of school. And <b>6</b> patron/matron teachers out of <b>6</b> interviewed observed the same.</p>
<p><b>SO 3:</b> To empower 300 young mothers with computer and job related skills and passion for entrepreneurship so as to reduce</p>	<p>-Number of young mothers self employed or are having jobs (long term).</p>	<p><b>-96</b> young mothers (out of 100) graduated from EBLI computer literacy training.</p>	<p>-Following computer and entrepreneurship trainings, <b>9%</b> of these young mothers are employed, <b>43%</b> are self-employed and <b>49%</b> remain without work.</p> <p>-Business plans for <b>9</b> group enterprises were written.</p>

joblessness, dependency, and related social, psychological and financial problems.			-Through a partnership with Pepsi, <b>15</b> young mothers are operating a mobile pushcart business selling soda and snacks, <b>10</b> young mothers received short-term employment and <b>3</b> young mothers received equipment to help start or expand restaurant businesses.
<b>RESULTS</b>	<b>INDICATORS</b>	<b>PROGRESS TOWARDS RESULTS</b>	<b>PROGRESS TOWARDS INDICATORS</b>
<b>RESULT 1.1:</b> Increased awareness and knowledge among youth on their fundamental rights and sexual reproductive health	-Number of students attending the training and are aware of their rights.	- <b>100%</b> of youth trained increased their awareness and knowledge on their fundamental rights and sexual reproductive health.	- <b>518 (F265, M253)</b> students attended the trainings and are aware of their sexual reproductive health information and rights.
	-Nature and number of cases of girls who demand their rights.	-	-Due to the legal trainings conducted at the end of the year it is hard for us to get the actual data of the girls who demand their rights, hence we plan to conduct monitoring on this indicator during <b>February 2015</b> .
<b>RESULT 2.1</b> Young people able to choose and maintain a healthy lifestyle, avoiding casual sexual behavior patterns which put them at risk of pregnancy	-Reduced sexual activity and/or safe sexual practices among the students.	- <b>36</b> out of <b>41</b> students commented that they chose to maintain a healthy lifestyle, avoiding casual sexual behaviour patterns, which put them at risky of pregnancy and dropping out of schools. (Data collected from monitoring).	- <b>11</b> out of 41 students interviewed observed a decrease of sexual activity among students. (Data collected from monitoring).
	-Statistical reduction of sexually transmitted infection.		

and dropping out of school	-Percentage of students who practice safe sex/abstain from sex.		-Post-BCP survey data revealed <b>124</b> students out of <b>200</b> from Mtoni, Kangaye, Igogo and Mhandu secondary schools chose abstinence and <b>3</b> students out of <b>200</b> chose to practice safe sex.
<b>RESULT 2.2</b> Young people taking up leadership positions in schools and in their clubs.	-Number of students taking up leadership positions.	-Some of the leaders of Kijana Chagua Maisha Club were from <b>Form IV</b> , hence we need to elect new leaders from the schools with <b>Form IV</b> students leaving.	- <b>25 (F15, M10)</b> students taking up leadership positions in schools and in their clubs.
<b>RESULT 3.1</b> Young mothers able to provide for their daily livelihood through self employment or initial employment.	-Number and nature of jobs acquired.		-Following computer and entrepreneurship trainings, <b>9%</b> of these young mothers are employed.
	-Number of those self-employed		-Following computer and entrepreneurship trainings, <b>43%</b> of these young mothers are self-employed.  -Through a partnership with Pepsi, <b>15</b> young mothers are operating a mobile pushcart business selling soda and snacks, <b>10</b> young mothers received short-term employment and <b>3</b> young mothers received equipment to help start or expand restaurant businesses.



<b>RESULT 3.2</b> Enhanced employability knowledge and skills	-Results and quality of end-of-module tests		-Business plans for <b>9</b> group enterprises were written.
<b>RESULT 3.3:</b> Trained mothers able to resist unwanted sexual advances including material induced sex.	-Percentage of girls who practice safe sex/abstain from sex.	<b>-2 days</b> of BCP training were provided to <b>96 young mothers</b> following the completion of computer literacy training.	

**ANALYSIS AND ASSESSMENT OF THE PROJECT PROGRESS, LESSONS LEARNED AND CHALLENGES/POTENTIAL NEED FOR ADJUSTMENTS**

**PROJECT PROGRESS/HIGHLIGHTS IN NUMBERS**

- **518 (F 265; M 253)** students attended trainings in laws and policies that facilitate adolescents' reproductive health development.
- **520 (F 261; M 259)** students attended BCP trainings.
- **6** teachers from the 10 targeted schools who were interviewed observe positive behavior change among the students and **35** (out of 41) students interviewed observe the same.
- **5,232 (F 2,663; M 2,569)** students were reached during school competitions.
- **230** (out of 240) articles were written and distributed to all 10 targeted schools.
- **63** articles were written by the students from all the targeted schools.
- **1,747** students responded to articles written via answering questions or writing comments.
- **96** young mothers (out of 100) graduated from EBLI computer literacy training.
- Following computer and entrepreneurship trainings, **9%** of these young mothers are employed, **43%** are self-employed and **49%** remain without work.
- Business plans for **9** group enterprises were written.
- Through a partnership with Pepsi, **15** young mothers are operating a mobile pushcart business selling soda and snacks, **10** young mothers received short-term employment and **3** young mothers received equipment to help start or expand restaurant businesses.
- Significant reduction in school dropout rate due to pregnancy: **0** girls in **Form I** dropped out and **1** girl in **Form IV** dropped out of school due to pregnancy in the 10 targeted schools.
- **18** pregnancy cases were reported in 2014 compared to **38** cases in 2013.
- Increased completion rate of girls in secondary education: **100%** of the enrolled girls in the **8** targeted schools of Igelegele, Mapango, Mhandu, Bugarika, Nyasaka, Nundu, Kangaye and Mtoni completed their education in November 2014. However, in Igogo secondary school, **2** pregnancy cases were reported, **1** of which was allowed to sit for her final examination and the other expelled from school. At this time, EBLI is unaware of the pregnancy status from Mahina secondary schools because the patron teacher failed to return the questionnaires.
- Decrease in school dropout cases: **40** dropout cases out of **6,261** students reported in 2014 compared to **43** dropout cases out of **726** students in 2013.

## CHALLENGES

- Few KCMC meetings held due to failure of the club leaders to organize the members and interference of the school time table.
- Limited number of articles written by students due to a lack writing skills and experience.

## CRITICAL REFLECTIONS

- Given the current trend, we foresee EBLI focusing more and more on economic empowerment in the future in order to bring tangible transformation in the lives of young people.
- EBLI desires to have more and more young people involved in the actual delivery of EBLI services (i.e. leading BCP trainings, co-facilitating entrepreneurship and group enterprise seminars, etc.)

## CONCLUSION

- Overall, EBLI believes that 2014 was a successful year (indicated by the “Project Progress/Highlights in Numbers” section). Strong progress was made towards realizing organizational goals, and much was learned (summarized below in “Lessons Learned”) that would further empower EBLI to continue its mission in the coming year.

## LESSONS LEARNED

- Mobilization of EBLI programs within KCMC is vital for awareness and participation.
- EBLI school programs stimulate positive behaviors among students.
- Monthly follow-ups from EBLI staff will support the clubs in coordination and supervision.
- A pre and post questionnaire/survey would help more tangibly measure the success of computer literacy and business skills training for the young mothers.
- The creation of a revolving fund (savings and credit system) will greatly empower young mothers to start their own businesses and emancipate themselves economically in order to achieve their goals.

## REPORT ON INTERNAL-EVALUATION (IF REALIZED)

Please shortly describe process and findings of the internal-evaluation

## UNINTENDED OUTCOMES

Have there been – in addition to the intended outcomes (objectives) - any not intended outcomes of the project (whether positive or negative), which had not been planned?

## INDIVIDUAL SUCCESS STORIES

### I: FROM STUDENTS IN SCHOOLS.

*I was living under very risk situation including being convinced by my friends to do sex. This was very terrible because I had no one who could give me good advice due to the death of my parents, only my brothers could advice me to engage into sexual affairs. I thank kijana chagua maisha club because it has changed my way of thinking. (Laurent Joseph Mapango sec)*

*First of all, after I completed my primary education I enter into adolescent stage which drove me to become a notorious boy. I was a boy who has no discipline to elders. The situation went the same to initial stage of secondary school and it was luck that I did not dropout of studies at that time. After some days I was introduced to Kijana Chagua Maisha Club, and I received the trainings on how to deal with various life challenges. I'm very happy now that Kijana Chagua Maisha Club has changed my life. (Frank Dickson Igelegele)*

*I'm a Form I student, to speak the truth, I engaged myself into sexual affairs after completing primary school. I lost many things; I had a lot of thoughts but after entering into Kijana Chagua Maisha Club I received the training on the effects of teen pregnancy. This was very important to me since until now I have no boyfriend until I finish my studies. (Happiness Chacha Mtoni sec)*

*Many students, after receiving this education they worked upon their negative attitude and behaviours especially girls because they abstained from love affairs which could put them into risk environment especially when they realized the effects of sexual practices because many girls we did not know about these. To me it has helped me very much especially to avoid engaging myself into sexual affair while in school. (Saidi Ramadhani Mtoni sec)*

*When I engaged myself into love affairs, I was betrayed this made me to feel very bad, I had no time to study rather I used my time to think about love affairs. Sometimes I thought I could die however I came to realize that it was foolishness. After sometimes I went to that boy who betrayed me and I told him that I'm no longer in love with him. After that time until now I have never engaging myself into love affairs with another person. (Happiness Chacha).*

## **II: FROM YOUNG MOTHERS GROUP ENTREPRISE.**

**Rose Shanty:** Rose is running a successful small restaurant business in Nganza near Saint Augustine University of Tanzania (SAUT), earning TZS 150,000 (USD 90.91) per month. The majority of her customers are university students. She has hired one young woman as a full-time employee. Rose currently lives with her family just across the road from her business. While in possession of a Pepsi pushcart, it was recommended that Rose contribute the TZS 99,000 needed to obtain the umbrella, table, chairs and cooler, which are much better suited for her fixed location restaurant business.

**Teddy Joshua:** Having used her savings to purchase five crates of returnable glass bottle (RGB) soda and acquire a Pepsi pushcart, Teddy has been able to use the revenue from her mobile business to open a stationary shop in Geita. Teddy is doing very well and is a prime example of starting with very little and using the opportunities available to empower herself economically.

**Sarah Mathias:** After carefully saving her money for several months, Sarah contributed the TZS 99,000 to obtain five crates of returnable glass bottle (RGB) soda along with Pepsi-branded entrepreneurial business equipment: one umbrella, one table, four chairs, and one refrigerator. Sarah is currently operating a small shop in the Tanesco neighborhood and is using this equipment to attract customers and bolster her total sales. Her business is continuing very well, and she continues to sell through her soda inventory at a very fast rate.

***OPTIONAL (NOT OBLIGATORY): OTHER COMMENTS***

Any other comment which might be important

***OPTIONAL (NOT OBLIGATORY):***

List of publications, materials, blogs, etc.

The annual report should not exceed **30 pages**