# Sasa Naweza—Now I Can— Project 2017

## About the Sunflower Foundation

The Sunflower Foundation (Australia) Inc. began in 2008, when Kim and Paul Power took a life-changing trip to Guamote, a rural town located in Ecuador. They visited Inti Sisa; ‘Inti’ meaning sun, and ‘Sisa’ meaning flower. Inti Sisa is a non- government organisation supporting the local Andes villages. It features a kindergarten, a tourist hostel, a computer centre, and tutoring and vocational classes. Kim and Paul heard whispers of a dream; to create a scholarship program for Indigenous girls that would help Guamote adapt and transform from an agricultural to a light based industry, to promote economic growth. Kim and Paul decided to take on the challenge and make this dream a reality.

Their inspiration was Kim’s late mother, Patricia Eileen Monaghan. From a young age, Patricia was a bright, diligent student who was awarded several scholarships to Secondary School and appeared to have a promising future in her education. However, to her dismay, she was left with no choice but to leave school at the tender age of 13, in order to take up a Hairdressing Apprenticeship to financially support her brothers and sisters during the Great Depression. Growing up, Patricia often felt inadequate and uninformed due to her lack of education. However, her choice to forgo an education and put her family first is why Kim and Paul chose to endow an annual scholarship in her name. They wanted to share her story with the world, let her legacy live on and inspire girls everywhere. Thus, an organisation, Education for Ecuador was founded to honour the tremendous sacrifices Patricia made for her family by providing educational opportunities to disadvantaged girls from developing nations.

Just as Education for Ecuador was on its feet, the European Board of Inti Sisa rejected the scholarship program. The Committee of Management decided to move to a grants based model, as they believed that the Foundation’s help and support needed to be available to girls everywhere. The new name allowed the Foundation to expand its horizons, while still remembering its roots in Ecuador.

In 2013, the Foundation received full Overseas Aid Gift Deductibility Status and full Deductible Gift Recipient Status. Therefore, all donations over $2 to The Sunflower Foundation Public Fund are tax deductible in Australia. In 2015 the Foundation was validated by the US Public Interest Registry and granted an .ngo domain name, indicating that we are an authenticated international charity.

## Our Partners

Supporting the Australian AusAid requirement that all overseas aid must build sustainability, we work with approved in-country partners who have privileged access to beneficiaries. This ensures that projects are not imposed from afar but respond to community needs. This project will be supervised by the Tanzania Women and Youth Development Society (TWYDS). Founded in 1994, TWYDS’ goal was the holistic development of the Maasai communities in Ngorongoro district in Arusha region. Their main objective was to claim and gain recognition of indigenous people’s rights over the use and control of land-based resources for women’s economic activities. TWYDS began its work to implement women’s economic empowerment by visiting Maasai communities in 2005-2006, focussing on sensitisation re TWYDS’ purpose, aims and potential long-term benefits,and building relationships with local communities.

TWYDS created a space for women to speak freely, and make decisions based on their wants and needs. This led to the development of projects on women’s priorities and indeed women’s decisions, building their confidence and enabling them to realize their potential. This process identified the need for empowering Maasai girls and women through education. TWYDS conducted a Participatory Rural Appraisal among Maasai communities so as to raise consciousness of the primary beneficiaries and stakeholders about the project. Data from the Project Rural Appraisal made possible the calculation of requirements and logical prediction about materials and resources required to implement the project. TWYDS is a registered charity led by Mrs Sophia Mwakagenda, who was recently elected to the Tanzanian parliament on a women’s platform.

TWYDS piloted the Sasa Naweza Program in 2013, in two schools near Dar-es-Salaam. In 2014, the founder of the Sunflower Foundation (Australia) Inc. spoke at the launch of the Report and met the children who had participated. They performed a community theatre before the wider school communities, explaining what they had learnt, whilst their mothers performed a short play about a woman trying to convince her husband to allow the daughter to attend school. The play was notable for the pressure the family and community brought to bear on the woman to stop her advocacy for her daughter and for the impact a respected village elder was able to bring to bear on the situation. Sadly, the only way to allow her daughter to attend school was by deceiving her husband, who finally conceded defeat when his daughter outperformed his son academically. This play was a window into women’s experience and the constraints upon them if they attempt to step out of stereotypical roles. It also demonstrated that the women believed the struggle to get their daughters into school was worth it.

## 2015 Project

In 2015-2016, the Sunflower Foundation (Australia) Inc. funded the Sasa Naweza Program for 5000 girls and young women in Lindi and Mtwara regions, where a Participatory Rural Appraisal had demonstrated a strong need for girls and women’s education, access to resources and decision making. The results were extremely positive. There were fewer girls dropping out of school and a concomitant drop in child marriages and teen pregnancy. Literacy marks improved on average by 20% and general academic performance improved by 15%.

## The Context

The Maasai are semi-nomadic livestock keepers who move with their herds. But their livelihood and way of life are under constant threat because the Tanzanian government does not recognize their land-use rights. Women in patriarchal Maasai communities are especially disadvantaged. They have no right to own property or livestock, have very limited access to education, and lack the power to make decisions about their own lives, for example, girls are often forced into marriage. Maasai women also lack political representation at all levels, from local community to national level. Communities tend to be closed and traditions are strongly adhered to. Unless change occurs, poverty will worsen and with it, the plight of girls and women. According to the [UN Population Fund,](chrome-extension://oemmndcbldboiebfnladdacbdfmadadm/https://www.unfpa.org/sites/default/files/pub-pdf/MarryingTooYoung.pdf) Tanzania has one of the highest rates of child marriage in the world. 37% of all girls are married under 18. One is 6 girls are pregnant between 13 to 19. This contributes to high maternal and infant mortality rates for mothers under 16. Yet often, this is not considered a [human rights issue.](http://www.right-to-education.org/blog/monitoring-right-education-out-school-girls-tanzania)

Maasai women are among the poorest and most marginalised groups in Tanzanian society, and their vulnerability is increasing in this unstable economy. Women contribute 58% to Tanzania’s GNP, but conditions for them are getting worse. Maasai women and girls lack proper education at all levels, from the community right up to national government, and there is also little appreciation of and respect for these women and their rights. Working with the Tanzania Women and Youth Development Society (TWYDS), this project aims to instigate change for 1,000 girls aged 7-14 and 500 young married women aged 15-25. School teachers and 65 of the poorest families are secondary beneficiaries.

## Community Education

The foundation of the project is community acceptance, which requires community education. With strong links to government agencies, TWYDS is respected by the Maasai and this creates a space for awareness raising around the subjects of gender equality in general and girls’ education in particular. If a significant number of the village elders, school teachers and parents support the programs, then it gains traction in the wider community. It takes a very long view when a poor pastoralist is offered a herd of cows for his young daughter. This “Bride Wealth” does not raise the status of the girl. Rather, she is a chattel, bought and paid for, and the younger the bride, the more likely it is that she will be abused.

TWYDS will facilitate the formation of Maasai women’s action groups to provide Maasai girls and women aged 15-25 with opportunities for education, as well as raising women’s awareness and critical understanding of women’s and girls’ rights and their role in development (e.g. through studies, talks by experienced guest speakers, meetings, and encouraging Maasai women to talk openly). These groups will provide women with a forum for discussion, allowing them to reflect together on the positive and negative aspects of Maasai culture, to act on their findings, and to mobilise local efforts and resources. As a result,

* the incidence of child will fall;
* the number of child and early teen pregnancies will fall;
* the rate of HIV/AIDS infection will drop;
* women will gain confidence, skills, respect and knowledge in different areas;
* Girls who have fled their homes after Female Genital Mutilation will be sought out and returned to school.

## Girls’ Empowerment Program

* TWYDS will conduct a community outreach campaign for establishing a “Pre-Form One Centre” to provide additional tuition for girls leaving primary school, who are at risk of missing out on secondary school due to lack of guidance/academic support or arranged marriages.
* School supplies will be provided for Maasai primary school girls who are academically able but lack the resources to complete primary school level education.
* Secondary school students will be given support to understand their new school environment in conjunction with their traditional lifestyles and values. This will help them to develop their self-esteem, to defend their rights and control their bodies, sometimes against their parents’ wishes and/or community traditions.
* Understanding their reproductive health, being aware of the dangers of pregnancy under 16 and learning about HIV/AIDS prevention empowers girls to make safer and more informed life choices.

## Projected Outcomes

1. Women and girls will have gained confidence, skills, knowledge and respect in different areas of their lives.
2. Educational stakeholders will establish dormitories in primary schools to protect girls aged 8 to 14, during August and December when FGM/C and forced marriage often occur in Maasai communities.
3. Maasai women and girls will be able to identify priorities, plan and implement issues affecting them in a participatory way. For example, they are able to send their girl children to school and girls have escaped forced marriages in the last 18 months alone. This was seldom heard of five years ago. In June this year, two girls escaped forced marriages when Ms. Sophia Mwakagenda, MP, was called to a village by women wishing to protect their daughters. The police recommended that the girls be removed to a safe haven and they are now in boarding school.
4. Formal education opportunities for Maasai girls will have improved.
5. Women will begin participating in village government meetings and school committees.
6. Women will take ownership of the TWYDS programme and raise funds locally for community projects.

## The Timeline

**Project Timeline For Completion of Tasks and Activities.**

It is proposed that the project starts in End of July 2017 and ends in July 2018, as follows

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| --- | --- | --- |
| **2017 – 2018** | | |
| **S/N** | **TIMELINE** | **TASKS AND ACTIVITIES** |
| **1** | **4th week** | **Field Logistics / Preliminary stage**   * Seeking Permits and inform local and Government officials in Ngorongoro district about the project so as to gain support. * Identifying Sites and hosts. |
| **July 2017** |
| **2** | **1st- 4th week** | **Course Preparation.**   * To develop Performance evaluation and monitoring plan * To prepare and print IEC materials with information on importance of education for Maasai girls. |
| August 2017 |
| **3** | **1st week Sept 2017** | * Conduct project Stakeholders/partners workshop meeting at Maasai communities. |
| **2nd week Sept 2017** | * Conduct Training and Workshops for recruited persons on overview of the project |
| **3rd- 4th Sept 2017** | * Orient project Staff and Volunteers on Project interventions and provision of M&E working tools |
| **4** | **Oct- 2017 – Dec 2018** | **Field work.**   * To conduct general education to the Maasai Girls through participatory community based approaches (Mobilization and sensitization) * Distribute IEC materials and booklets with information of importance of education to target group. * Supply relevant and reliable reading sources including IEC materials with information on Girls among targeted Secondary School for Girls. * Conduct community outreach campaign to reach Maasai girls and provide education. |
| **5** | **1st–4thweek Jan 2018** | **Mid - Project Review**   * Conduct ongoing project evaluation and disseminate the project findings. * Prepare and submit progressive Report of Project implementation. |
| **6** | **1st–4thweek Feb 2018** | * Formation of Maasai Girls Educational Support Clubs, ‘in primary schools, targeted for the project to enable pupils to help each other in academic issues. |
| **7** | **March 2017-April 2018** | * Revise **SASA NAWEZA III** project schedule and logistics (Time, date and space based on challenges and successful of the project) * Review quarterly data report of the project and refine the tools if necessary. * To conduct quarterly internal evaluation of implementation of the project. |
| **8** | **May 2017- June, 2018** | * Continue to obtain and utilize consumer and community stakeholders input on **SASA NAWEA III** Project.  * To establish reading and competition festival involved school girls in exchanging ideas and encouragement by themselves and the general communities |
| **9** | **July, 2018** | **Project Report and Evaluation**   * To conduct annual internal Evaluation and ensured continued funding and Project Sustainability * To compile and submit technical and financial report of the one year project |

## Staffing and Requisites

The project will require

* three project officers in the field for two months,
* small group facilitators,
* printed materials,
* school requisites and
* community meetings
* trained evaluators.

## The Budget

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| Item | Quantity | Cost in US$ |
| Services and advice to the Masaai community | 2 Female Health and Science teachers for the Girls Empowerment Program | 88.50 |
| Transport from village to village | 3 project officers and facilitators for 50 days | 277.00 |
| Meals and accommodation | 3 project officers for 50 days @ $9.00 per diem | 1355.00 |
| 4 Regional Meetings | 200 stakeholder participants | 295.00 |
| Program Materials | Brochures in Swahili/banners/visual materials/school requisites | 1555.50 |
| Monitoring and Evaluation | Including 2 trained personnel @ $150 each | 766.00 |
| Administrative costs for Sasa Naweza including Financial Auditor |  | 663.00 |
|  |  |  |
| **TOTAL** |  | **5000.00** |