

ANNUAL  
REPORT  
2018

# SPORTS DEVELOPMENT AID



Empowered Girls  
Speak Out Project





# SPORTS DEVELOPMENT AID

*2018 Annual report by SDA & LiiKe*



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## Our work in 2018

First of all, Sports Development Aid wants to thank our friends and stakeholders for the support and cooperation in 2018. Through sports we have gained good development results in our operating areas. This annual report is written for SDA members and partners to communicate our results in 2018. The report is divided into five parts explaining our main activities last year.

Empowered Girls Speak Out project is on a right track in improving gender equality and increasing girls' academic performance in nine wards in Mtwara Rural and Municipal

Teachers, actors and actresses in Mtwara and Dar es Salaam were introduced with Forum Theater and now nine wards in Mtwara, and one secondary school in Dar es Salaam are practicing Forum Theater as a way to address issues hindering communities' development.

15 secondary school leavers, 10 girls and 5 boys, continued to A-level and college in mid-2018 and 3 disabled youth started their vocational studies in January 2019. All the 18 beneficiaries of this Education Support project are currently at school and proceeding well.

A two-month swimming project produced new swimmers and swimming teachers in Mtwara.

FC-Vito programme sent once again a girls' FC-Vito team to Helsinki-Cup in Finland. These young footballers got a remarkable experience and secured their future studies by getting support families.

# EMPOWERED GIRLS SPEAK OUT



2018 Annual report by SDA & LiiKe



## IN THIS REPORT:

**Outcome 1:** 400 girls aged 13 to 19 in nine wards in Mtwara have an improved self-confidence and increased knowledge of Sexual and Reproductive Health and Rights

**Outcome 2:** Nine target schools in two districts in Mtwara Region are safer and more girl-friendly

**Outcome 3:** Nine targeted wards understand & practice educational topics on health education and life skills

Empowered Girls Speak Out  
**VIDEO**

## Project in a nut shell

The project aims to empower adolescent girls aged 13-19 to understand their rights, encourage equal education and promote freedom from gender-based violence. The central issue addressed is girls' poor academic performance and school drop-outs.

The project works directly with the girls in secondary schools through 'Girls Action Clubs' (GACs). GACs provide a safe space for girls to share experiences and learn essential life skills, health education and Sexual and Reproductive Health and Rights (SRHR). GACs utilize sports, drama and dance as a way to learn and address the community of the issues hindering girls' school success and gender equality.

While girls are the center of social change, local communities are also targeted to facilitate girl empowerment. 'Community Facilitation Groups' (CFGs) are established in order to achieve a wider community outreach. CFGs include: traditional and religious leaders, ward-level officials, teachers, female initiators (Kungwis) of Unyago ritual and other local leaders. CFG members are trained and mobilized to initiate collective community action to promote young girls to speak out for their rights.

Empowered Girls Speak Out also targets Unyago initiation ritual which prepares 5 to 12 years old girls for the transition from childhood to adolescence, including lessons related to sexuality. These lessons not only teach the girls the details of sexual activity, but also communicate specific norms, values and expectations related to women's sexual roles. The project collaborates with the Unyago initiators "Kungwis" by educating them on health, sports and human rights; establishing a Kungwi organization and updating Unyago curricula with the Kungwis to meet the modern-day needs.



## OUTCOME 1

**400 girls aged 13 to 19 in eight wards in Mtwara have an improved self-confidence and increased knowledge of Sexual and Reproductive Health and Rights**

**Girls Action Clubs (GACs)** have gathered weekly more than **400 girls** to learn **health** and **life skills** topics and play **sports** in the nine project schools.

Many of GAC girls have reported that nowadays they are using their spare time on studying rather than watching videos on the streets. Both, the girls and teachers have been happy about the content taught in GACs. The girls have better knowledge on gender rights, pregnancy, STIs and SRH services.

GAC girls continue gaining confidence. This is seen in the club lessons in girls' more active participation and louder voice while speaking. They believe in themselves and they are reaching out to their dreams.

*'I have benefited from Girls Action Club such as to know that I have value in the community and should be respected and I am confident to use the word NO when a boy seduces me. And also, I know how to escape temptation such as to be given money from the boys.'* A girl from Naliende Secondary school.

Many GAC girls have stated in their interviews that they are learning important topics in GACs and teaching the topics also to their peers outside of the GACs. Also, the cooperation between the girls and project sport teachers have improved.

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**‘I know, I have a right to speak out when someone discriminates me.’ A girl from Naliende Secondary school.**

The project provides life and health skills education for young girls through GACs, Unyago initiation ritual and public events.

The Public events and topics within have reached hundreds of girls out of school gaining awareness on the importance of education, self-consciousness and self-confidence.

*'Empowered Girls Speak Out helped me to become aware of various social challenges and improve my academic performance. It gave me confidence and courage to educate my peers on self-control and awareness. Apart from that it has also helped our school to get sports equipment which makes us enjoy sports and games. GAC enables us to cooperate with sport teacher effectively as well as with our parents and family members.'* – A girl in Mitengo Secondary school.

*'I know, I have a right to speak out when someone discriminates me.'* A girl from Naliende Secondary school.





## OUTCOME 2:

### ***Nine target schools in two districts in Mtwara Region are safer and more girl-friendly***

Girls feel more comfortable coming and staying in school. The girls have addressed issues affecting negatively their lives through speeches, songs, poems and forum theatre in many public events. Forum theatre has been actively utilized in the target communities to address the community on specific issues and practices hindering the girls' development.

The project has widely addressed prevalent challenges which girls are facing in the society. Everyone in the schools from the students to the school administration are more aware of the difficulties which girls are facing concerning education and they know where to seek help and support. Schools have a "girls' desk" and a nominated teacher to support girls.

'Now the girls know their rights so no one can harm or abuse them. The school has a desk where the girls can report cases of e.g. bullying, discrimination and humiliation. Female teacher is responsible of the desk and solves girls' problems at school.' A teacher from Mikindani/Naliendele Secondary school.

**'My personal safety in school has increased a lot and my teachers take care of my safety.' A form 3 girl from Naliendele Secondary school. “**



The teachers have recognised the value of the project and Girls' Action Clubs (GACs). The cooperation with the schools has improved within 2018. In case the responsible EGSO teacher has not been at work, other teachers have started to help SDA to gather the girls for GACs. The teachers have started to recognise SDA staff as educators and seek for assistance in case a student has a problem.

In the beginning of the project, girls addressed an issue of sexual harassment on the way to school as one of the major problems hindering their access to education. The problem might still exist but now the girls know how to response to the harassment. Also parents are more aware of the importance of girls' education and let the girls to attend school.

*'My ability to secure myself a safe environment has increased up to 100%. For example, when I come back from school, I know how to deal with the challenges made by the boys.'* A girl from Naliendele Secondary school.



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**“If our children get education, they will later help us.”**

**-A Kungwi.**

In 2018, 20 Unyago initiators "Kungwis" were trained on health and life skills. Due to the project, the Kungwis are aware of human and children's rights. These educated Kungwis are actively monitoring girls in communities.

In 2018, two child marriage cases were reported to police by the Kungwis. In both cases a Kungwi had heard about a case where a girl child was in a relationship with an adult man. After getting the information the Kungwi went to the police and the situation was handled according to the law.

The project have raised discussion among parents about dowries and education. Emphasizing how girls' education will bring the family more wealth in a long term than dowry. The parents have understood the point and strongly agreed.



## OUTCOME 3:

### ***Nine targeted wards understand & practice educational topics on health education and life skills***

Seminars equipped Girls Action Clubs' peer leaders, sport teachers and Unyago initiation ritual teachers "Kungwis" with useful information on financial planning & management. The seminars reached in total: 14 peer leaders and 6 teachers, 9 Ward Executive Officers and 20 Kungwis.

Community Facilitation Groups (CFG) have started to work towards girl-friendly communities in seven target wards. They meet frequently and discuss gender issues and take action to make sure that girls could have equal opportunities in education and in life in general.

Each Community Facilitation Group includes at least 12 members from different social classes of the community. In total the CFGs have activated 84 contact persons who have taken responsibility to teach and practice health and life skills education within their communities. The members are trained to speak about the values of Empowered Girls Speak Out project in public and in face-to-face encounters and to organize advocative public events. In 2018, the project values have been promoted in 10 public events reaching thousands of people. Based on SDA staff estimations, in total over 3000 men and almost 4000 women were reached in the public events. The public sport events are recognized by the local administration as an effective way to reach many people and educate communities.



# FORUM THEATRE

A forum theatre is a visual, entertaining and engaging method to deliver a message for communities. It begins with a short play dramatizing real situations faced by protagonist and ending with the protagonist being oppressed. The play should awake sympathy in the audience. After the first performance, the play or scene is repeated with one crucial difference: the spectators become “spect-actors” and can at any point yell “freeze” or “STOP” and take the place of an actor to attempt to transform the outcome. Forum theatre is an exercise in democracy in which anyone can speak, and anyone can act. The point is not to show what we think other people should do — it is not theatre of advice. The point is to discover what we can do and most importantly awake the urge to intervene and help.

Two actresses from Finland, Ms Niina Sillanpää and Ms Pinja Hahtola came to Mtwara to teach forum theatre in a two-part Forum Theatre seminar. The seminars were held in TTC (Teacher’s Training College) Mtwara between January and March 2018.

18 sports teachers from the Empowered Girls Speak Out (EGSO) project schools, 2 TTC (Teacher Training College) Mtwara teachers, actors and actress from Mtwara and TDFAA (Tanzania Drama & Film Actors Association) from Dar es Salaam participated to the seminar. Also The Regional Culture Officer, Municipal Culture Officer, District Culture and Sports Officer and Sport Officer were participating in the trainings and acknowledged the power of the method.



The first part of the seminar lasted two weeks. It consisted of introduction of forum theatre, drama exercises and theory about forum theatre as a method of working with communities. The learners were divided into groups who prepared their own forum theatre play and presented it to Shangani Secondary School.

During the time between part 1 and 2 of the seminar, the teachers taught and practised a forum theatre play together with their own students. After few weeks the actresses from Finland came back to Mtwara and visited each project schools to evaluate the forum theatre shows. Forum theatre practices and performances reached many students and teachers in the schools and got positive welcoming.

The working method was so liked, that an actor, Eliya Mjatta took it with him to Dar es Salaam and organised a forum theatre training for Tanzanian Drama and Film Actors Association (TDFAA). TDFAA and LiiKe wrote a forum theatre project proposal and are currently looking for funding for it. Check out our forum theatre **VIDEO** from Chuno Secondary School.





## EDUCATION SUPPORT PROJECT

*Annual Report 2018*

A joint education support project of Karimjee Jivanjee Foundation and Sports Development Aid Tanzania called **“Education Support for Girls & Boys on Higher Secondary Education and Vocational Training for Disabled in Mtwara Rural & Mtwara Urban”** ensures advance level education (Form 5 & 6) for 10 girls and 5 boys, and vocational training for 5 disabled students annually. The beneficiaries are selected by two criteria: form 4 examination degree and low economic status of the family. The project started in June 2018. This annual report tells about the project’s activities and success.

15 youth, 10 girls and five boys, from Mtwara started their advance level and college education in August 2018, and three youth with a hearing and speaking disability (2 boys & 1 girl) started 2-year plumbing course in VETA Mtwara in January 2019, supported by Sports Development Aid (SDA) and Karimjee Jivanjee Foundation Tanzania (KJF). School fees, uniforms, stationaries, books, accommodation goods and other school related equipment were provided for these 18 youth. The total budget for the 2-year education support project is 20 160 USD.

The beneficiaries of the project were searched from SDA’s “Empowered Girls Speak Out” project’s partner schools and near by schools and selected based on their families’ economic status. Finding disabled beneficiaries turned out to be challenging but due to SDA’s vast connections to local schools and officials SDA managed to find three out of five disabled suitable to benefit from the project. The main problem was that only few disabled finish their secondary education and are qualified for higher level education.

The parents of the youth were very happy and relieved to hear about the support. Many of them thought they couldn’t send their child to further studies due to economic difficulties even though the child got accepted in to a school.

In December 2018 during school holidays the beneficiaries were invited to SDA’s office to learn studying techniques, tips for effective studying and healthy lifestyle. Seven beneficiaries participated to the lesson and found it useful for them to improve their academic performance.





All of the beneficiaries will continue to the next semester. When asked about difficulties at school, many of them mentioned the difficulty of learning to live in a boarding school in the beginning but after a while they adapted. Additionally, a lack of some subject teachers forces the students to learn independently and that has been a challenge for some of the beneficiaries.

The youth and their families are grateful for SDA and KJF for the opportunity given to them. The students feel proud and motivated to study hard so they can get a good job, support their poor families and be good role models for their communities.

They hope that the project could continue to support them so that they could continue to university. Most of the beneficiaries also stated that there are many youths more who would benefit from this project and wish it to continue in the coming years. They see it as an inspiration for other poor students to put an effort on their studies. The change of getting the education support will give hope for those who believe that there will not be a continuation for their studies due to their family's poor economic situation. The need for this project is big.

## CASE STORY: Shakira Mwalimu

Shakira Musa Mwalimu, 20 years old finished Msimbati Secondary school and continued to Ilulu Girls Secondary school in Lindi Region. She studies arts combination – HGL (history, geography & English language). Her father is a fisher man and mom has small scale business activities. She is the first born from her nine siblings. On her free time, she likes to read and play sports e.g. netball and football. She wants to become a lawyer in a mining sector. She reports that her studies are proceeding well. At first, getting used to a boarding school was challenging for her. She mentions a problem of water and teacher shortage in the school being a challenge for her. However, as days went on, she managed to adopt the new school environment and now she is doing well and things are alright.

'I was the first girl in my village passing four national examinations. That motivates me to study, to perform well and continue to the higher-level education. It gives me more power to believe that success in life is possible and also girls can make wonders and difference in the world. I am determinant to study hard so that I can achieve my goals and dreams. Additionally, getting this chance from SDA and Karimjee to support us in our education maximizes my efforts in my studies.'

'I was so happy and thanks God for this golden chance! I didn't think that there are people somewhere who think about me. It was not easy for my parents to afford all the school expenses because of their economic status. To me this is a greater motivation in my studies.'

Shakira's Parents were very happy to hear about the education support for their daughter. They didn't expect such a support. They are insisting her to study hard so that she can return the fruit of her studies to the family and community.

**Success in life is possible and also girls can make wonders and difference in the world.** “

'May God bless those organizations who support us. I ask them to continue supporting us also at university level. Also, I ask them to continue supporting the poor families as this is a great motivation to poor children. They will increase their efforts in their studies because they will not be worried about the continuation of their studies. They could be sure that after studying hard and passing their examinations they could continue studying no matter what the family situation is.'

The education support project gave Shakira hope for future and she believes that she will be 'a great and successful lady'.

Shabilu is 21 years old young man from Mtwara. He lives with his mom, sister, uncle and grandmother. His family is poor. He was born as a healthy child but at the age of ten he got a meningitis disease which causes inflammation of the membranes surrounding brain and spinal cord. Due to the disease he lost his hearing and ability to talk.

Shabilu is a brisk young man. He likes to spend time with his friends, football and boxing. He is excited to continue his studies. Due to his family's difficult financial situation and lack of higher-level schools specialised in people with disabilities, he never thought he could go to school again. Now he has hope for the future. After two-year plumbing course at VETA Mtwara he is determined to find a job and support his family.

Shabilu's mother is relieved and thankful for the education opportunity for her son. She is struggling to make ends meet. She is a supportive mother who accepts her son as he is. She communicates with Shabilu by writing since she doesn't know sign language. "Out of my three children I love Shabilu the most. His condition has made us closer."

Shabilu doesn't face discrimination at home nor in the society. Only the lack of support from the government is excluding him from being a full member of the society.

After primary school there are no schools, personal assistants nor education paths designed for disabled. The government has a department responsible of disabled but it seems to be more nominal than practical. Families with children with disabilities are mostly left alone with their issues. This is why Shabilu has difficulties in communicating with his family because the family hasn't been prepared to respond for his situation. They haven't received any guidance or sign language education.

## CASE STORY: Shabilu Kupela







## SWIMMING PROJECT JULY - AUGUST 2018

*Sports Development Aid & LiiKe*

LiiKe – Sports & Development and Sports Development Aid (SDA) implemented a pilot swimming project in cooperation with Regional Education Office in July – August 2018 in Mtwara. As a sport swimming supports good physical health by challenging the whole body. It trains diverse muscle groups and maintains mobility. It is also an essential skill to master, especially when living close to water areas like in Mtwara.

The main objective of the program was to provide the students / learners the knowledge, skills, and attitude necessary for safe enjoyment of water. In addition, the learners learned the skills needed in case of an accident or emergency.

The Swimming project involved tutors and students from Mtwara (K) Teachers Training College, Physical Education Teachers, Secondary school teachers and SDA staff. The training was conducted at VETA swimming pool. The total number of swimming students registered for training were 49; whereby 21 females and 28 males. The trainers were Ally Msazi assisted by two Finnish volunteers Pinja Greijus and Susanna Sairanen.

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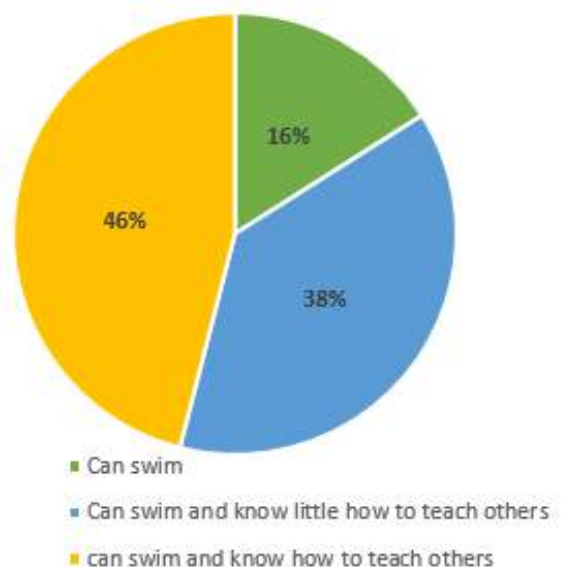
**In the beginning I was afraid of swimming, but nowadays I can swim confidently. - Happiness Muzanda, TTC Student**

Most of the learners started the course by just overcoming the fear of water. During the course they learned freestyle and breast strokes, and gliding, floating, diving and breathing techniques. By the end of the course, those learners who participated in the course consistently, were able to swim in the ocean and felt confident to teach others as well. 88 % of 37 learners who regularly attended to the course couldn't swim at all or just a little bit in the beginning of the course, and by the end of the course they were all swimming. The project gave swimming skills for 31 new swimmers who can further teach others to swim.

At the moment LiiKe and SDA are looking for further funding to continue the swimming project.

Check out our swimming project [VIDEO](#), by Sofia Nieminen.

### Swimming Skills After the Course (N37)

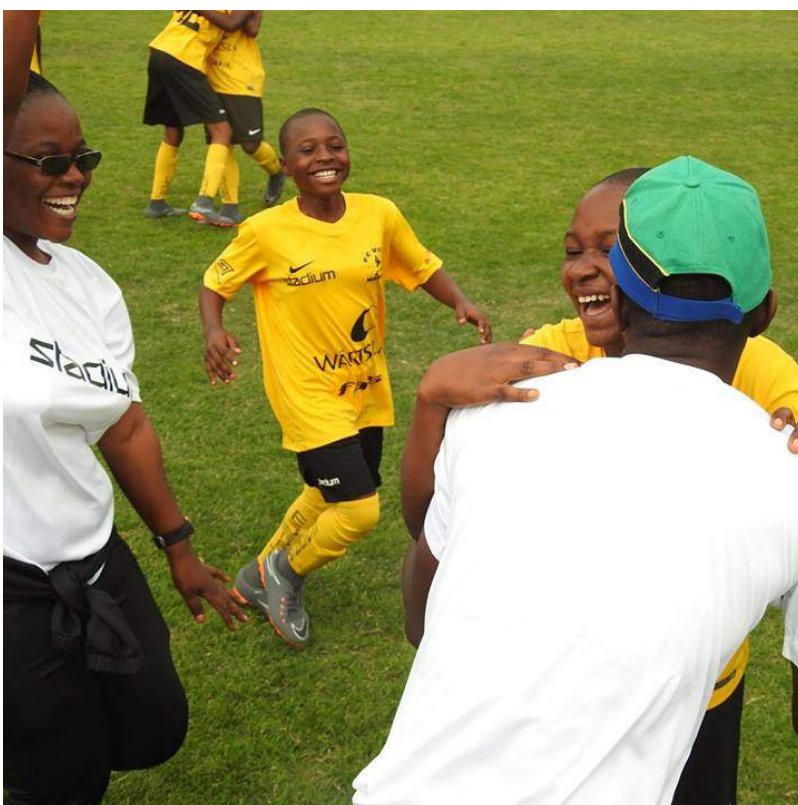




## FC-VITO LIWALE

*Sports Development Aid & Liike*

2018 FC- Vito Football team came from Liwale District. This was the last team selected from Lindi Region. So far six teams have participated to the programme from Lindi (Lindi Municipal, Ruangwa, Nachingwea, Kilwa, Lindi Rural and Liwale) making a total of 72 players, both girls and boys. In 2018, 12 girls aged 9 to 12 travelled to Helsinki with their coach Said Mbalah and matron Lustan Mnkondya. The team got selected and started training for a Hesa Cup, a football tournament in February 2018. A volunteer from Czech Republic Mr. Michal Kilarly was visiting the team and training them for 5 weeks in the beginning of 2018. See our FC-Vito [VIDEO](#).



Unfortunately the 2018 Fc-Vito team faced number of challenges due to changes in the Tanzanian government system. Firstly, passports for the team were 100 000TSH more expensive than in the previous years. Secondly, the team had to travel to Dar es Salaam twice for their passport applications and Visa Applications. These procedures were previously done by SDA in the districts but this year the Embassy of Finland and the Immigration Office wanted to see the passengers physically. Also, new regulations with coaches' travelling permits caused a delay for the departure. However, despite the challenges, finally the team made it to Finland and quarter finals. Although the team didn't bring home golden medals, they surely got unforgettable golden memories!



FC-Vito programme has had multiple positive effects for the players and their families in Lindi, such as:

- Increased football skills due to different technical and theoretical skills gained in trainings from both local and international trainers.
- Networking by meeting new people and fellow footballers in Finland.
- Education support through support families from Finland. The players can keep on studying without worries about school expenses.
- Exposure to other environment and culture. The players got a change to travel far away from home and thus experience remarkable and mind opening experience.



From the feedbacks collected from the FC-Vito players can be said that FC-Vito programme is a once in a lifetime opportunity for many young girls and boys and something worth pursuing for.

Most of the players mentioned the football tournaments, cleanliness of the environment, new friends and flying as the most memorable issues. All of them are also grateful to have support families supporting their future education.

Sports Development would like to give our sincerely appreciations to Liike ry, our counterpart organization in Finland for their big support, and other sponsors: Niras Ltd, Wärtsilä Tanzania, Amer Sports, Stadium, Abbasi Export Ltd, and Embassy of Finland in Tanzania.

Not to forget Liwale District Executive Director who contributed the bus fares for the team from Liwale to Dar es Salaam, The Liwale District Tehama Officer, The sports officer, Parents, TTU friends, TFF Office and all the schools' teachers and other stake holders who supported the team.

The next, 2019 FC-Vito team will come from Singida!





# **THANK YOU ASANTE KIITOS**

**... for the support and  
cooperation over the past year**

**Every good deed counts!**

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