



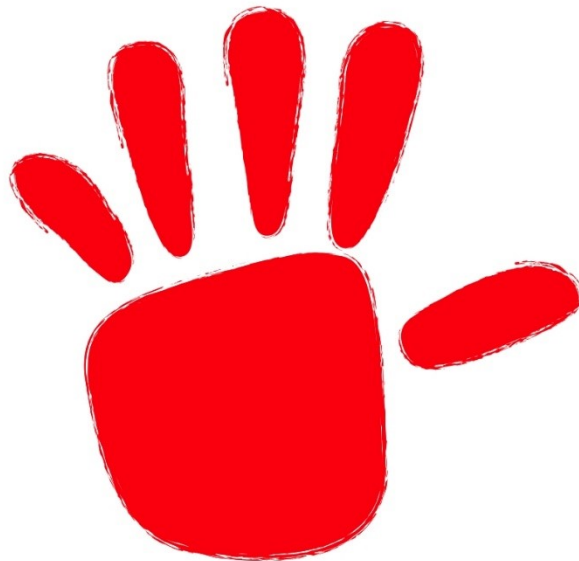
**Belgium**  
partner in development



***STOP! Violence Against Women and Girls in Monduli and Ngorongoro districts.***

**TAPALA (STOP!) 2019 – 2021**

**Trias Tanzania**



**TAPALA!**

STOP! violence against women and girls

***Final Narrative report (June 2021)***

## **Abbreviations**

CBFs	Community based facilitators
DAS	District Administrative Secretary
DC	District Commissioner
DED	District Executive Director
DEO	District Education Officer
DGD	Directorate General for Development
DHS	Demographic and Health Surveys
DSWs	District Social Welfares
FGD	Focus Group Discussion
FR	Financial report
LGA	Local Government Authority
MBO	Member Based Organisations
MTAKUA	Mkakati wa Kutokomeza Ukatili dhidi ya wanawake na watoto
M&E	Monitoring and Evaluation
MoU	Memorandum of Understanding
NGO	Non-Governmental Organization
PWC	Pastoral Women Council
RAS	Regional Administrative Secretary
SACCOs	Savings and Credit Cooperative Societies
TZs	Tanzanian Shilling
UNICEF	United Nations Children’s Fund
USAID	The United States Agency for International Development
VAWG/C	Violence against Women and Girls/Children
VAWGC	Violence against Women and Girls Committees
VICOBAS	Village Community Banks
WEO	Ward Education officer

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## 1. Introduction

TAPALA (Stop! In Maasai) was a 2-year project (completed as a 2.5-year project following a six months no cost extension) funded by the Belgian government through the Directorate General for Development (DGD) and implemented by Pastoral Women's Council (PWC).

The TAPALA project originated from the joint observations of the Pastoral Women's Council (PWC) and Trias, that Tanzania, and particularly the Maasai areas, were facing high levels of violence against women and girls/children (VAWG/C). Trias Tanzania and PWC joined efforts to raise awareness on violence and engage communities and stakeholders to prevent this violence which is perpetuated by patriarchy and oppressive social norms. In many communities in Tanzania, violence is a daily reality for many women and children and significant inequity remains in regard to equality for women, especially in traditionally pastoralist communities. Patriarchal social norms and traditional practices discriminate against indigenous women and girls, deny them equal rights to education, property, land, economic activity and decision making.

The project focused on two Maasai districts in northern Tanzania, namely Monduli and Ngorongoro districts. Within that geographical scope, the project focused on eight secondary schools and surrounding communities. The project employed three interventions: 1) advocacy and community engagement to establish context-specific mechanisms to address violence, 2) capacity strengthening of stakeholders (including school boards, students, teachers and parents) on child safeguarding and 3) working with community-based change agents to monitor and address violations and positively transform social norms.

The TAPALA project aimed to target approximately 6,000 community members and 960 secondary school students of ages 12 to 18, 120 teachers, traditional and local leaders, and community members from the eight villages.

The main objective of the project was "to reduce incidences of violence against Maasai women and girls within project villages/communities in Ngorongoro and Monduli districts".

Trias and PWC believe that the principal objective could be reached through; "change of attitudes and behaviors regarding gender equality amongst the communities in eight Maasai villages (value and treat women as equal)".

Project activities planned and implemented were intended to achieve the following intermediary results, which are expected to be the strategic triggers for the above-mentioned objectives to be realized:

- Increased community awareness about the harmful effects of violence against women and girls, especially amongst boys, men, school staff, leaders, and government staff.
- Improved learning environment and safety for girls and women in 8 schools as a result of the preventive mechanisms that have been put in place.
- Change in policy and practice of local and district government officials towards curbing VAWG within schools in the target districts.

## 2. Significant evolutions and changes during the implementation of the project regarding context, target groups, partners, methods, synergies....

Originally, a VAWC training methodology was to be developed by the TAPALA program. However, after having a stakeholder's consultation meeting, we realized that there is an existing government strategy (NPA-VAWC or MTAKUWA) to curb VAWG/C. The National Plan of Action to end Violence Against Women and Children (2018-2022) was developed to create a comprehensive National Plan of Action to eradicate violence against women and children in the country. The NPA is informed by findings from the groundbreaking study on the prevalence of violence undertaken in 2011 which revealed the high levels of violence experienced by women and children in Tanzania.

The National Plan of Action developed a system and has different levels of structures starting from the village to the national level, where each level is capacitated to create awareness and deal with cases regarding violence against women and girls. The methodology was developed by the government in collaboration with other stakeholders like USAID, UNICEF etc.

As such, no new methodology was developed, rather, the government methodology was adapted. This was not only positively accepted by the government officials but seen to be the best way to support government efforts to fight VAWG/C using existing structures and approaches guided by the government.

In year two, due to a delay in implementation of some activities during the COVID 19 pandemic, a no cost extension period of six months was requested and officially approved by a letter (see attached). The program was then adjusted to officially end by June 2021.

## 3. Interesting (general) lessons learned during the implementation of the project (including from evaluations)

**Men and women engagement:** Efforts towards ending gender-based violence (GBV) require broad-based stakeholder engagement and cannot focus on women alone. It is very important to engage men and boys as allies and change agents in GBV prevention. We engaged men and boys in open dialogue about violence and positive masculinity and encouraged them to develop alternative ways of relating with women and girls based on solidarity, cooperation and equality rather than domination and control. This approach was promoted and supported by the program through training on VAWG/C to both men and women, which encouraged them to challenge negative social norms and become change agents in their community.

**Behavioral change interventions require sustained effort** and a variety of engagement methodologies with the target community. It is also important to understand the reasons behind actions or beliefs of the target community that lead to the actions you wish to counter to combat them in a culturally appropriate way that does not alienate the target community.

The use of **digital platform in conducting meetings** was seen as the best way during the pandemic era. Several coordination meetings were successfully done through zoom meetings.

#### 4. Sustainability and measures to support sustainability

**Local linkages:** Trias choice to work with Member-Based Organization (MBOs) like PWC helps to embed the project work in a wide network of people with capacity to engage larger audiences on the topics of the project. PWC in this project worked closely with existing local structures (such as Women Rights and Leadership Forums (WRLFs), community paralegals and women micro-credit groups (VICOBAs) who have influence but also retain the emerging positive knowledge, practices, and attitudes and ensure impact after the project.

**Stakeholder consultation:** To enhance sustainability, the TAPALA project conducted various stakeholders' consultations which brought together actors from a variety of institutions that could play complementary roles in the prevention of VAWG/C in the target community. Participants included representatives from institutions involved in policy implementation and service provision hailing from the health, justice and security sectors, traditional and religious leaders, authorities at regional district and community levels and media. Some principal partners and key stakeholders involved in the TAPALA project were district government officials (especially the district VAWG committees), students, school management board, teachers, parents, traditional leaders, and community members (women, men, and youth).

**Community facilitators:** TAPALA project trained 16 community facilitators/volunteers as change agents at the community level. They facilitate culturally sensitive community dialogue sessions around the causes and consequences of GBV, strategies to tackle the problems, and monitor and address violence at the local level. The community facilitators also act as resource persons in the community for VAWG/C survivors, providing referrals to service providers who could better provide support in cases of violence.

**Media engagement:** TAPALA project partnered with local and community radio stations, and national TV stations and newspaper journalists, to conduct mass media<sup>12</sup> communication activities that reinforced awareness-raising efforts undertaken at the community level.

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<sup>1</sup> <https://youtu.be/7aAyUkwB4hk> (stakeholder meeting)

<sup>2</sup> <https://youtu.be/tydm6iLB3m8> (event during the launch and distribution of Tapala App)

## 5. Table Model 7 (overview of expenses per result, see financial instructions projects)

PWC		Balance 2020 EUR	Total Budget 2021 in EUR	Total spent 2021 in EUR	Balance 2021 in EUR	% spent compared to total budget
<b>Operational Costs</b>						
1. Investments						
	subtotal 1.	1,233.17	1,233.17	0.00	1,233.17	0.00%
2. Functioning						
	subtotal 2.	30,773.25	30,773.25	32,006.43	-1,233.17	104.01%
3. Personnel						
31	Local personnel	14,413.43	15,467.77	15,443.03	24.74	99.84%
	subtotal 3.	14,413.43	15,467.77	15,443.03	24.74	99.84%
<b>Total Operational costs</b>		<b>46,419.86</b>	<b>47,474.20</b>	<b>47,449.46</b>	<b>24.74</b>	<b>99.95%</b>
4. Other costs						
41	Audit costs	814.31	814.31	839.06	-24.74	103.04%
	subtotal 4.	814.31	814.31	839.06	-24.74	103.04%
<b>Total direct costs</b>		<b>47,234.17</b>	<b>48,288.51</b>	<b>48,288.51</b>	<b>0.00</b>	<b>100.00%</b>

As shown in figure above, PWC had some money left by end of year two (2021). This is because some activities were not yet implemented due to the Pandemic. The no cost extension period requested and approved enabled PWC to finalize all the planned activities resulting to a 100% utilization of funds. See detailed FR attached for more details.

TRIAS		Euro				
		Balance 2020 EUR	Total Budget 2021 in EUR	Total spent 2021 in EUR	Balance 2021 in EUR	% spent compared to total budget
<b>Operational Costs</b>						
<b>Total Operational costs</b>		<b>351.50</b>	<b>351.50</b>	<b>309.91</b>	<b>41.59</b>	<b>88.17%</b>
<b>Management Costs</b>						
	subtotal 2.	-117.46	-117.46	95.43	-212.89	-81.25%
4. Other costs						
41	Audit costs	-18.85	-18.85	0.00	-18.85	0.00%
	subtotal 4.	-18.85	-18.85	0.00	-18.85	0.00%
<b>Total direct costs</b>		<b>398.38</b>	<b>398.38</b>	<b>405.34</b>	<b>-6.97</b>	<b>101.75%</b>
COFINANCING						
3. Personnel						
231	Local personnel	6.97	6.97	0.00	6.97	0.00%
	subtotal 3.	6.97	6.97	0.00	6.97	0.00%
<b>Total Management Costs</b>		<b>6.97</b>	<b>6.97</b>	<b>0.00</b>	<b>6.97</b>	<b>0.00%</b>
		<b>405.34</b>	<b>405.34</b>	<b>405.34</b>	<b>0.00</b>	<b>100.00%</b>

Trias budget was spent to a 100% by end of the project in June 2021 as seen in figure below. Of others, several monitoring visits were also conducted during the implementation period of the project (see attached FR report for more details).

## 6. Specific objectives and results

### 6.1. Overall objectives.

Intervention logic	Objectively verifiable indicators	Baseline data ( <i>As defined by the baseline report</i> )	Foreseen target by the end of the project (Year 2).	Realised by the end of the project. ( <i>As defined by the end line report</i> )
<p><b>Main objective:</b></p> <p>Reduced incidence of violence against Maasai women and girls within project villages / communities in Ngorongoro and Monduli districts</p>	% of female respondents at community and school level who have been beaten in the last 6 months.	community (n= 69, 31%), students (n=126, 61%) and teachers (n=11, 37%)  <b>Average 43%</b>	35% average	36.2% of female respondents at community and 7.1% at school level.  <b>Average 21.6%</b>
	% of female respondents at community and school level who have been sexually assaulted in the last quarter	female at community and teachers (n=65, 29.4%) and student level (n=23, 11.4%).  <b>Average 20.4%</b>	15% average	49.6% of female respondents at community and 33.6% at school level.  <b>Average 41.6%</b>
	% of male respondents that has beaten a girl / woman in the last month	To be measured during the baseline survey	The indicator value was not measured due to its sensitivity (see details below).	It was agreed to remove this indicator as explained in detail in paragraph 3 below under the narrative explanation.
<p><b>Specific objective:</b></p> <p>Changed attitudes and behaviours with regard to</p>	% of respondents that think it is acceptable to	Males ( n=161, 68.5%), females (n=175, 79.6%) and students (male, n=123,	60% average	5.84% of male and 10.95% of female community respondents and



gender equality amongst the communities in 8 Maasai villages (value and treat women as equals)	beat a girl / woman (for any reason)	71.5%; female, n=157, 77.7%) <b>Average 74.3%</b>		1.52% of male and 3.79% of female student. <b>Average 5.5%</b>
	% Of male respondents who have intervened to prevent violence against women / girls in the last 3 months	Among men who witnessed violence, most of them stopped at least one emotional (n=81, 66.9%) or physical (n=76, 69.1%) violent incident in the past six months <sup>3</sup> . <b>Average of 68%</b>	80% average	<b>13%</b> of community male respondents have intervened to prevent violence against women/ girls in the last six months <sup>4</sup> .

## 6.2. Narrative overall objective

A baseline survey was conducted at the start of the project. Apart from defining the baseline values of the indicators as indicated in the project document, the survey also helped to understand the current situation and gave recommendations to better realize the expected results.

As of the value (average 74.3%) above for the indicator “% of respondents that think it is acceptable to beat a girl / woman (for any reason)”, it shows that the attitudes towards violence against women within the community is high. All the respondents were asked about their attitudes towards violence behaviors. The attitudes were assessed using nine standard questions from the DHS domestic violence module and two items pertaining to livestock keeping which are common in the Maasai culture. Among community respondents, slightly more females (n= 175, 79.6%) justified women beating for any reason compared to males (n=161, 68.5%). A similar pattern was observed between girls and boys in secondary schools—females, n=157, 77.7% and males, n=123, 71.5% respectively as shown in the figure below.

<sup>3</sup> Although the indicator mentioned last 3 months, after a discussion with a consultant, 3 months was seen as it may be too close to already have cases arising and intervened. So, we agreed to make within last six months as reported in both baseline and end-line survey.

<sup>4</sup> As it was agreed during the baseline, this indicator was also adjusted to the last six months during the end line survey.

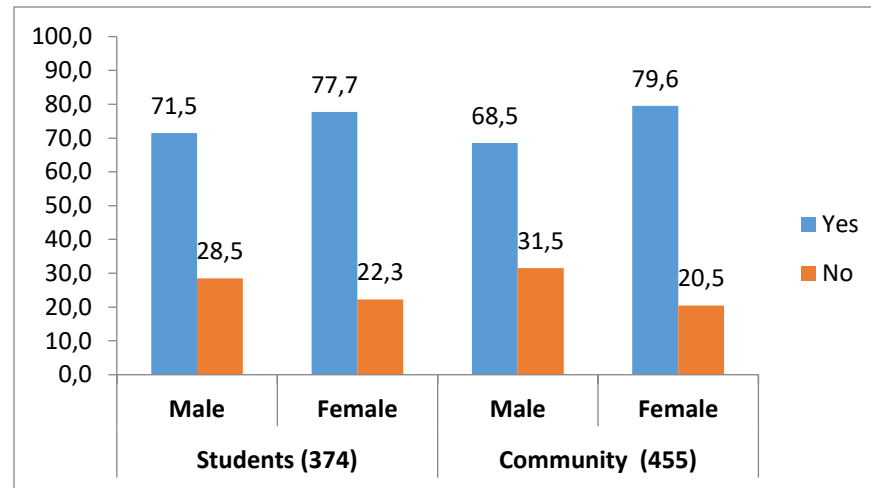


Figure: Proportion of individuals who find it acceptable to beat a wife for any reason

Due to sensitivity of the indicator “% of male respondents that has beaten a girl / woman in the last month”, we were not able to define its baseline values. After a discussion with the consultant, it was acknowledged that asking such a question may need more actions like reporting the perpetrator to the police or gender desk officers. It was also difficult to assure the transparency of individuals whether they will be in position to be honest about having beaten a girl/woman or not because they know it is unlawful. The question was rather discussed in FGD and what came out is that beating a woman is culturally accepted as a way of punishing her when she makes a mistake though men in the two FGDs said incidences of physical violence among women have dropped to a great extent. The decline appears to be related to a decrease in arranged marriages and an increase in girls’ education. According to men in FGDs, if a couple loves each other, the husband is less likely to beat his wife. At last, we agreed to remove the indicator as seen very sensitive to track. See baseline report attached for more details.

The recommendations given after the baseline study were to 1) Focus on changing attitudes about women’s equality and empowerment in addition to violence prevention, 2) Train teachers to use non-violent classroom management techniques, 3) Communicate VAWG prevention messages through existing community groups and 4) Help traditional and government leaders and community members to develop and enforce VAWG Codes of Conduct. All the recommendations were considered during planning of the implementations.

At the end of the project, an end-line survey was conducted as planned. As reflected in the table above, % of female respondents at the community and school level who have been beaten in the last 6 months has decreased by an average of 21.4% compared to a baseline value of 43%. This has even outdone the target by end of the program which was 35%. This is further supported with the indicator “% of respondents that think it is acceptable to beat a girl/woman (for any reason)” which has substantially

lowered to an average of 5.5% compared to 74.3% during baseline. The end line survey revealed notable change of attitude of beating a woman from both male and female respondent.

With the above success, women are still facing physical and emotional assaults within the society. Comparatively, female students are better off as violence within project schools has decreased by 53.9% from 61% recorded during baseline.

On the other hand, as stated in the end line report, incidences of sexual violence among females within project sites have increased for both community and student in the past six months despite project intervention. Comparatively, the percentage of incidence for non-project schools was recorded to be 44.6% which is higher by 10% from project schools. The most frequent reported incidence was forcing to perform sexual intercourse (7.3%) and touching sexual parts without individual consent (7.4%). It is hypothesized that the recorded increase is associated with the eruption of the COVID-19 pandemic that 1) has caused intensification of VAWC as a results of movement restrictions and 2) school closure where all the students were sent back home which made them exposed to various violence incidences. See end line report attached for more details.

### 6.3. Indicators Result 1

Intervention logic	Objectively verifiable indicators	Baseline data	Foreseen target by the end of the project (Year 2).	Realised by end of the project.
<b>Result 1:</b> Increased community awareness about the harmful effects of violence against women and girls, especially amongst boys, men, school staff, leaders and government staff.	# of men and women reached with awareness campaigns	0	6,000	29,334
	# of cases of VAWG that have been reported through different means (e.g. sms-system, school clubs) and # of cases that have been addressed (action taken)	0	125	690

### 6.4. Narrative result 1.

The primary objective of the program was to reduce incidences of violence against Maasai women and girls through awareness creation on harmful effects of violence. According to the baseline survey, project area students (n=232, 62.2%) had greater access to information on VAWG issues compared to community respondents (n=110, 24.3%).

As of the figure below, among students, more girls (n=157, 78.1%) had received information on VAWG compared to boys (n=75, 43.6%). Women and men from communities had equally low access to information on VAWG (n=51, 21.7% and n=59, 26.9% respectively). Most respondents, however, cited “family members” and “TV/radio shows” as the most frequent sources of VAWG information, which suggests that few students and community members have had adequate training on issues related to VAWG.

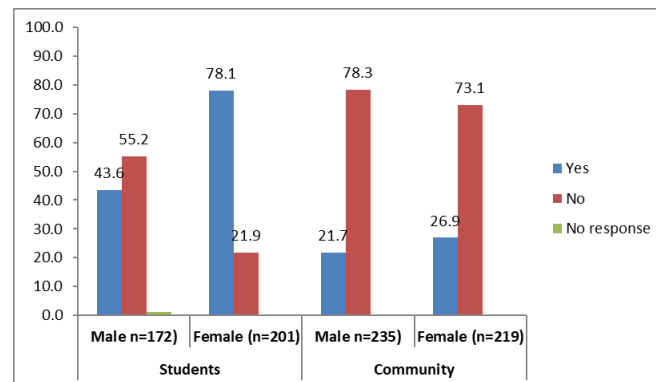


Fig: Percentage of respondents who reported receiving awareness information on VAWG

Regardless of the Covid 19 pandemic, the project was able to achieve and surpass targeted numbers of the community during implementation. This was done through mass mobilization action and synergy with government awareness campaigns. By end of the project, from participants list taken during implementation, 29,334 community members were reached with our awareness raising campaigns. Most of these people were reached through theatre performance (plays) done in both community and schools. Moreover, 960 students in clubs were trained on gender equality, women empowerment values and positive forms of masculinity, 16 community facilitators were trained, and 32 teachers and government officials received training on child safeguarding and facilitation.



Fig: Group photo of the community members gathering to listen to the speeches and messages about ending GBV during the 16 days activism of gender-based violence at Soitsambu market.



Fig: Group photo of the community members gathering to listen to the speeches and messages about ending GBV during the 16 days activism of gender-based violence at Olosokwan village.

By October 2020, a project-specific mobile application with a name "TAPALA app" was launched<sup>5</sup> after installation onto the tablets bought by the project and supplied to the schools. As designed, in addition to the GBV content that would be used to raise awareness with the target community, the mobile application also has a form to be filled by any victim or witness to report any GBV claim. A reporting system, which works through an SMS gateway is technically working. The SMS reporting system works through a normal SMS in both smart and normal phones using a special number "0767020000" which is shared with the beneficiaries through leaflets and other communication materials. The application will serve as not only as an education channel but also a reporting platform where both student and community members can immediately get help.

By the end of the project, the app had a total of 949 users of which 39 were public users and the rest being students. More cases were reported to PWC by individual people and CBFs. Of the 690 cases reported, 407 cases were taken up for onward action<sup>6</sup>. One of reason for the increase in GBV cases is greater awareness of the community on GBV and the need to report and respond to the cases. School club and awareness creation conducted by the community-based facilitators have increased the confidence of students and community members to report compared to year one of implementation of the project. Further, the availability of a reporting platform where students and community members can immediately get help increased the confidence of reporting gender-based violence. With the completion of the TAPALA mobile application, members of the community are able to access the application through Google Appstore. Many people are installing the application on their smart phones, interacting with others and learning about GBV.

Generally, from the end line survey, there is a notable increase of awareness about violence against women and children among students and pastoral community. Findings from community data indicates 91.4% of community members and 95.7% of students are now aware of gender-based violence. In both cases, awareness among female was higher 67.9% and 59.8% as compared to male with 23.5% and 35.9% for community and students respectively (see figure beside). Awareness among teacher was reported at 100%.

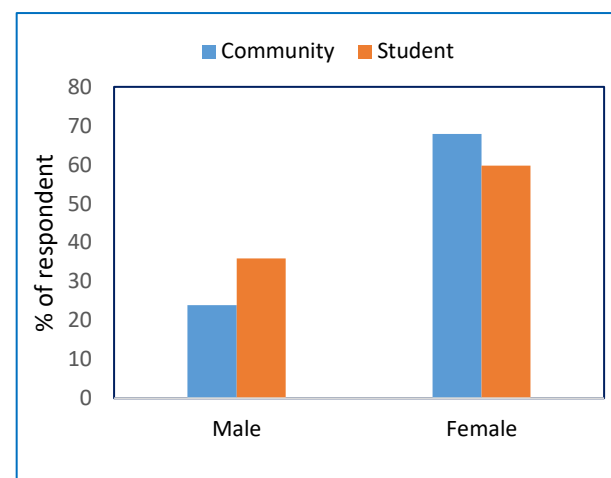


Fig: Awareness among Male and Female within Community and Students.

*Awareness has increased, community is aware of their rights, females are now more willing to report any act of violence than before. Although there is resistance from radical traditional believers; involvement of traditional leaders and police force was vital in curbing the violence. For example, a group of women in Ngaresero demonstrated against anti genital mutilation but in collaboration with traditional leaders 4 of them were arrested by police". – Masiava Mbatina Laizer – Community Champion at Naaresero villaae.*

<sup>5</sup> <https://www.youtube.com/watch?v=tydm6iLB3m8>

<sup>6</sup> These are cases reported and handled through legal means. By the end of the project, most of them were still ongoing. The rest of the cases reported were either solve at family level or ignores due to loss of evidence.

## 6.5. Indicators Result 2

Intervention logic	Objectively verifiable indicators	Baseline data	Foreseen target by the end of the project (Year 2).	Realised by the end of the project.
<b>Result 2:</b> Improved learning environment and safety for girls and women at 8 schools as a result of the preventative mechanisms that have been put in place	% of teachers and staff of project schools aware of the VAWG policy and codes of conduct	0	95%	85%
	% of teachers and staff that can explain properly the VAWG reporting and referral process	0	90%	96%
	# Incidences of (sexual and physical) violence against female students and teachers at the 8 project schools	1 physical & 1 sexual	20	63
	# of students in students club who have been trained on gender equality, women empowerment values and positive forms of masculinity	0	960	960

## 6.6. Narrative Result 2

To improve safety for girls within schools, the project successfully supported the development of VAWG/C safeguarding policy for all the 8 project schools as preventive mechanisms to curb VAWG/C. In year two, PWC supervised the implementation of the safeguarding policy in the project school by ensuring all visitors to the project schools adhere to the policy. The district education officers directed that all teachers and staff in each school are obligated to read and adhere to the safeguarding policy. As the students were curious about the policy's content, a rise in the number of students joining the rights / TAPALA clubs was observed up to 960 members by the end of the project.

As also depicted in the end line survey, like in other schools, at Lake Natron the school administration introduced a session where students meet Mnasii<sup>7</sup> at a special constructed hut (see figure beside) to have a one-to-one discussion on VAWC. In this kind of settings students are free to discuss with Mnasii the sexual and physical violence or any other challenges they face when at school. The session is scheduled three times a week Tuesday, Thursday, and Saturday. Through teacher-student consultation session, students were able to report their concerns and assisted accordingly.



**Fig: A hut where students meet Mnasii at L/Natron sec school.**

*I am a form four student in Arash Sec. School. Our Matron and the TAPALA club have really brought awareness to me and my fellow students, built our confidence to say no to abuse or harassment, and given us awareness about child rights. I want to be a source of change in my community to preach against violence and promote peaceful loving and happy families if only we accept to stop FGM, let girls to go to school and divide roles to each family member.' Ng'ejuk Mepukori*

Apart from going through the child protection policy with the guidance of matrons and patrons, student clubs were also introduced to a syllabus on gender equality, women's empowerment values and positive forms of masculinity. In collaboration with the regional Zone Quality assurance education office, a team of quality assurance officers from the government was supported to undertake school inspection to all 8 project schools. (See activity 2.3 page 22 for more clarifications)

In year one, the project conducted an assessment of existing school infrastructure and invested in improving school infrastructure in order to safeguard girls from risk of physical and sexual violence. The school infrastructure assessment confirmed several factors hindering the safety of girls in schools. Lack of sufficient water was a recurring issue identified by the schools. Girls walk long distances to fetch water thus exposing them to violence including sexual violence. Other priorities for school infrastructure

<sup>7</sup> Mnasii, a teacher appointed to discuss VAWC (Matron)

improvements included fences, lights, and toilets. In an effort to improve school infrastructure and ensure safe learning environment for girls, four rainwater harvest tanks were built, three girls' toilets and a solar system were installed in lake natron secondary school. A girl's dormitory at Soitsambu secondary school was renovated and the fence at the girls' dormitory constructed. The following are some of the impacts resulting from improved school infrastructure:

- Improved quality of education and performance of students in project schools. For example, Lake Natron Secondary ranked 10 out of 11 in 2020 while in 2021 it ranked 2 out of 11 in Ngorongoro district in form four mock exams.
- Class attendance of girls increased due to availability of water as girls do not have to walk long distances to fetch water.
- The numbers of girls who are expected to complete form four and form ?? in two in project schools will be higher due to a safer environment for learning.



**Fig: Water Tank at Kipok Secondary school**



**Fig: Girls' toilet with Incinerator at Lowasa school**



**Fig: Fence wall at Arash Sec. School**



### 6.7. Indicators result 3

Intervention logic	Objectively verifiable indicators	Baseline data	Foreseen target by the end of the project (Year 2).	Realised by the end of the project.
Result 3: Change in policy and practice of local and district government officials towards curbing VAWG within and outside schools & improving the reporting system, the legal response and the support for victims in the target districts.	# of changes that have been agreed upon by the districts' and village government to curb VAWG within schools	0	4	6

### 6.8. Narrative result 3

Stakeholders' workshops were conducted during the project implementation where governmental officials, NGOs working in the area, community champions, traditional and religious leaders from Ngorongoro and Monduli districts were involved. The stakeholders invited jointly agreed on the urgent need for concerted efforts to curb VAWG/C in the region as it was hindering sustainable development.

In all the workshop outcomes, several concerns were raised that all other stakeholders should use this forum as part of ensuring that people of Arusha region have education and awareness on how to prevent and eradicate all forms of violence by having a collective voice in response to such actions.

It is against this premise, that the program has continued to work closely with government officials at district and local levels as well as deploying trained community facilitators/champions to curb the vice. Progress has been noted especially in regard to increased awareness and reporting of VAWG/C concerns by community members, especially women and girls.

However, more needs to be done especially in facilitating district social welfare and community development officers in monitoring and bringing to justice perpetrators as well as support to survivors of violence. Sustained wider community engagement needs to be pursued to ensure social norms change around oppressive cultural practices.

Some notable changes came out of the workshops. Apart from having an instruction regional letter to the district to ensure cases reported through TAPALA are acted upon effectively, we also signed an MoU agreement between PWC/TRIAS and each district Council which allows all parties to work together without limitation and achieve the project goal by assigning roles during the implementation of the project activities. The picture shows participants of the meeting. Sitting at the middle, (in dark blue suit) is the Arusha Regional Administrative Secretary (RAS) who was the guest of honor.



Additionally, allocation of GBV budgets by the districts was also observed. As a result, during 16 days of activism in November 2020, the project collaborated with the district government to promote awareness creation on different GBV topics. As a recommendation in the stakeholders' meetings conducted, the government has some resources allocated to also support the rally. The activity was successfully done in synergy with the government where different government staffs including the police officer were supported to collaborate tighter with the project staff during these campaigns.

The picture shows street walks of project staff, government officials with police officers portraying posters with GBV messages. Likewise, in 2021 the Ngorongoro district allocated Tshs 235,000,000 for all issues regarding GBV.



## 7. Activities

Planned activities	Realised activities	Comments about deviations
Expected result 1: Increased community awareness about the harmful effects of violence against women and girls, especially amongst boys, men, school staff, leaders and government staff.		
Act. 1.1: Exchange with the organizations “Shule direct” ( <a href="https://www.shuledirect.co.tz/index">https://www.shuledirect.co.tz/index</a> ) in Tanzania, “No means no worldwide” ( <a href="https://www.nomeansnoworldwide.org/">https://www.nomeansnoworldwide.org/</a> ) in Kenya and “Raising Voices ( <a href="http://raisingvoices.org/">http://raisingvoices.org/</a> )” in Uganda to learn from their methodologies in dual gender violence protection	A skype meeting was done with “No means No” in Kenya where their methodologies were explored. A physical exchange visits in Uganda with “Raising voices” was also done. Raising voices had interesting modules including the “school kit”. Several discussion meetings were also held with shuledirect, where they presented their online school curriculum. Due internet limitations in schools within the project areas, it was not possible to apply the curriculums though the idea to have our own mobile app which could work both offline and online was adapted from them.	Due to Covid 19 pandemic, all international flights were prohibited so further learning exchange with Raising voices in Uganda was cancelled. More focus was directed to community sensitization.
Act. 1.2: Develop a community-based peer-to-peer training curriculum on VAWG and train at least 8 (male and female) facilitators who will subsequently conduct community outreach activities using community meetings and innovative media such as videos, plays, discussions, social media, etc.	After having a stakeholder’s meeting, it was agreed to use an available government curriculum/guide called MTAKUWA. From the guide, there were existing VAWG committees available from village to ministerial level. District (and downwards) committees were not yet capacitated due to lack of resources from the government. With the support of the project, both the 16 CBFs selected by PWC and the 2 district VAWG committees were trained on the methodology (MTAKUWA). A competent trainer from Arusha Region who had been trained by the government was consulted to perform the training.	The government was strict with using available guidelines on curbing violence rather than developing new ones. All stakeholders are now encouraged to use the government guidelines.

	More follow-ups were done to see the activeness of the committees. Two WhatsApp groups <sup>8</sup> , one for Monduli and another for Ngorongoro districts, were formulated where different information and updates were shared from both government and project angles.	
Act. 1.3: Develop a play and perform it in each village (1 time in each school and 1 time in each village = 15 times in total)	A local cultural group “oloip le maasinta” was used to perform the plays. Total of 16 plays were conducted (1 in each school and 1 in each village) where 7,086 people were reached and engaged on prevention of gender-based violence. Very positive recommendations were addressed by the government officials and some beneficiaries interviewed. Plays were very successful, and a documentary is also uploaded into the mobile app and our YouTube channel <sup>9</sup> with more than 263,201 viewers by end of the project.	No Deviation.
Act. 1.4: Develop a video and show in each village (2 times in each school and 2 times in each village = 30 times in total)	A 15-minute 2D animation video was developed. After consultation to different groups, the video was seen very useful and with relevant contextual for our target group. The video is also uploaded into the mobile app and on our YouTube channel <sup>10</sup> with more than 16,000 viewers by the end of the project.	
Act. 1.5: Support male and female facilitators to conduct wide community outreach, especially through existing local structures such as VICOBAs (informal saving and credit groups), CBOs and Women Right and Leadership Forums (WRLFs). Local leaders, government officials, police officers and medical staff will also be targeted.	In collaboration with the district and village VAWG committees, 16 CBFs which were selected and trained by PWC (50% female) are conducting community outreach activities. The CBFs were supported with a monthly allowance to enable them visit existing structures including churches, VICOBAs, SACCOs, Forums e.t.c. From participants list taken by CBFs when they visited and trained people, they successfully reached and created awareness on VAWG to a total of 5,335 people by the end of the project. Most of the	

<sup>8</sup> The group participants were all the MTAKUWA committee members at district levels. The 16 CBFs were also part of the group. By the end of the project, Ngorongoro district WhatsApp group was seen very active with a sense of high sustainability with absence of the project.

<sup>9</sup> <https://www.youtube.com/watch?v=Mq895Wlq3aE&t=100s>

<sup>10</sup> <https://www.youtube.com/watch?v=S9lNs9ellsY>

	CBFs are now recognized by the community. Two of them are linked to other PWC programs so they could be trained to become paralegals.	
Act. 1.6: Establish a reporting system of VAWG cases through sms / mobile phones and promote the system	<p>Through a consultant, a mobile application (TAPALA app) was created by the project. In addition to the GBV content that is available in the app to raise awareness, the mobile application also contained a reporting system which works in two ways. Firstly, a form to be filled by any victim or witness to report any GBV claim<sup>11</sup> and secondly an SMS gateway which is a list of contact persons which are responsible for VAWAC issues at both districts. The SMS system will be used by both students and community members. Using both a normal and a smart phone, one can just send a message through a special number (0762 002 002) which is shared through various leaflets. The app SMS gate way then forwards the SMSs to responsible contacts (linked to the system) of which they will be asked to respond urgently.</p> <p>Through the app, inaugurated students and all the community members can now report different cases through a short sms or filling a form in the app. Internet routers were also provided to every school to ensure connectivity of the tablets to the internet for effective operation of the app.</p>	
Act. 1.7: Rescue, temporarily house and offer legal and psychosocial support to women and girl survivors of violence in PWC Rescue Centre located in Loliondo, Ngorongoro district	<p>With support of the project, a matron was hired to operate and take care of girls in the rescue Centre. By end of the project, a total of 66 girls, identified by PWC in collaboration with DSWs officers, subject to different violence were hosted in the rescue center. With support from other PWC projects, different vocational trainings including biogas tanks construction, installation of the solar system, computer training and brick making were given to the girls.</p> <p>On the other hand, some students were supported to stay at school during school closure. These were girls</p>	

<sup>11</sup> Cfr. Annex II

	who were suspected to be in danger of being violated when they go home during holidays. For example, towards June 2019 break, Soitsambu secondary school reported 11 girls who were in danger of getting married when they go back home during the holidays. The project supported them to stay at school where selected teachers were paid to take care of the students.	
Expected result 2: Improved learning environment and safety for girls and women at 8 schools as a result of the preventative mechanisms that have been put in place		
Act. 2.1: Develop school policies of zero tolerance for VAWG and codes of conduct for school staff and students, and procedures to address VAWG like for reporting and referral of cases in all project schools. This will be done in collaboration with school boards and District Education Officers.	Using a consultant, each school was supported to develop a safeguarding policy. A participatory process was used where the district educational officers, school board members and some teachers were involved in each respective school. The policies were authorized by both District education officers and Ward Educational officers. By the end of the project, all the project schools had signed copies of their policies.	
Act. 2.2: All relevant stakeholders at school level will be trained on new guidelines.	School board members, matrons and patrons, student's club's leaders and school head teachers, and other stakeholders had a 2-day training on the policies developed and other guidelines as shared by the district education officers. A total of 41 stakeholders were reached with this capacity building by the end of the project.	
Act. 2.3: Support annual quality assurance inspections by government inspectors. One issue to be tracked and document is incidence of violence against girls.	In collaboration with the regional Zone Quality assurance education office, a team of quality assurance officers from the government was supported to undertake school inspection to all 8 project schools each year during the project implementation period. The quality assurers commended the TAPALA project and made specific recommendations on curbing VAWG in project schools.	

	<p>These recommendations included improving preparation of teaching documents by basing on syllabus analysis on the learning needs of all groups of learners, making close follow up of TAPALA school clubs to educate and sensitize the society about empowering girls and doing away with oppressive social norms. By the end of the project, all the findings and recommendations were shared with project schools' leadership who developed actions plans to address gaps identified.</p>	
<p>Act. 2.4: Training matrons and patrons of the student clubs on their responsibilities and on championing prevention of VAWG</p>	<p>Together with Districts and Wards educational officers, 16 matrons and Patrons were trained with an objective to enhanced skills and Knowledge on guidance and counselling, child protection, social accountability, self-confidence, gender and reproductive health. The training was also meant to enable student's counselors and teachers to identify issues and needs for guidance, counseling and child protection in schools and to take necessary action. By end of the project, some schools have started some simple guidance structures where counselors use to meet with students for counselling and guidance.</p> <p>A total of 38 people were trained on championing prevention of VAWG at both schools and community.</p>	
<p>Act. 2.5: Establish active gender equality student clubs for girls and boys in all project schools. In the clubs, the students will be trained on gender equality, women's empowerment values and positive forms of masculinity and also create a cadre of student peer educators.</p>	<p>8 active students' clubs with at least 70% girls' membership were formed, one in each school. The clubs meet once a week, depending on the school timetable, and with guide of matrons and patrons they discuss one topic each day following the curriculum developed. By the end of the project, a total of 960 students joined the clubs.</p>	<p>No deviation.</p>
<p>Act. 2.6: Aacquire and upload on tablets relevant content on VAWG and use in the student clubs</p>	<p>After a public tender, PWC and Trias chose among four proposals the provider for the 80 tablets required by the programme. We made sure the tablets had the right minimum requirements. The tablets were presented in</p>	<p>No major deviation.</p>

	<p>November 2019 during a large stakeholder meeting to inaugurate the project.</p> <p>Regarding the GBV prevention content, we have gathered different materials which are either meant to prevent VAWG or to raise awareness on gender inclusivity. Those curriculums and other formats (e.g. games, videos) were collected mainly from the websites of different organizations worldwide. From those materials, we highlighted the parts that were thought to be appropriate for the purpose of the TAPALA project and its target audience. We inquired the right to use the different materials from the different organizations and obtained some positive answers. The TAPALA app was installed onto all the 80 tablets and distributed to schools. Each school was given 10 tablets with an agreement signed between PWC and the respective school to ensure safety and better use of the Tablets.</p>	
<p>Act. 2.7: Assess the security of the school infrastructure and discuss with school leadership and government officials which improvements can be made in a sustainable manner &amp; implement infrastructure improvement including installing solar systems at each school</p>	<p>Together with ward educational officers and school head teachers, at the beginning of the project, an assessment for each school infrastructure was done. The teachers and board members representatives were given a chance to indicate their priorities for the school infrastructure improvement. Although the budget allocated for the improvements was small, most of the priorities were met. Water was the most pressing problem making girls to walk long distance to villages to fetch water. In response, rainwater harvest tanks were built in 4 schools. Toilets and solar systems were also installed in the rest of the schools.</p>	
<p>Expected result 3: Change in policy and practice of local and district government officials towards curbing VAWG within and outside schools &amp; improving the reporting system, the legal response and the support for victims in the target districts.</p>		



Act. 3.1: Stock-taking of existing policies and procedures about VAWG and identification of priorities	With consultation of other stakeholders and government officials, existing policies were identified. They were also referred during the development of 2 policy briefs presented to both districts ward councils.	
Act. 3.2: Develop bi-annual policy briefs based on learnings and lobby for suggested changes & share this with government officials and media	By the end the project, two policy briefs were developed, presented, and shared with districts for their reference. This is where the allocation of funds for GBV issues was stressed.	
Act. 3.3: Hold bi-annually stakeholder meetings with government officials and local leaders to discuss action plans and budget allocation to curb VAWGs (media will be invited or briefed)	Two stakeholders' meetings combining both districts where more than 50 people participated in each meeting including teachers, district government officials, local leaders and medias was done. A positive attitude toward the project was expressed by the government officials (DCs and DEDs). As a guest of honour, the Arusha Regional Administration officer committed to a collaboration with the project by urging the regional level to allocate funds to activities to stop VAWG. Of the media invited, the Citizen newspaper wrote an article <sup>12</sup> about the project.	Due to the pandemic, public gatherings were limited hence holding such big meetings was not encouraged. So, the meetings were held annually instead of bi-annually.
Overall:		
Inception meetings at district and villages	Inception meetings at both district and village levels were successfully done. MoUs between the districts, PWC and Trias were also signed.	No deviations
Conduct a baseline study including a Knowledge, Attitude and Practice survey to document social norms and practice around VAWG and establish a baseline to track project progress.	The baseline study was conducted successfully, and the report was finalized on the 1st of July 2019. See the attached.	No deviations.
Conduct end line study	Done and the report is available (attached).	No deviations.

<sup>12</sup> <https://www.thecitizen.co.tz/news/1840340-5361446-9ux6yi/index.html>

## 8. Visibility activities

During the start of the project, as requested by the government law, the project was advertised through citizen newspaper. It was then approved by the ministry and ready to start implementation. Likewise, a project logo was developed which is now used as a project identity in all project documents.

For further visibility of the project and more awareness through different means, several Facebook<sup>13 14 15 16</sup> posts were posted during the project implementation. As of the link in the footnotes above, we also uploaded all the documentaries on our YouTube channel too.

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[https://www.facebook.com/TriasTanzania/photos/a.106345960030712/430686600929978/?\\_cft\\_\\_\[0\]=AZXEAvDKIPncZ8uhBmOr-14AC7jxXeZcG66ItUr8Oi\\_dVel5GWomhpuF7nwnOgTNPTSjtrXbRvHU5NkDjhyG\\_3uy9JdnY9fPgDyf48Qkgaf9bL2kcIm9PEA6B1zTirR-x5i1oD72yY\\_Tu\\_5e0D-vbvW60\\_wroqXMGXniXRH2VNY0Hg&\\_tn\\_=-EH-R](https://www.facebook.com/TriasTanzania/photos/a.106345960030712/430686600929978/?_cft__[0]=AZXEAvDKIPncZ8uhBmOr-14AC7jxXeZcG66ItUr8Oi_dVel5GWomhpuF7nwnOgTNPTSjtrXbRvHU5NkDjhyG_3uy9JdnY9fPgDyf48Qkgaf9bL2kcIm9PEA6B1zTirR-x5i1oD72yY_Tu_5e0D-vbvW60_wroqXMGXniXRH2VNY0Hg&_tn_=-EH-R)

<sup>14</sup> <https://www.facebook.com/TriasTanzania/posts/386117932053512>

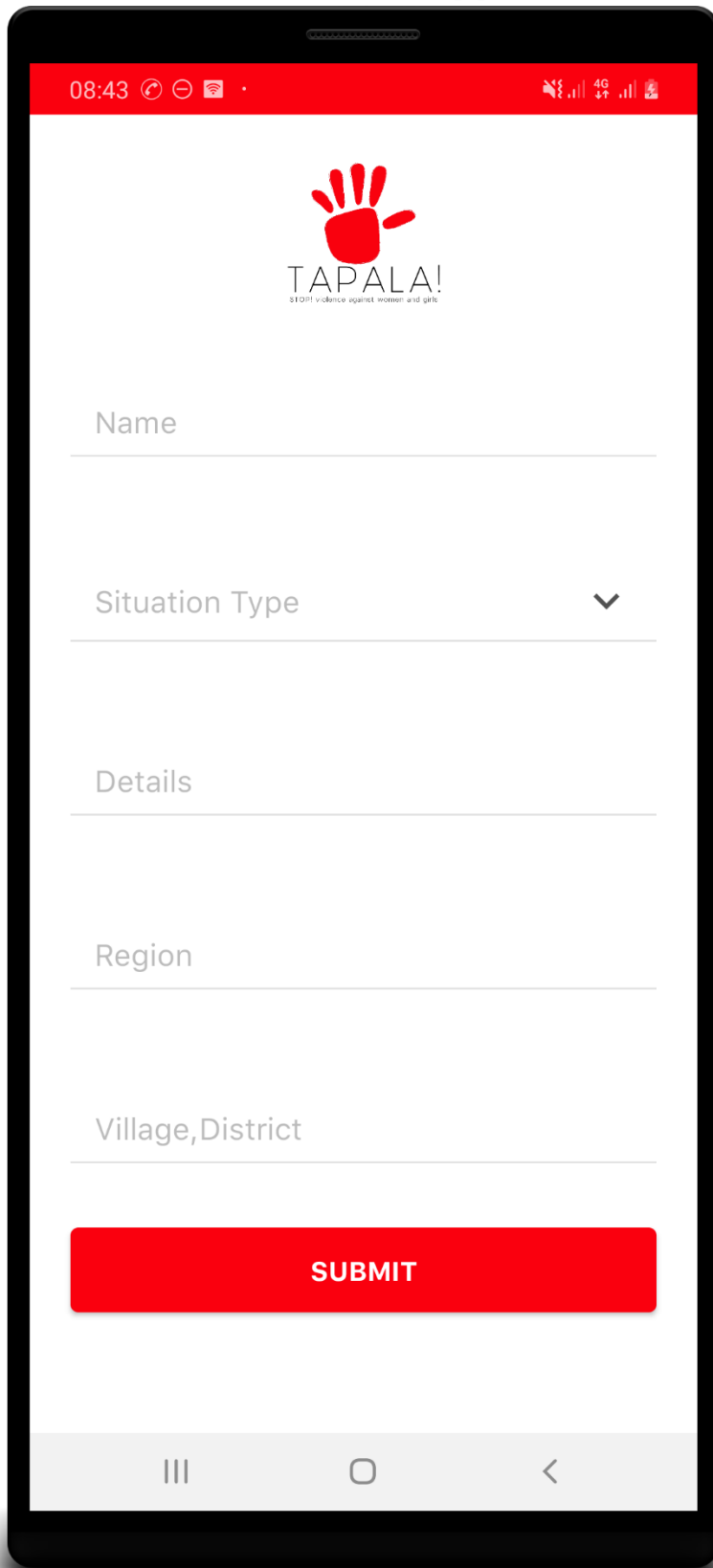
<sup>15</sup> <https://www.facebook.com/TriasEastAfrica/posts/156933722796654>

<sup>16</sup> <https://www.facebook.com/TriasEastAfrica/posts/159179239238769>

## Annex 1: TAPALA mobile application – welcome page.



## Annex 2: TAPALA mobile application – claim reporting form



The image shows a smartphone screen displaying the TAPALA mobile application's claim reporting form. The status bar at the top is red and shows the time 08:43, signal strength, 4G connectivity, and battery level. The app's logo, a red handprint, is centered at the top, with the text "TAPALA!" and the tagline "STOP! violence against women and girls" below it. The form consists of several input fields: "Name", "Situation Type" (with a dropdown arrow), "Details", "Region", and "Village, District". A prominent red "SUBMIT" button is located at the bottom of the form. The phone's home indicator bar is visible at the very bottom.

### Annex 3: Testimonies.

*"I have worked in pastoralist communities for 8 years. There are various challenges in these communities including poor learning environment in schools, the practice of outdated customs and traditions that hinder the development of education and therefore challenge the student in achieving their dream. Women and girls face the worst due to the issue of early marriages and childhood pregnancy. As a Headmaster of Arash, we experienced an issue last month, a man found at the Girls toilet in the middle of the night waiting for girls to go to the toilet with the intention of forcing them to engage in sex. We managed to get the report through the head girls and another prefect, and we succeeded with his arrest and sent the case to the Police station although he was released after two days. Through TAPALA Project the man was arrested again and is now in jail for six months. This has served as a lesson for all community members around the school and since that time, we do not have any incidences. Thanks to stakeholders like PWC and Trias for this project as it is raising awareness among girls in pastoral communities. Now they are aware that every person has to protect the rights of women and children. The fence constructed by TAPALA surrounding the girl's dormitory has substantially helped to avoid community members interacting with girls. Thanks to the Project".* Said Tonde Sylvester Sulle, the headmaster of Arash secondary school located in Mbuken village, Ngorongoro district.



*"I am a man of 55years, and I have two wives with 16 children. I am an anti-violence champion, and I am ready to stand against those who violate women rights in the community. I urge my fellow men and community that the change is here with us, and we should accept the change, let's stop FGM, beating women and forcing our young girls into marriage. Let's not shorten their dreams. At least I have sent my 14 children to school, and I am proud" said Simango, a traditional leader (Alaigwanani) from Monduli district.*



*"I am a form three student in Arash Sec. School. The play has really touched me and what it has been shown is exactly what is going on with our mothers and my fellow girls in our community. I want to be a source of change in my community to preach violence against women and girls and this will be a peaceful loving and happy families if only we accept to stop FGM, letting girls to go to school and divide roles to each family member." Said Ng'ejuk Mepukori.*