



## VICTORY FOR EQUALITY SCHOOL OUTREACH PROGRAM EVALUATION REPORT

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## 1. **EXECUTIVE SUMMARY**

This is the final report for the evaluation of Victory for Equality School Awareness Gender Outreach Program which commenced on March 2014 and concluded in mid-September 2014.

The program was developed as part of the Victory for Equality Netherlands Gender awareness e-learning program.

The conceptual and practical implementation of designing for learning was informed by what was known as **Youth to Youth learning practise**. The aims of the program were;

1. Institutionalization of Gender based movements in schools.
2. Building capacity to young people/students in addressing gender based issues facing their communities
3. Influencing young people to be active participants in Gender equal supporting World through impacting them with knowledge on the areas of Gender and Gender equality.
4. Reconciliation of women and men.

The design for learning program included models of practise (workshop), program monthly and quarterly activity calendars and the implementation flow chart.

The Victory for Equality Manager in Tanzania was commissioned in September 2014 to undertake a **formative evaluation** of the program and provide a synthesis and summary of the lessons learned, to aid Victory for Equality Netherlands in understanding the emerging lessons and recommend ways of applying and building upon them. The basic objectives of the evaluation study were;

- I. Analyse the process of implementation, focusing on the participation of the targeted community
- II. Analyse the impact or changes that have occurred within beneficiaries and their community
- III. Identify problems and constraints that have been encountered

IV. Identify important lessons to be learnt and make recommendations for the implementation of future projects

The program was overseen by the Victory for Equality Tanzania Team. The program in Tanzania comprised of the project Manager, volunteers (local and international interns).

The Victory for Equality Project Manager in Tanzania and the Victory for Equality Chairperson in the Netherlands communicated on a regular basis for operational issues and to maintain a consistent overview of the ongoing project and program activities. Additional advice and guidance of the program was provided by the local partnering organizations and other Gender experts.

## 2. **PROJECT OVERVIEW**

The Project tallied a number of activities for participants to gradually shape their values, changing stereotypes into an equal transformed society. That was to be influenced through a number of activities the project offers to young people and leave them with institutionalized platforms, “clubs” in their schools e.g. to help them to establish gender equity clubs and leave them with skills to sustain them; holding lectures in schools on gender issues; organizing discussion forums, interact with gender experts; learn about law and gender through lawyers; visiting police gender desks to hear and learn about existing gender based challenges and how police and the system deals with them; learning from NGO leaders about special cases and findings on the studies; meeting with politicians and government leaders/officials to learn about national status through gender policies, laws, by-laws as well as national/local challenges and efforts/measures taken to support the area of gender; participate in gender pioneering trainings; discussion with women role models sharing their past experiences; most affected communities whereby in the end produce reports that can be shared to the local government authority and other gender development stakeholders for further action. All this was to influence and change their perceptions towards becoming active participants in a Gender Equal Supporting World.

Apart from the project main activities to be offered to schools, students organized meetings to propose gender based intra and inter school activities they wished to do in their clubs; these activities were to be put in their Mid-Annual school and interschool activity calendar

These activities included outreach activities that students voluntarily liked to do in their communities. Most of these activities were to be cost free (developing voluntary spirit and a sense of accountability among young people by being engaged or engaging themselves in gender equality development work.

## 3. **METHODOLOGY (Data collection methods)**

From the outset, the evaluation personnel was concerned to take a consultative, reflective and formative approach to the evaluation design for the program.

This was particularly appropriate given the explorative nature of the program objectives, and the evaluative nature of the project itself. Consultation in the development of the evaluation framework was particularly important given not just the levels of the evaluation expertise in the program, but also the focus of the program itself- the program evaluation personnel was aware of the outset of the challenges inherent in designing an evaluation for the design of the program.

The main data collection method used by the main informants (students in the V4E Schools) during this first phase of the evaluation was through the use of **Focused group Discussions (FGDs)** that involved a listed of core evaluation questions put through questionnaires (Refer questionnaire used Annex 2). Five (5) groups of six (6) informants each were formed in every Victory for Equality (V4E) Friend school during the program research. And the second stage involved interviewing our main informants and collecting observations and recommendations from our partnering organization and stakeholders of the program.

#### **4. PURPOSE OF THE EVALUATION RESEARCH**

The purpose of this research was to obtain information about the Victory for Equality Gender Outreach program if whether it impacted its beneficiaries and stakeholders from the ongoing awareness intervention.

The research focused on four core areas that included:

1. Participants reaction on the program
2. Teaching and facilitation methodologies
3. The outcomes and
4. Perspectives on Future programming

##### **4.1 PARTICIPANTS REACTION**

Research on the participants' reactions focus mainly on what participants thought about the program, including the content provided within the program, materials and facilities used during the program operations

In reference to our statistical program research, the quantitative table rates the program on the following areas (please refer to the program statistical data Page 16);

| Area/item                      | Rating  |
|--------------------------------|---|
| Content                        | Our statistical analysis tells us approximately 92% of the program beneficiaries/main informants speak of the program's content to have been of great deal to them while 7% speak of it as less beneficial to them as they already knew most of the program information provided.   |
| Organization                   | The organization activities and logistics were also rates by our informants over the program, approximately 95% of the informants find the organization to have excellently run the program activities and none of our informants said otherwise while 5% of the informant's population did not comment or say anything on this area.   |
| Use of Instructional Aids      | The use of program equipment's such as the visual aids like the projectors and cameras and other items was also rated in this area, approximately 92% of the informants argued in their FGDs and interviews that the equipment's used did help them learn best during deferent program activities such as sessions while the remaining 7% had nothing to comment on this area                           |
| Creation of Interest in Topics | Our informants (especially the main informants) did have to rate if the topics presented to them did create to them any interest or motivated them to learn more on the subject matter, 80% of the informants found the topics interesting in their FGDs and interviews while 12% of the informants found the topics presented to them boring and the remaining 8% had nothing to comment on this area. |
| Material use in the program    | From rating the impact of the materials used in the program such as the leaflets, hand-outs and other information resource materials , 90% of the informants (main informants) speak of the materials to be helpful while 10% speak of the materials to be of little use or helpful to them   |

Other general areas rated over the participants' reaction include;

|   |  |
|---|--|
| Participants attendance in the program  | From wanting to know if our participants attendance in the program activities was worthy their time or not, 60% of the informants say it was of great deal for them participating, 30% of the informants say it was quit moderate being part of the program while 10% of the informants find the program not worthy their time at all. |
| The program's usefulness to the participants (If the program was useful to the participants or not) | Measuring to what extent the program was useful to our participants, our statistical analysis of the research tell us 75% of our informants views through their FGDs suggest that the program was very useful to them while 25% of our informants speak of the program to be less useful to them                                       |
| Should the program be extended//repeated?   | From asking our participants if they wish the program to be extended, 88% argued the program to be extended while 15% of   |

|                        |  |
|------------------------|--|
|                        | our participants who turn out to be our main informants suggest the program not to continue  |
| Quality of the program | A few informants had to comment on the quality of the program and most of them 90% identified the programs' information resources well used, educators/presenters well equipped and conversant on the subject matters on deferent topics of Gender |

Some of our informants had to share their reactions over the methods (facilitation and teaching methods) used within the program

|   |   |
|---|---|
| Selection of topics                     | Our informants had to evaluate the nature of topic selection within the program, and 55% of them find the selection of topics to be excellent in reference to our statistical data collected from our informants, 35% of them find it good while 10% of the whole informants' population speak of this area as fair   |
| Facilitation and other teaching Aids    | Our informants had to also discuss on the use of our facilities and teaching aids during our sessions, 55% of them said they find the teaching materials like hand-outs and leaflets to be the most appropriate, while 35% find them less appropriate and 10% say they were inappropriate                             |
| Group Activities                        | Since our lectures and trainings within the program went hand in hand with participants' frequent group activities, our informants also rated this part by 28% to be very stimulating, 60% of them said the group activities were just appropriate while the remaining 12% found the group activities to be boring.   |
| Group Discussions                       | Group discussions formed within our participants every time we had program activities such as the lectures were also rated, 50% to be very helpful to our participants, 9% said they were of little help while 41% of all the informants did not comment on this area   |
| Time used within the Program activities | The program time used for lectures and other program activities varied from school to school, though most of our informants did say the time used within the program activities was very convenient by 75% while the remaining 25% said the time for the program activities should be fixed either morning or evening |

#### 4.2 TEACHING AND FACILITATION METHODOLOGIES

Through our research, we looked at the teaching and facilitation methods used to help us improve professionally and identify changes that may be needed in our future programs.

In this aspect our focus was on the knowledge of the subject matter, ability to facilitate learning and group process, attitude towards learners, use of teaching materials, communication, approachability and the ability to answer questions

Our statistical analysis provided below verify the extent to which the instructor;

|  |   |
|--|---|
| Knew the subject matter                      | In reference to our statistical data, 70% of our informants speak of this area to be of great deal, 25% find it moderate while 5% suggested it was not much of the information the instructors knew on the subject matter/topics  |
| Encouraged participation                     | 70% of our informants through their FGDs and interviews say that the instructors (educators) highly encouraged participation while 35% suggest they moderately encouraged participation and the remaining 5% say they did not much encourage participation during sessions  |
| Answered Questions Completely                | From our quantitative research analysis, 80% of our main informants say this area was of Great Deal, 10% find this area to be of moderate while the other remaining 10% say the instructors did not answer much of the questions asked during the program sessions  |
| Provide Clear Explanations                   | 60% of our informants say the instructor provided very clear explanations, 25% of them say the instructors moderately provided explanations clearly while 15% of the remaining population of informants describe the instructors to have barely provided any clear explanations   |
| Generate a desire to learn                   | From the statistical findings of our research from our main informants, 80% of our informants speak of the presenters to have highly generated their desire to learn while 10% of them suggested they moderately generated their desire to learn and the remaining 10% suggested they did not much generate their desire of learning even more on the subject matters/agenda presented to them          |
| Use of appropriate case studies and examples | Out of 100% of our informants interviewed, 70% of them suggested that the instructors used appropriate case studies at all times when presenting during program sessions, 22% of the informants suggested the instructors moderately used case studies during their sessions while the remaining 8% say the instructors barely used case studies and examples appropriately during the program sessions |

As part of the evaluation research, our main informants who were basically our participants in the program were given an opportunity to evaluate the presenter(s) ability on the knowledge of the subject matter, explanations, the level of presentations and the ability to prepare for the program activities.

|              |   |
|--------------|---|
| Preparations | 75% of our main informants suggested that there was much evident that tells that the presenter(s) were very well prepared on the subject matter and other session related activities during the presentations, 15% say there was moderate preparation from the presenters before the session and 10% argue that |
|--------------|---|



|                                 |   |
|---------------------------------|---|
|                                 | there was not much or very little planning evident of the presenters before the sessions and other related program activities   |
| Knowledge of the subject matter | From the simple evaluation research made on the program, 80% of our participants who were on the other hand our main informants suggested that the presenters where very conversant on the subject matter/topics and meaning was always clear, while 15% say the presenters were moderately knowledgeable on the subject matter and the remaining 5% suggest the presenters gave unclear meanings often   |
| Keeping the session Interesting | Even after the presenters introducing a few activities during the program sessions such as role modelling, ice breaking and games in between the sessions, our informants opted to discuss this area closely, 58% of them suggested our presenters did try to keep the sessions very interesting and participants actively engaged while 20% suggested that the presenters moderately kept the sessions interesting and 22% of the remaining argued that the presenters barely kept the sessions interesting and they less engaged participants |
| Explanations                    | After asking our informants how they found the explanations in the program sessions and other activities, our statistical data tells us that 60% found the explanations very clear, 35% found the explanations to be moderately clear while the other 5% find the explanations during the program sessions to be confusing  |
| Level of presentations          | After hearing from our informants through our questionnaires on what they had to say on our level of presentation, our statistical findings reveal to us that, 50% of them suggest the presentations were easy to follow and 30% suggest the presentations were moderately understandable while the remaining 20% argue the presentations to have been too advanced for them  |

Group activities were one vital part of our session activities that played a role of bringing all our participants together to discuss and brainstorm on deferent areas of our specific subject matter.

Then the question raised during the program research was: How helpful/precise were those group activities to our member participants? Our informants as well took time to discuss the impact of those activities in four different areas such as if they had helped them gain necessary priorities, built consensus between themselves as part of the reconciliation, if they helped to bring them closer and listen to each other as well as promoting mutual relations among themselves.

The table below illustrates the statistical findings got as a result of the FGDs and interviews done from our main informants in the 5 Victory for Equality Friend Schools.

To what extent did the educators (presenters) help the groups within the sessions in;-

|  |   |
|--|---|
| Gaining Necessary Priorities                                     | Out of 100% of our informants, 55% of them agreed to have gained much of the priorities in deferent subject matters presented to them, and 30% argued to have moderately gained some priorities in some subject matters (topics) presented, 15% of all the main informants said they never gained much of the necessary priorities in most presentations presented to them in their program sessions  |
| Building Consensus   | To what extent did the educators help the groups in building consensus?, that was a question raised in most of our main informants' FGDs, 48% of them suggested that the educators helped them build consensus in their group activities pretty much, 30% of them suggesting the educators partially helped them build consensus during the session group discussions and the remaining 22% said the educators did not help them come to any consensus during their group activities  |
| Listening to each other (Promote mutual communication relations) | How did the educators/presenters help the groups within the program activities and sessions in listening to each other? After several FGDs within our main schools in the 5 Victory for Equality Friend Schools, 65% suggest the educators greatly helped them in listening to each other and team building within their groups, 30% were moderate on the issue while 5% of the informants said the educators did not help them in listening to each other during their group activities  |
| Keeping to the subject Matter during the presentation sessions   | Did our presenters keep to the subject matters at all times during the session lectures? Our informants were given time to discuss and brainstorm on the issue in all the 5 V4E Friend Schools, and according to our statistical results, 70% of the informants population agreed for the presenter to have always kept to the subject matter during their presentations, 10% of the were moderate on this area and 20% of them said the presenters did not much keep to the subject matter at all times of their lectures and presentations. |

How could our presenters (program educators) improve? This was a question raised in our questionnaires as our informants suggested when developing a list of areas/issues to be discussed in their FGDs, and since this was an open question, then our informants came up with a long list of suggestions and views, but the most common ones in all the FGDs and interviews made were then highlighted and discussed, 40% of our informants suggested that our presenters should improve their training materials such as flip charts, their leaflets and hand-outs, the visual aids such as the projector and the projecting sheet and other alike equipment's, 28% of them suggested activities such as quizzes, ice breaking (In between session breaks involving games and role modelling) should often be introduced in the sessions and other program activities, 10% of the informants population argued the program to have a lot of case studies and examples introduced during sessions while the

remaining 22% suggested for all the recommended discussed areas to be inclusive during the future program sessions.

### 4.3 OUTCOMES

When doing some research on the outcome part of our program, we basically targeted on the results of the programme's educational events and the benefits our participants gained from being part of the program.

On this area, we were also interested in knowing; change in knowledge and attitude of our participants after the program, change in belief and opinions, change in motivation, confidence and ability as well as commitment to action.

**4.3.1 BENEFITS:** It was highly important knowing the benefits our participants gained from participating in the program, and most of our participants who turn out to be our main informants in this scenario were the ones to tell the benefits they thought they got from being part of the program, they managed to come up with a list of a few things they believed to have gained from participating in the program through their FGDs and interviews,

**Answers to their Questions;** According to our statistical findings of our research in the program, 18% of our informants during their FGDs said the program mostly helped them gain answers to their questions about Gender, sexuality, Human rights and from other subject matters addressed to them, 35% of them said they got information resource materials such as hand-outs, leaflets and copies of the presentations made to them that they would use even after the completion of the program to sustain the movements in their school gender clubs in the future, the other 30% said they gained ideas and knowledge they would immediately apply in their daily lives and to their outside community such as educating others on the matters of Gender and Gender discrimination and knowledge about their human rights and how to defend and protect them, and the remaining 17% said they gained nothing very new from the program as they had heard most of the Gender Information through other sources such as the media and social networks.

On researching the benefits of our participants from the program, we were also intrigued to ask our main informants how much of the content/information provided to them that they already had, and from our statistical findings of our research, 50% of our informants said they knew quite a bit of the Gender Information even before the program, 20% suggest they knew most of the information and 30% of the informants population said they were completely unaware or knew very little of the gender and sexuality information until the Victory for Equality Gender School Outreach trainings and program sessions came in.

To what extent did the program make you think?, this was a question raised in our questionnaires to our main informants, and in reference to our statistical analysis, 80% of our informants say it made them reason a lot better than before the program especially on the whole issues of Sexuality and

Gender while the remaining 20% say it did not actually make them think a lot over anything especially on the issues related to Gender.

Furthermore on the benefits that were highly expected from the program to its beneficiaries (participants), is for it to be useful/helpful to its member participants on long term basis, when the question was raised on how the program is to be useful to them in their future, 50% of the informants said it would help them to educate the other society members on Gender related violence since it's a common act still happening in their societies and the effects of it as well as changing the old traditional beliefs that undermine women through education and counselling, 30% said they will use the program information they acquired to motivate other young people (youth) in their communities in the protection of their human rights, 10% of the informants said the program information they got has prepared them to be good responsible future parents in their families and ambassadors of Gender and the remaining 5% of the informants say this program information has given them skills to positively interact with all other people in their societies regardless of their Gender

The other challenging issue that was raised in many FGDs is if there are any skills or specific knowledge gained from this program, our informants through their group discussions agreed to have basically gained two main things in the program, whereby 70% of the informants said they got an opportunity of interaction and speak their minds confidently on deferent issues related to Gender and Sexuality as well as team building skills, an opportunity they referred as very rare to get. The remaining 30% said for them the program has supported them with knowledge on deferent matters of Gender and Gender Equality that they did not have before.

Among many things that our audience (participants) were concerned with in the program; was their program experience on different subject matters and topics raised. During their FGDs, 70% of our informants said the unexpected experience they gained was interacting with people of deferent sex and sharing their gender knowledge with other young people in different schools and that improved their confidence and speaking their minds freely. While the other 30% said the experience they gained was the gender information they acquired which was rare to get in their schools academics.

#### **4.3.2 COMMITMENT TO ACTION**

The other important part of the outcome was to measure our participant's willingness to sustain the program and use the information they got from the program on a long term basis, and so during our informants' FGDs, questions targeting this area of commitment were raised. Such as; the ideas from the program they intend to use and with high percentage of the informants population, 55% say they will give education on the negative effects of Gender Based Violence which seems to be a problem in most Tanzania societies and share their knowledge on human rights and the remaining 45% said for them they are willing to use the information gained in this program to change their personal perceptions and attitudes towards gender conscious individuals and treating everyone equal with dignity and respect.

The other part that was raised in this area of commitment were those things that our participants will try to do as a result of this program' activities , and according to our statistical data gained from the research made, 90% said they will try and share the knowledge they acquired in this program activities to other community members and the remaining 10% said they will try to use the knowledge gained in this program to focus on the fight against School Related Gender Based Violence since that is within their reach according to them.

In determining our participants' commitment and course of action, there are some skills that our participants ought to have gained from taking part in the program as shown below.

|  |  |
|--|--|
| Gained Confidence in communication and Interaction between deferent sex      | 80% of our informants argued the program to have helped them gain confidence and given them an opportunity to interact with people of a deferent gender as theirs, while   |
| Increased morale in fighting against all sort of Gender related inequalities | 15% of the main informants say the program activities had increased their morale and given them skills to fight for all sorts of Gender related violence and the remaining |
| Increased motivation   | 5% of the population of our informants say the program has highly motivated them and equipped them with skills on team building and club management.                       |

#### 4.3.3 CHANGE IN KNOWLEDGE AND SKILLS

After a period of 9 months of the program, it's pretty obvious if the program was active enough, there must have been deference in attitude, perceptions, skills and beliefs of our participants' before and after the program, in doing some pilot study/research in this area, we took a sample of four topics out of the many topics taught to our participants to be measured if they had any positive impact to our member participants or if there areas that need some improvements.

The table below gives some clarity revealed after a pilot quantitative research made.

|                                      |   |
|--------------------------------------|---|
| Sexuality and Introduction to Gender | In reference to our statistical findings of the research, 80% of our main informants say they were very knowledgeable on this area of Gender and Sexuality after the training while the remaining 20% say they need some help/assistance on this area and should be repeated                    |
| Gender Equity and Equality           | After several Group Discussions from our main informants on this topic, 40% of our participants say they need more help/training in this area while 60% say they were very knowledgeable after the completion of this topic   |
| Violence and Gender based violence   | Our statistical analysis tell us most of our of informants, 60% suggest the topic/agenda on this area to be repeated since they thought they needed more information and training while 40% of them say they were very knowledgeable on this area and need no assistance on this specific topic |
| School related Gender Based          | In this specific topic, 55% of our informants say they  |

|          |   |
|----------|---|
| Violence | understood it very well and need no assistance or additional information on this area while the other 45% said they needed more help in this area |
|----------|---|

#### IV.3.4 LOGIC FRAMEWORK

The table below illustrates how the main overall program goals and outcomes were reached

| Activity   | Input   | Output   | Outcome   | Impact   |
|--|---|--|---|--|
| Establishment of Victory for Equality Gender Clubs | <p>Introduction of club activities and the course of the program to the victory for Equality schools</p> <p>Election of student leaders</p> <p>Appointment of matrons/matrons</p> <p>Club management and leadership training to the student leaders and patrons/matrons</p> <p>Development of club calendars by the student leaders to be used for the project and club intra and inter school activities</p> | <p>Program activities introduced to the students and club project calendars developed by student club leaders</p> <p>2 student leaders elected by club student members in every Victory for Equality Friend schools</p> <p>Twice a month meetings with club student leaders on club management, leadership and club evaluation conducted</p> | Gender based movements institutionalized in Victory for Equality Friend schools | <p>Early development and acceptance of Gender based differences</p> <p>Learning of Gender based positive best practices and approaching gender related issues facing their community</p> |

|   |  |  |  |  |
|---|--|--|--|--|
| Identification of Gender based Issues encountered by the youth in their communities | <p>Conducting of regular club lectures by the Victory for Equality trainees</p> <p>Development of publicity materials (T-shirts and banners)</p> <p>Collection of information resource materials in various gender related case studies</p> <p>Club site visits to specific units dealing with gender based issues</p> | <p>3 times club Gender lectures to victory for Equality Friend schools weekly from V4E trainees</p> <p>T-shirts and banners developed for publicity purposes.</p> <p>Victory For Equality Gender Suggestion Boxes developed and placed in every V4E Friend school to enable student club members and non-members share their information on various gender related issues and topics.</p> <p>Victory for Equality trainees networked with other Organizations in the field of Gender to share information materials, experience and expertise i.e. Mikono Yetu Organization and Kivulini in Mwanza</p> | Capacity built to students (youth) in addressing gender based issues facing their communities  | <p>Knowledge on the importance of social integration of both Gender in community Development</p> <p>Appreciation for another's assets regardless of their Gender</p> |
| Seeking for Media publicity and Discussion platforms                                | <p>Conducting of discussion forums with influential people (Gender experts)</p> <p>Opening of a gender based blog and website to be used by student club members and victory for Equality members for publicity purposes</p>   | <p>Student Discussion forum conducted on the Month of June this Year that involved special speakers/Gender experts that shared their knowledge experience on the areas of Gender with all the student club members from the 5 V4E Friend schools</p> <p>Victory for Equality Blog developed and actively started operating since the month of September, 2014</p>  | Young people( student club members) influenced to be active participants in Gender Equal supporting World through impacting them with General knowledge on the areas of Gender and Gender Equality | Understanding on the challenge and successes that both Gender face.  |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | Victory for Equality Website developed by Victory for Equality Netherlands actively running since the month of October, 2014. |  |  |
|--|--|---|--|--|

## 5. PERSPECTIVES ON FUTURE PROGRAMMING

The last part of our research wanted our participants to tell what they all together thought about the program; - their recommendations, their future expectations over the program, changes they look forward for within the program if it was to continue.

Through their FGDs, our informants were able to recommend some future topics for training within their program sessions, suggested some changes to be worked out within the program in the future and suggested some activities that would help them learn best in the program.

In reference to our statistical data from our research taken to the five (5) V4E friend schools, the most frequent future program topics recommended by our informants include; a discussion on gender stereotype, human rights, child abuse and domestic violence.

Some of the common recommendations given by our informants about the program include; having links (especially internet links) provided to them after program session in the future for follow-ups on more information and improvements on our training materials.

In our research we were also intrigued in knowing the facilitation methods that helped our participants learn best and how we could improve in that area in the future, whereby almost half of our informants 50% recommended group discussions to be highly emphasizes in future as it helped them learn best, 30% suggested the role plays to be the best technique for them to learn while 20% said sharing our information resource materials such as hand-outs and copies of our presentation made them learn best and we could also consider the method in our future programs.

Among many program objectives we had, was also influencing our member participants in the V4E friend schools to taking the gender movements in their schools and clubs by themselves and sustain it even after the program, in the FGDs during the program research, our informants also had a privilege to discuss and brainstorm a few things that influenced them in taking part in the program,



80% of the participants said for them the content within our program sessions highly influenced them in taking part in the program while 20% said the content/ program information provided was only an additional advantage of the program to them; 40% of our main informants said they were highly influenced by the length of the program sessions and 60% of them say they were highly influenced by the educators(presenters) in taking part in the program..

## **6. STATISTICAL FINDINGS OF THE EVALUATION FOR THE VICTORY FOR EQUALITY GENDER AWARENESS SCHOOL OUTREACH PROGRAM**

The following are detailed quantitative findings got during our program research.

**N.B:** While going through the attendance, behavioural and statistical results obtained as a result of this evaluation, you are advised at all times to refer to the question list(s) for accuracy better understanding of the results/outcomes obtained from the whole evaluation process.

(Refer Annex .2)

Statistics

Statistics

## Statistics

ATTENDING/PARTICIPANTS IN THE PROGRAM

RATE THE PROGRAM MATERIAL USE IN THE PROGRAM

COMMENT ON THE QUALITY OF THE PROGRAM

WHAT REACTIONS DO YOU HAVE TO THE GROUP DISCUSSIONS





MOST ACCURATELY INDICATE KNOWLEDGE OF THE SUBJECT MATTER

HOW WELL DID THE PRESENTER FACILITATE THE GROUP PROCESS

MATTER/AGENDA

KNOW?

INDICATE ONE OR TWO MAIN THINGS YOU LEARNED OR GAINED FROM THE PROGRAM.

HOW DO YOU INTEND TO USE THE INFORMATION GAINED IN THIS PROGRAM?

EQUALITY



TO WHAT EXTENT DID YOU UNDERSTAND GENDER EQUALITY AND INEQUALITY

AS A RESULT OF THIS PROGRAM LEARNED KNEW SKILL THAT WILL HELP YOU IN FUTURE

PLEASE RECOMMENDED TOPICS FOR FUTURE TRAINING

TO WHAT EXTENT DID THE FOLLOWING INFLUENCE YOUR ATTENDING IN LENGTH

TO WHAT EXTENT DID THE FOLLOWING INFLUENCE YOUR ATTENDING IN EDUCATOR(S)

## 7. CONCLUSION

The following conclusion can be drawn from the program research made:

1. Most participants argued to have learnt how to build consensus within their group activities after the program
2. During the research, most participants said the program has helped them in team building and promoted a sense of self-reliance as result of the program.
3. Participants said to have gained most answers to their questions on all matters of Gender and sexuality
4. Most participants claim to have gained knowledge and motivated to face the other community members and educate them on the issues of sexuality and gender as a result of this program
5. Most of our participants claim to have gained confidence to interact with their fellow youth of different sex and speak on the issues of sexuality and Gender
6. As a result of this program, most participants claim the program information has raised their understanding and changed their perception and attitudes on all matters relating to Gender and sexuality
7. As a result of the program information, some of our participants say they gained some basic skills to fight against all sorts of discrimination and violence from the program.
8. After taking part in the program, the overall opinion of most of our participants is that you should share information and communicate together about Gender based violence and sexuality

9. In most program member-schools visited, most students were less familiar with gender education and via the program they started confidently communicating about these topics for the first time.
10. In reference to our research, it is very clear that the level of information and knowledge about gender and sexuality has remarkably increased among our participants after taking part in the program
11. Our research indicates the level of discrimination and bullying to have changed remarkably after taking part in the program, especially in mixed sex schools.
12. The program has proved to be very useful as well to the victim of violence and sexual abuse as they have had a chance to air their views and used their past experiences as case studies within the program.

## 8. RECOMMENDATION AND TESTIMONIES

The following below are some of the recommendations, suggestions and testimonies got from our patrons/matrons in the 5 V4E friend schools, our Partnering Gender Organizations and other governmental and non-governmental agencies and sections after several Interviews during the Program research

| Personnel   | Recommendations/Suggestions  |
|---|--|
| Buhongwa Secondary School<br>Mr. Bernard Umwinyi<br>Date: 21 <sup>st</sup> January, 2015<br>Time: 16:00 – 16:45<br>Place: Nyamagana, Mwanza | -“The project transforms young girls and boys that are critical gatekeepers as powerful partners/allies to overcome inequalities and other obstacles that women and men face in society. The whole community – both men and women - is introduced to “the inequality issue” rather than exclude it as “a woman only issue.”<br>But,<br>-“This project should also focus on combating gender based violence against girls in schools with high incidences of Violence. Working in close collaboration with the ministries of education, the project should raise awareness of Gender Violence in schools and the legal protections that exist, and develop a supportive network (students, Parent Teacher Association members, health care workers, police, lawyers and magistrates specializing in Gender Based Violence (GBV) and social workers) to respond to |

|   |   |
|---|---|
|   | <p>cases of Violence in the schools and provide support to survivors”.</p> <p>-“The project should also work with civil society non-governmental organizations (NGOs) and public servants in the south of Tanzania especially Mara region to address and to reduce gender based violence with the goal of increasing public awareness of the issues surrounding Physical and Psychological Violence. Through educational seminars for psychologists, teachers, and legal representatives from NGOs and state run social services, the program will strengthen and develop the organizational and national network against GBV”.</p>   |
| <p>Nsumba Boys Secondary School<br/>Mrs. Fiona Majimarefu<br/>Date: 21<sup>st</sup> November, 2014<br/>Time: 15:30 – 16:10 hrs<br/>Place: Malimbe, Mwanza</p> | <p>“From the Victory for Equality Program, I am proud to mention the fact that the content delivered by program educators to our students will have an impact on their lives. They now have a different perspective towards sexuality and how to respect gender related issues. I would say this program has changed our young people’s lives, their lives have changed much more for the better as far as gender is concerned.”</p> <p>“I cannot forget the opportunity I got from the program of getting connected to the other important Gender activists/experts in the Victory For Equality students Gender forum of month May last year, working with the young people on solving community Gender problems and getting inspired by role models from the different organizations. The program has all been the efforts of the Victory for Equality sponsors and implementers of the program.”</p> |
| <p>Montessori Maria Secondary School<br/>Mr. Chagula Wambele<br/>Date :29<sup>th</sup> January, 2015<br/>Time: 15:00 – 15:30<br/>Place: Mzunguko, Mwanza</p>  | <p>“For certain populations in our schools, most notably girl students, the bullying problem was much bigger: 85 percent of girl students were verbally harassed, 40 percent physically harassed and 19 percent physically assaulted. For these reasons the establishment of the Victory for Equality Program has built Respect, Acceptance and Voice through Education to most students of our school, at its level, it has managed to address these issues more holistically and to give voice to all students”.</p>  |



|  |  |
|--|--|
|  | <p>"We require more training that will help promote a culture of tolerance, respect and peace to benefit all members of our school community".</p>   |
| <p>Tanzania Police Force, Mwanza Head quarters<br/>Police Gender Desk Section Officer<br/>Insp. Selester Tibaijuka<br/>Date: 10<sup>th</sup> December, 2014<br/>Time: 10:00 – 10:30<br/>Place: Nyamagana, Mwanza</p> | <p>"Women do not have a say in decisions affecting their own safety or in negotiations on conflict; and men tend to face social expectations to be more actively involved in taking up physical violence to defend their families or communities. Furthermore, gender injustice is one big factor here contributing to tensions and violence, as do other aspects of social injustice and discrimination."</p> <p>"Our efforts are to improve local safety and security and to reduce conflict thus we need to take gender considerations into account right from the family level to the community at large and so does everyone".</p> <p>"Furthermore, our community security programmes can have positive effects on women's empowerment. Women participating in community security activities have said how it has given them the confidence to play an active role in improving their local security situations. For instance, in Illemela district here in Mwanza, women in several community security working groups have started to play a key role in working with youths to prevent them becoming involved in violence and/or crime and in reducing incidents of domestic violence/conflict. In other contexts, women have said that the programme has helped them feel confident about directly approaching local authorities and security providers themselves rather than having to rely on other family members to do it for them. In addition, as community security working groups are becoming a respected mechanism for women to support security in their communities, there are opportunities to build on these outcomes in the future."</p> |
| <p>Mss. Khadija Linganga<br/>Kivulini Women Organization Youth Officer<br/>Date: 19<sup>th</sup> November, 2014<br/>Time: 13:00 – 15:00 hrs</p>  | <p>"Ending gender-based violence is a slow process and is likely to disrupt current social, cultural, religious, educational and business systems. It will also consist of hardships and catastrophes</p>  |

|  |  |
|--|--|
| <p>Place: Nyamagana, Mwanza</p>  | <p>along the journey. Educating in Tanzania must become a necessity and not remain a luxury”.</p> <p>“In a developing country, in which gender-based violence is often culturally ingrained and structurally embedded, the problem might be “invisible” because it competes with other pressing issues of poverty, illiteracy, civil war, food/water insecurity, and inadequate health care. Gender-based violence, when competing against these other life-altering hardships, might have a low priority, if on the radar at all, for those who must forage for daily needs and exist on subsistence living wages”.</p> <p>“Consequently, we turn to our Government and other stakeholders for support to:</p> <ol style="list-style-type: none"> <li>1. To implement enforceable policies and legislation to support educating girls.</li> <li>2. Implement male ally programs in the cities and villages around the country with educational organizations like Victory for Equality, Kivulini and the rest</li> <li>3. Protect the basic human rights for all citizens in the Country”.</li> </ol> |
| <p>Mr. Tito Iyakuze<br/>Mwanza City Council Welfare Officer<br/>Date: 26<sup>th</sup> January, 2015<br/>Place: Nyamagana, Mwanza</p> | <p>“Gender Inequality is a grave reality in the lives of many women and men in Tanzania. It results from gender norms and social and economic inequities that give privilege to men over women. There is a mounting recognition in Tanzania of gender discrimination and gender equity in different facets of life. This awakening includes a growing acknowledgement of how prevalent gender-based violence is and the ways and extent to which it harms not only women and girls but also men and boys and, furthermore, the country’s developing economy and health and social welfare systems”</p> <p>“Gender inequity is the norm in Tanzania. Many women in Tanzania do not have the same opportunities as men for education and economic independence. Recent Demographic and Health Survey found that 64 percent of men complete primary education, while only 58 percent of women do the same. Focus group participants affirmed that, especially in poor</p>   |

|  |  |
|--|--|
|  | <p>families, boys' education tends to be valued more than girls and that girls may be taken out of school to assist with domestic responsibilities or to marry":</p> <p>"A handful of promising interventions have been or are being implemented by the Government and other NGOs. Though I have to admit they are limited in scope and number. Kivulini and other gender related Organizations here in Mwanza, conducts awareness raising, advocacy, and community mobilization with local government leaders, police, health workers, youth in their institutions like schools and orphanages, and other civil society organizations to help recognize their roles in responding to Violence and develop strategies to take action, they have not only been helpful to us as the government but also to the local people at large".</p>  |
| <p>Mkolani Secondary School<br/>Mrs. Judith Oleo<br/>Date: 22<sup>nd</sup> January, 2015<br/>Time: 16:30 – 17:10<br/>Place: Illemela, Mwanza</p> | <p>-“Teachers’ Gender education also needs to be addressed not only how teachers and other education officials teach gender equality, but how they live this in their private lives, changing personal behaviour and challenging some of the deeply held assumptions that perpetuate inequalities”.</p> <p>-“Student teachers, and in-service teachers, need opportunities to examine and understand their own gender identities, and to understand how gender discrimination takes place in schools, as well as their role in addressing it. For example, teachers have to learn how to make their students aware of their sexuality and, in the age of HIV/AIDS provide a model of risk-free behaviour”.</p> <p>-“In tandem with the school, Victory for Equality Organization should provide venues and forums where strong gender-equality messages can be explored and reinforced. Different types of extra-curricular activities can help children who have been silenced to articulate their needs”.</p> <p>-“There is a need for the organisation to work alongside parents and communities to think</p> |

|  |  |
|--|--|
|  | about the ways in which they can support boys and girls to learn well at school, in order that both can participate in society’. |
|--|--|

#### **Testimonies and quotes from a few students from the Victory for Equality Friend Schools;**

*“In more than one way, Victory FOR EQUALITY touches the lives of those who pass through it. A moment with the V4E family club is too good to be true- a family of extremely intelligent and humble trainees and facilitators who freely bond with persons from all ages, social status & educational background, religious and political leanings. The V4E club is indeed an amazing family. I have been touched by case studies and studies held by the program and now I'm looking to touch someone's life’.* **Ashura Suleiman, Mkolani Secondary School**



*“The gender issue is more serious than I thought. Initially I thought the gender campaign was being overblown but during the training I could see real underlying issues that have been there for a long time especially with women’.* **Francis Hatib, Buhongwa Secondary School**





*“It was an eye opener, I learnt a lot about people's culture. I was able to understand certain biases that people might have with respect to men and women hence I will be able to empathize and explain to people that these are things that can be changed. I also learnt the difference between gender and sexuality and the highlight is that gender is not just about females it includes men as well just as long as either sex is at a disadvantage”* **Mary Vicent, Bwiru Girls Secondary School**



*“First, I would like to thank the Victory for Equality Foundation and its trainees for providing us the training and then I would like to state that I learned a lot of things about human rights which I didn’t know before. Had an opportunity to interact with others e.tc. All students from our school need to be trained in human rights and gender so that they will know their rights as human beings. Amina Sadat, Montessori Maria Secondary School*



## **9. THE RECONCILIATION ASPECT OF THE PROGRAM:**

When we are born as infants, we are assigned to one of two culturally determined genders and are then raised with certain bias, attitudes, privileges and beliefs about gender to which you were assigned and the other gender.

The gender reconciliation aspect of our research focused on this issue intrapersonal, interpersonally and culturally. A safe atmosphere was established for our participants (main informants) through a series of deeply moving experience to increase their awareness and how the program impacted them, and they were given an opportunity to experience this new insight through different means of expression and learning. Same gender and mixed gender group discussions and role plays all helped to build a foundation for reconciling all the different aspects of gender within a participant's experience, past, present and future.

When evaluating this aspect of our program, three (3) main questions were raised during our participants Focused Group Discussions and interviews which included; - (a) The extent to which the program helped bring the participants close in communication and positively interact with each, (b) How the program helped to manage conflicts and create a positive negotiation process peacefully with their partners, youth-mates and other community members, and lastly (c) How the program helped transform their perceptions, mind-set and their personal outlook towards other people of different sex.

Referring to our statistical research findings of the program as shown on the tables below.

50%, which is almost half of our participants urged that the program mostly helped to bring them close in communication and relations with other members of different sex as theirs (Boys and Girls), and the other 50% of our main informants speak of this area of reconciliation of the program to have helped them manage conflicts and disputes as well as create a positive negotiation process peacefully with other community members of all sex.

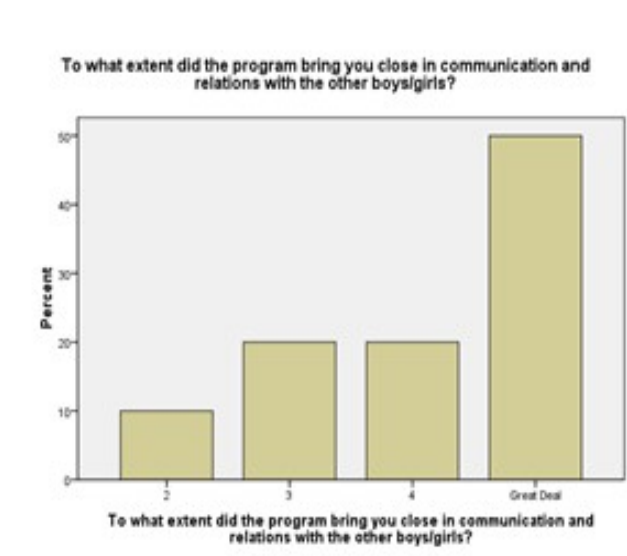
And 80% of all our key informants said the program helped transform their perceptions and their personal outlooks towards other members of their respective communities.

## **9.1 RECONCILIATION STATISTICAL FINDINGS**

### **9.1.1 Reconciliation Frequency Tables:**

**To what extent did the program bring you close in communication and relations with the other boys/girls?**

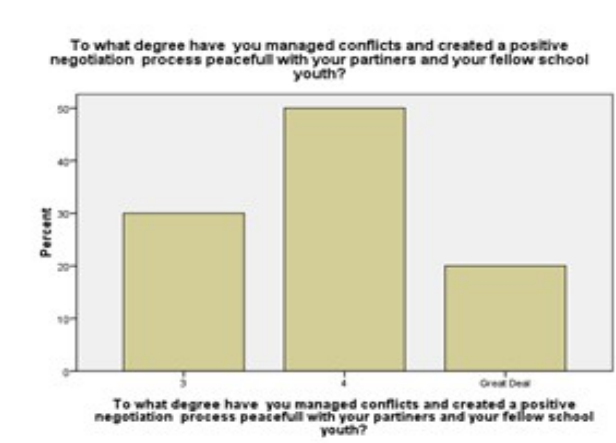
|       |            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | 2          | 1         | 10.0    | 10.0          | 10.0               |
|       | 3          | 2         | 20.0    | 20.0          | 30.0               |
|       | 4          | 2         | 20.0    | 20.0          | 50.0               |
|       | Great Deal | 5         | 50.0    | 50.0          | 100.0              |
|       | Total      | 10        | 100.0   | 100.0         |                    |





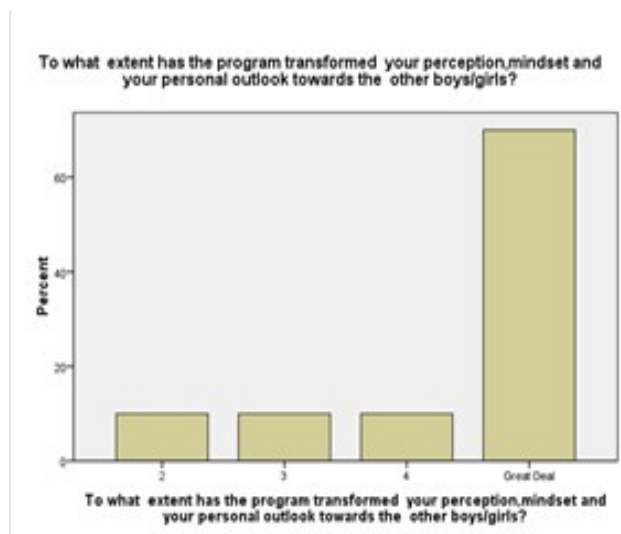
**To what degree have you managed conflicts and created a positive negotiation process peacefully with your partners and your fellow school youth?**

|            | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid 3    | 3         | 30.0    | 30.0          | 30.0               |
| 4          | 5         | 50.0    | 50.0          | 80.0               |
| Great Deal | 2         | 20.0    | 20.0          | 100.0              |
| Total      | 10        | 100.0   | 100.0         |                    |



**To what extent has the program transformed your perception, mindset and your personal outlook towards the other boys/girls?**

|       |            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | 2          | 1         | 10.0    | 10.0          | 10.0               |
|       | 3          | 1         | 10.0    | 10.0          | 20.0               |
|       | 4          | 1         | 10.0    | 10.0          | 30.0               |
|       | Great Deal | 7         | 70.0    | 70.0          | 100.0              |
|       | Total      | 10        | 100.0   | 100.0         |                    |





### 9.1.2 Descriptive Statistics of the reconciliation Aspect:

|  | N  | Minimum | Maximum | Mean | Std. Deviation |
|--|----|---------|---------|------|----------------|
| To what extent did the program bring you close in communication and relations with the other boys/girls?                                       | 10 | 2       | 5       | 4.10 | 1.101          |
| To what degree have you managed conflicts and created a positive negotiation process peaceful with your partners and your fellow school youth? | 10 | 3       | 5       | 3.90 | .738           |
| To what extent has the program transformed your perception, mindset and your personal outlook towards the other boys/girls?                    | 10 | 2       | 5       | 4.40 | 1.075          |
| Valid N (list wise)  | 10 |         |         |      |                |

## 10. ACKNOWLEDGEMENTS:

This evaluation research was not an easy task. Through it largely depended on the research made by the Victory for Equality Team, a number of people, institutions, governmental and Non-governmental organizations contributed morally in giving their in-kind technical support and cooperation towards the success of the research. In this regard, the Victory for Equality Team would like to express its sincere gratitude towards the following categories of persons.

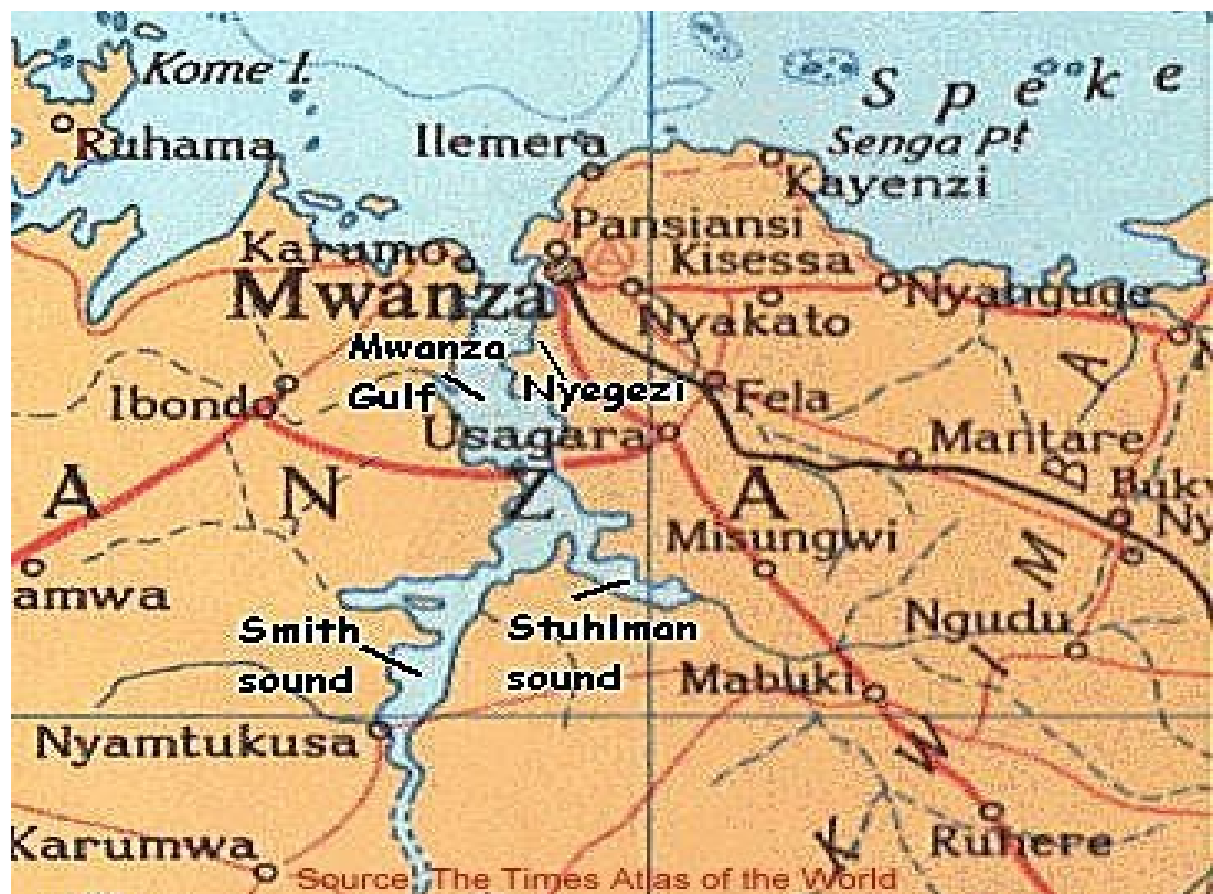
Special thanks to the Founder of Victory for Equality Foundation Caroline Dusee' for all her advice and technical support and her willingness to dedicate her time and resources in making this research a success.

We are also indebted to Miss. Maimuna, the Mikoni Yetu Women's Organization Director in Mwanza for her advice and contribution to some research information resources, we all as a team thank you so much.

The administrations, staff and student members of Victory for Equality Friend Schools of Mkolani Secondary School, Bwiru Girls High School, Nsumba Boys High School, Montessori Maria Secondary School and Buhongwa Secondary school of Nyamagana District in Mwanza Region.

## **11. APPENDIX**

### **Annex.1 Map of Mwanza City, Tanzania**



## Annex 2. Main Research Questionnaire used

### Guidance and purpose of the intervention

The purpose of this interview is to obtain current information on the about the victory for Equality Gender Outreach Program in your Gender Equity Club and whether you have been impacted from the ongoing awareness intervention.

This survey is voluntary and the information you give will be confidential.

The questions found in this questionnaire will focus on the following areas;

- A. Participant reaction on the program
- B. Teaching and facilitation Methodologies
- C. Outcome
- D. Future Programming

#### PARTICIPANT REACTION

Participant reaction will focus on what participants thought about the program, including content, materials and facilities used in the program

Participants may react on the content delivery, facilities and logistics, time, teaching methods, instructional aids (leaflets and hand-outs) and activities within the session.

This section will consist of the following questions;

1. To what extend was attending/participating in the program worth your time? (Circle One)

Not at all

Great Deal

1

2

3

4

5

2. Please rate the program on the following items (Circle one for each item)

- |                                |             |                |
|--------------------------------|-------------|----------------|
| a) Content                     | Useful      | Of little use  |
| b) Organization                | Excellent   | Poor           |
| c) Use of instructional Aids   | Appropriate | Inappropriate  |
| d) Creating interest in topics | Stimulating | Boring         |
| e) Material use in the program | Helpful     | Of little help |

3. To what extent was the program useful to you?

Not useful

Very useful

1      2      3      4      5

4. Should the program be extended/ repeated?

Yes

No

It depends, please explain

.....  
.....  
.....  
.....  
.....

5. What three things from this program were most helpful to you?

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.....  
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.....

6. Comment on the quality of the program.

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.....  
.....  
.....  
.....

7. What reactions do you have to the methods that were used in the program?

|                                  | Poor | Fair | Good | Excellent |
|----------------------------------|------|------|------|-----------|
| a. Topics selected               |      |      |      |           |
| b. Lectures                      |      |      |      |           |
| c. Facilities and other teaching |      |      |      |           |



|                      |  |  |  |  |
|----------------------|--|--|--|--|
| aids                 |  |  |  |  |
| d. Group activities  |  |  |  |  |
| e. Group Discussions |  |  |  |  |

8. Was the time of the program convenient?

a. Yes

b. No

c. If No, a more appropriate time would be .....

#### TEACHING AND FACILITATION

Knowing how well we are teaching and facilitating helps us improve professionally and identify changes that may be needed in future programs

In this aspect we may wish to focus on knowledge of the subject matter, ability to facilitate learning and group process, attitude towards learners, use of teaching materials, communication, approachability and the ability to answer questions.

This section will consist of the following questions;

1. To what extent does the instructor(s):

|   | Not much |   | Great Deal |   |
|---|----------|---|------------|---|
| Know the subject matter                   | 1        | 2 | 3          | 4 |
| Encourage participation                   | 1        | 2 | 3          | 4 |
| Answer questions completely               | 1        | 2 | 3          | 4 |
| Provide clear explanations                | 1        | 2 | 3          | 4 |
| Generate a desire to learn                | 1        | 2 | 3          | 4 |
| Use appropriate case studies and examples | 1        | 2 | 3          | 4 |

2. Please circle one number that most accurately indicates your evaluation of the presenter(s)

