



ADOLESCENT GIRLS POWER PROGRAM (AGPP)

**A POWER ANALYSIS REPORT FOR ADOLESCENT
GIRLS IN ARUMERU DISTRICT, ARUSHA**



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INTRODUCTION

Adolescence is the period between the beginning of puberty and adulthood. This means that everybody will or has been passing through that period. A lot of things happened during that specific period, which is the reason why Children's Rights and Violence Prevention Funds (CRVPF) come-up with the program of Adolescent Girls Power Program (AGPP). The program intended to address issues facing adolescent girls, using power analysis tools to identify challenges and recommend interventions. The whole process of power analysis is guided by local partners who are the local organizations partner with CRVPF and form a cluster to implement the AGP program. In Tanzania, CRVPF partners with Arumeru Cluster (AC) as among their local partners to implement the AGPP. The Arumeru cluster is made up of three local organizations based in Arusha, Tanzania such as Deploy and Nurturing Gallery (DNG), Tumaini Jipya-New Hope, and Vuka Initiative. The CRVPF provides short-term grants to the Arumeru Cluster for planning and learning in the period of six months from October 2022 to March 2023. Whereby, the short-term grants aimed at i) Building a very strong relationship among cluster partners, ii) Identifying the Project area and iii) Listening to the target communities to identify needs. This is an innovative approach CRVPF uses to finance the planning process of the program before the actual implementation. The approach is unique compared to others, funding organizations. In the six months of planning and learning, the AC managed to have cluster partners meetings, and workshops, mapping to 507 households, and conducting a power analysis exercise for 290 adolescent girls in program areas. All of those activities were done in three wards of Mbuguni, in Meru District, and Nduruma and Oloirien wards in Arusha District Council. Furthermore, you are about to dive into the situation analysis report of AGPP in Arumeru District, produced by Arumeru Cluster. This report will take you through the introduction part, objective, target group, program location, concept, the conducting of a situation analysis, planning, methodology, findings, recommendation, and conclusion.

This report further illustrates and summarizes major processes with quite impressive achievements based on consolidated findings as assessed from 290 adolescent girls in power analysis which is a result of the mapping of 507 households in three Wards in Arusha and Meru District Councils.

CONCEPTS

Here, are definitions of key concepts that are going to be used are used in this report.

Children’s Rights and Violence Prevention Funds (CRVPF);

Refer to the program donor who finances the Arumeru Cluster to implement a short-term project in the past six months.

Adolescent Girls (AG)

Refer to girls between 12 to 24 years old, as the key target group of this situation analysis report in the Arumeru District.

Planning and Learning Period (PLP)

Refer to the initial phase of the program, six months period from 1st October 2022 to 31st March 2023 of the preparatory of the AGPP program, contracted by CRVPF and Arumeru Cluster.

Adolescent Girls Power Program (AGPP);

Refers to the program implemented by Arumeru Cluster and financed by CRVPF.

Mapping;

Refers to the household baseline survey to identify the existence of adolescent girls in the Arumeru District.

Power Analysis (PA);

Refer to the activities of inquiries challenges facing adolescent girls and collect their suggest solutions to those challenges by girls themselves.

Arumeru Cluster (AC)

Refer to three local organizations forma cluster such as Deploy & Nurturing Gallery, Tumaini Jipya New Hope and Vuka Initiative.

Cluster partners (CP)

Refers to Deploy & Nurturing Gallery, Tumaini Jipya New Hope and Vuka Initiative.

Program Areas

Refer to Mbuguni ward in Meru DC, Nduruma and Oloirien wards in Arusha DC, Arumeru District, Arusha region.

GEOGRAPHIC AREAS

The PA activity was conducted in three wards, Mbuguni, Nduruma, and Oloirien both in the Arumeru District, Arusha region. The Arumeru District comprises two District Councils of Arusha DC and Meru DC, where two wards Nduruma and Oloirien are from Arusha DC and the Mbuguni ward is in Meru DC. Those areas were selected based on various factors including geographic location, economic activities, incidences of violence against adolescent girls, and few CSOs interventions in those areas. However, the District Executive Directors (DED), of Arusha and Meru DC paid great roles in the selection of program areas through their District Community Development Officers (DCDOs).

TARGET GROUP

The Power Analysis (PA) exercise targeted a sample size of 300 Adolescent Girls (AG) aged between 12 and below 24 years both school and out of school including young mothers. At the end of the PA exercise total number of 290 AGs was reached.

POWER ANALYSIS TIMETABLE

The PA activity was done in seven days, whereby one day was used for logistics and six days were the actual PA exercise. Two days for each ward. In school, AGs were from Nduruma, Mbuguni, and Mringa secondary.

No	Place/Ward	Activity Date	Target groups		The number of girls reached
			School Girls	Out of school	
1	Nduruma	15 th and 22 nd March 2023	42	31	73
2	Mbuguni	16 th and 23 rd March 2023	56	42	98
4	Oloirien	24 th and 25 th March 2023	56	63	119
		Total	154	136	290



THE OBJECTIVE OF THE POWER ANALYSIS

The overall objective of Power Analysis activity was to empower young girls by helping them understand and challenge the power imbalances i.e., socially, culturally, economically, and politically, that affect their lives, and to develop strategies to promote positive change in their communities.

SPECIFIC OBJECTIVES OF POWER ANALYSIS

Whereby, the specific objective so the Power Analysis exercise was; -

1. Identifying the sources and types of power that influence adolescent girls' lives, including social norms, gender roles, economic resources, political systems, and cultural beliefs.
2. Understanding how power operates in different spheres of adolescent girls' lives, including family, school, community, and broader society.
3. Analysing how power dynamics intersect with other factors that shape adolescent girls' experiences, such as gender, race, ethnicity, sexuality, disability, and socioeconomic status.
4. Encouraging young girls to reflect on their power and agency, and to develop strategies for advocating for their rights and promoting positive change in their communities.

However, the PA also expects to engage with stakeholders such as parents, teachers, community leaders, and policymakers to raise awareness of the issues affecting adolescent girls and to advocate for policies and programs that promote their well-being and empowerment.

METHODOLOGICAL ASPECT

The methodological aspect entailed face-to-face meetings with adolescent girls organized in Focus Group Discussions (FGD). Careful selection criteria were considered to give respondents ample space and chances to share freely such as lactating mothers and others. In secondary schools, girls were arranged in their respective classes. The aim was to obtain quality assurance by giving ample and fair space to share information without fear. Girls were grouped into a group range of five, six to seven girls with two facilitators, one to lead the discussion and another to document.

APPLICABLE GUIDING TOOLS

The guiding tool consisted of a designed questionnaire that highlighted five components (tools) of adolescent girls' power analysis as follows; -

1. Thinking About Power.
2. Girls and their Bodies.
3. Girls and Confidence.
4. Where Girls Meet.
5. Girls and Money.

PROCEEDINGS OF THE POWER ANALYSIS PROCESSES AND FINDINGS

The objective of the Adolescent Girls Power Analysis proceeding was to meet adolescent girls within their respective safe spaces to provide interactive moments through discussions and disclose their escalating challenges encountered and obtain opinions and possible options to counteract situations within the community at large.

ADOLESCENT GIRLS THROUGH FIVE POWER ANALYSIS TOOLS

The power analysis consists of calculations that give estimates on the smallest sample size needed to give required statistical power, the computation is used to determine how strong young mothers are in various situations or activities throughout their life. During the activities, five tools were successfully used to guide the power analysis exercise as follows; -



TOOL ONE; THINKING ABOUT POWER

In this tool, the main objective was to understand what power means to Adolescent Girls, and what time or situation makes them feel powerful and or powerless.

What Power Means to Adolescent Girls.

Adolescent girls gave their opinions and perceptions on power in which they expressed that when they heard about word power what comes to their mind are as follows; -

Power is health. One among the adolescent girls who said so was asked to explain it and quoted” Nikiwa ***na afya yangu njema hivi, siumwi basi kwangu hali hiyo ni nguvu***” to me if am in a good health, I am not sick that is the power to me. Another adolescent added the question that ***“If you have money and you’re sick, how can that be power?”***.

Power is authority, Power is the ability to think. Power is the ability to do something, Power is confidence, Power is to give birth, and Power is having money.

The time when they feel Powerful

After giving their views on power, showing areas where they feel powerful

I feel powerful when I get married, I felt powerful when I wear new clothes. I felt powerful when eating food and getting full. The adolescent girls among mention this meaning they were asked to clarify a bit more. She said did not specify a specific kind of food but she just said if she can eat any food and get full, it is time for her to feel powerful to do anything. Quoted ***“aah mie nikila chakula na kushiba tu hapo najisikia kuwa na nguvu sana, yakufanya jambo lolote”***.

I felt powerful when I go out with my family, I see myself as powerful when my husband listens to me. I felt powerful when I woke and see my baby. ***“nikiamka na kumwona mwanangu najisikia kuwa na nguvu, ya kupambana”*** she said when she woke up and see her child in good health condition she felt powerful, and that makes her put more effort to work. I felt powerful when I give a morning speech for the first time, I always feel powerful when I pass my exams and I feel powerful when am given the freedom of doing something.

The time when they feel Powerless

Despite having areas and situations that make them powerful, there is somewhere they feel powerless.

- Feel powerless when I failed the exam.
- When I remember the incidence of my class teacher had sex with me for the promise of make me pass all subjects and he did keep his promise. From this, the facilitator needs to know more about it by asked a girl to explain if it is ok. She was confident and explain that quoted ***“Mwalimu alinitongoza kwa makubaliano ya kunifanya nifaulu masomo yote, baada ya kulala na mimi ajabu sikufauli masomo, hivyo nikamkatalia”***. The team asked what happed after that then she added, ***“nikahama darasa, kwani kila akingia darasani alikuwa ananichapa na kunisema vibaya hii inanisumbua kila nikikumbuka”***.
- I felt powerless when I was discriminated by family members when I was suffering from chest disease, they thought I was affected by TB disease.
- I felt powerless when my business died.
- I feel powerless when I have health problems/sick.
- I felt powerless when my dad passes away while mum has no employment for our survival.
- I felt powerless when I found out my mother slept with another man.
- I feel powerless when I get pregnant and got rejected without any income source.
- I feel powerless when I get beaten without a mistake. ***“My brother and father used to beat me when they saw me stand with boys, they thought I am dating them”***. She said that once asked to elaborate on what situation she got beaten.

Interventions

These are some interventions suggested by adolescent girls, that should be done to rescue them from the challenges they experience.

Provision of entrepreneurship education and techniques, strict laws should be taken against those who cause discriminate against their children, to be careful with our behavior, good parental should be advocated to our parents and guardians.

TOOL TWO; GIRLS AND THEIR BODIES

In this tool, the aim was to know cruel words and acts they are provoked them.

Words

This looking at words said to adolescent girls which discourage them and make them feel powerless and losing hope.

- *“una matiti kama ndala”* She has breasts as slippers (said her aunt).
- *“miguu membamba kama njiti”* She has thin legs like a stick (said her neighbor).
- *“sura mbaya kama mchawi”* She has a bad face like a witch (said her mother-in-law).
- *“mweusi kama chungu”* She is as black as a cooking pot (said her fellow girl).
- *“mdomo unanuka kama chemba”* mouth is smelling like a chamber (said her husband).
- *“macho kama gololi”* she has eyes like a marble (said by her dunkers).
- *“mrefu kama mwaka wa njaa”* She is tall like a year of famine (said her uncle).
- *We pisi kali,*
- ***“Utazalia hapo hapa tuone kama utaolewa”*** This was said by one adolescent girl who shared that her mother usually said to her that she will not get married but will end up giving birth at home. This statement also way came from her mother when she did something wrong or when her mother is in stressed or temper caused by others.

Proposed Interventions: -

These are the proposed interventions to be taken as listed by adolescent girls People should love each other, People should use good language, Enforcement of the laws against the abusers, Provision education to stop using abusive words, Collaboration among girls for self-awareness, and Parental skill need to our parents.

Actions

Below are actions that were mentioned by adolescent girls who feel unconfutable they happened to them.

- Circumcised. She said ***“niliamibwa ndio ukubwa huo, na kukeketwa ndio kutafanya nipate mume”*** She was circumcised by her grandmother and told that being circumcised is the stage of adulthood and will make her get a husband.

- When she was forced to have sex by her uncle, touched buttocks, touched her waist, beaten and robbed of her phone, broke her virgin, and burnt her female genital part by her grandmother.

Who did it

This was aimed at knowing who exactly do those acts or said those abusive actions to adolescent girls. Below are responses; - Relatives, mothers, fathers, brothers, aunts, uncles, street boys, bodaboda drivers, husbands, grandmothers, movie studios owners/workers and shop owners, teachers, fellow students, and friends.

Which places

This tool also needs to know about places where those actions are done to adolescent girls and actions done to them. The findings show the following places/areas which are common; - home, on the street, movie studios, bodaboda centers, schools, at working places like farms, and restaurants.

Proposed Interventions:

The adolescent girls propose these interventions including legal actions should be taken against girls' violence, the Provision of education about the rights and values of girls, Girls should wear proper clothes, Girls should have self-protection for themselves and Provision of health education.



TOOL THREE; GIRLS AND THEIR CONFIDENCE

With this tool, the adolescent girls performed debates, radio/talk shows, and imitations to see their confidence in expressing themselves and their influence in society. Some of the girls were confident enough to express themselves during these sessions. And some were not confident enough to express themselves due to the traditional rules; that women are not allowed to express themselves, especially in front of men this has led to the lowering of their awareness, confidence, and self-esteem. In the imitation session, some girls were able to imitate their leaders, and teachers especially how they always talk about their meetings and daily activities.

Interventions

This was a general observation and recommended ways that can boost the confidence of those adolescent girls; -

Self-awareness and self-esteem education to make them grow their confidence, Provision of entrepreneur education to girls so they can run well their businesses, Provision of education against girls' violence in the community, and Provision of capital for their business (Mtaji wa Mali na sio Pesa).



Adolescent girls demonstrate news reporting about violence to girls in Nduruma ward, a girl holding pen as a microphone interviews girls pretending to be a villager. Photo by Arumeru Cluster, 2023

TOOL FOUR; WHERE GIRLS MEET

In this tool we looked at the areas where girls meet and which agenda they discuss.

The clinic, Schools (break time), Shops, Churches/madrassa, on the way, Wells, Playgrounds, Markets, Vicoba, Home, and Gardens.

Common Agenda in Discussions

Power Analysis also needs to understand common issues that girls are talked about when they meet in their safe places. Those issues are as follows; relationship advice, gossip, Family conflicts, advising each other, comforting each other, Education issues, and Business talks.



Power Analysis discussion continue, whereby two facilitators were both seats down with girls and talked about girls talks. Photo by Arumeru Cluster, 2023



Adolescent Girls, Young Mothers we talk our issues “wanaume wa siku hizi ni saa mbovu” Photo by Arumeru Cluster, 2023

TOOL FIVE; GIRLS AND MONEY

In this tool, we looked at the sources of income, risks, limitations, and interventions on the proper use of their money.

Where do girls get money?

Adolescent girls were asked where they get their monies, the results are as follows; -

Small business, given by parents, uncles, sisters, brothers, etc., Labour, sewing clothes, Dancing in the ceremonies, small business, small projects i.e., poultry keeping, goats, farming, ice cream sell, and juice, Bonanza, Bribe and to plait hair.

Risks

The risks associated when they are in process of getting money are highlighted below; -

Diseases-prone incidences, Unplanned pregnancies, losing customers, being raped, goods to be stolen, goods spoiled, to be abused, Poverty, Baden, to be robbed, to become a hooker, and not to be paid your money. Among the girls who said this risk, one explained that she was doing casual work at the restaurant and she was expected to be paid her wages but she did not. She said ***“watu wengine wengine wanaturusha pesa zetu hawatulipi”*** referring that some other people did not pay their wages after work. And continued to say that because of being adolescent girls, they got nothing they can do to them.

Limitations

Things that are raised as an obstacle to adolescent girls in getting their monies are as highlighted below; - Husband. One records statements made by adolescent girls in Mbguni wad was ***“mimi mume wangu hataka hata nijishughulishe anasema nitatongozwa”*** Her husband does not want her to engage in any other business, he is afraid she will be approached by other men. Disappointed, Traditional customs, lack of capital, not doing any work, poverty, Poultry diseases and livestock mortality, having a small child, so she cannot leave her child at home alone, Asthma, time, and getting married.

Who influences to get money?

The adolescent girls were asked about their influencers to go out and find the money. These are their influencers; - Parents, friends, children, Teachers, Relatives, Neighbors, Him/herself, and self-driven pursuits to buy for themselves and their Boyfriends. One of the girls capture said her boy influences her to get money because their relationship is not reliable, she said ***“mwanaumee mwenyewe ni saa mbovu, sometime inasoma sometime haisomi kabisa”*** referring to her boyfriend to a broken watch which some time is function and some other time is not.

How do you use your money?

This is how 290 girls who participated in the power analysis from three wards of Mbuguni, Nduruma an Oloirien said how they spend the monies; -

Increase capital (extended business capital), To buy clothes, provide for her child’s needs, to buy pads, buy cosmetics, to save, to help parents and guardians, to buy eating stuff like soda, to buy school stuff like pens, pencils books, etc., To increase chicken and to build a house. Among the girls who said this point when asked to explain she said she is tired of shift from multiple rental rooms she wants to build her own house. She quoted ***“kwa kweli napambana nijenga nyumba yangu hata chumba kimoja nimechukia kuhama hama nyumba za kupanga, nakereka sana basi tu sina jinsi”*** she said.

Interventions,

The overall suggestions made by adolescent girls were captured as follows; -

Education, Advice door to door, Poultry projects, Entrepreneurial education, Supporting their business with capital either monies or equipment, Support from parents, Cooperation among them, Love for each other, and School facilities like sanitary pads. Among adolescent girls who mention this point of sanitary pads one quoted ***“mbona kuna kondomu wanagawa bure? pedi pia ziweke bure mashuleni mtu hata sehem za umma, mtu mambo yakiharibika na kama hauna pesa unachukua na kujisitiri nakuendelea na mambo yako”*** she started by the asked question why condoms are distributed free to some public places? Why not sanitary pads, pads should

also be distributed freely to schools and public places even if you get your period/menstrual you suit it yourself and move on.

GENERAL OBSERVATIONS AND CONCLUSION

The Arumeru Cluster has successfully concluded the six days assignment on power analysis and reached 290 adolescent girls from three wards of Mbuguni, Nduruma, and Oloirien. Bearing the social events in the communities, 10 adolescent girls were not covered in the exercises as the activity was planned to reach a sample size of 300 girls. However, a few observations are to be considered.

- Some teenage mothers remain desperate and in need sort of self-awareness interventions including also a provision of working capital to start and/or develop a business.
- The prevalence of child abuse at schools by male teachers suggests awareness to abide by codes of conduct.
- Out-of-school girls are in higher demand for training on entrepreneurship skills.
- There is a need for 'bodaboda' (motorcyclists) awareness raising on child rights.
- Parents and guardians need some good parenting interventions and good parenting awareness.



When Adolescent Girls dance, we dance, when face challenges, we fight, together we Win. Mlinga Secondary school girls from Oloirien ward. Photo by Arumeru Cluster, 2023

ARUMERU CLUSTER

AGPP

FOCUS GROUP DISCUSSIONS WITH ADOLESCENT GIRLS ARUMERU DISTRICT, ARUSHA

March 2023



1. THINKING ABOUT POWER /FIKIRI JUU YA NGUVU

-
- 1.
 - 2.
 - 3.

Nini maana ya nguvu		
1. _____	5. _____	8. _____
2. _____	6. _____	
3. _____	7. _____	
4. _____		

POWER/ NGUVU	POWERLESS KUTOKUWA NA NGUVU	INTERVENTIONS / SULUHISHO
<p>1: Kitu gani kinakufanya uwe na nguvu ya kuendelea na mambo/ jambo ulilojipangia?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 	<p>1: Kitu/ vitu gani umekutana nacho kwenye maisha yako na kimekufanya kutokuwa na nguvu au kujiona mnyonge kabisa?Taja (kwa kila mmoja)</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 	<p>1: Unadhani ni kitu kipi ungekuwa nacho kingekusaidia kukufikisha mbali/unapotarajia?Taja.</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

<p>2: Nini kinakupa uthubutu wa kujiamini? Taja</p> <ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____	<p>7. _____</p>	<p>7. _____</p>
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2. GIRLS & THEIR BODY / WASICHANA NA MILI YAO

STATEMENT/WORD (SENTENSI NA MANENO)	ACTIONS/VITENDO
<p>1: Ni sentensi zipi na maneno gani ukiambiwa,/Kusikia ukiitwa yanakuumiza? Taja ni wapi na nani alifanya</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>2: Je, ni watu/mtu gani hupenda kutumia maneno au sentensi hizo ? wataje</p> <p>1. _____</p>	<p>1: Ni vitendo gani katika mwili wako ukifanyiwa yanakuumiza? Taja Ni wapi na nani alifanya</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>2: Je, ni watu/mtu gani hupenda kufanya hivyo? wataje</p> <p>1. _____</p> <p>2. _____</p>

<p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>	<p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>
<p>3: Je, ni maeneo/mazingira gani maneno hayo hutamkwa.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>	<p>3: Je, ni mazingira gani matendo/kitendo hicho hufanyika.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>
<p>4: Je, ulijisikiaje baada ya maneno hayo?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>4: Je, ulijisikiaje baada ya kitendo/vitando hivyo?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

<p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>	<p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>
<p>INTERVENTIONS / KUKABILI</p> <p>1: Nini kifanyike/Ufanyiwe?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>	<p>INTERVENTIONS / KUKABILI</p> <p>1: Nini kifanyike/Ufanyiwe?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>

3. GIRLS & CONFIDENCE/ WASICHANA NA KIJIAMINI

DEBATE/ MIDAHALO / TV SHOW	IMITATIONS / KUIGIZA	INTERVENTIONS / KUKABILI
<ol style="list-style-type: none"> 1. Kuunda mdahalo ili kupima kujiamini, kujielezea, nguvu waliyo na ushawishi wao. 2. Kuwa na Mfano wa Kipindi cha TV/Radio lengo la kujadili hali ya mabinti inayowakumba kwa uhalisia 	<p>3Kuvaa uhusika na uhalisia wa viongozi serikalini katika kujadilina kutatua Mambo yanayogusa jamii</p>	<p>3 Nini tukufanyie /ushauri kifanyike?</p>

Observe each girl's behavior during those activities.

4. WHERE GIRLS MEET/ MAENEO GANI WASICHANA HUKUTANA

1: Sehemu zipi huwa mnakutana/maeneo gani wasichana hukutana? Taja

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

2: Ni maongezi gani huwa nayo mnapokutana/ wanapokutana?Taja

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

5. GIRL AND MONEY /MASWALI YANAYOHUSU WASICHANA NA VYANZO VYA MAPATO

Sources of income/vyanzo vya mapato	Risk/ matatizo	Limitations/ vizuizi	Interventions / kukabili
1:Huwa unapata kipato/ pesa kwa njia gani? Taja 1. 2. 3. 4. 5. 6. 7. 1.	1:Ni matatizo gani unayokumbana nayo wakati wa kujitafutia kipato./pesa ? Taja 1. 2. 3. 4. 5. 6.	1:Vitu gani vinakuwa kizuizi wakati wa kujitafutia kipato?Taja 1. 2. 3. 4. 5. 6. 7.	1: Una shauri kitu gani kifanyike ili kuondokana na changamoto kipindi cha kujitafutia kipato? 1. 2. 3. 4. 5. 6.
2: Nani anakuhamasisha kutafuta pesa? Taja			
1. _____ 2. _____	3. _____ 4. _____	5. _____ 6. _____	7. _____ 8. _____
3:Pesa zako unazitumia kufanyia nini? Taja			
1. _____ 2. _____	4. _____ 5. _____	6. _____ 7. _____	8. _____

3. _____			
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