

Participatory Learning Activities

PRE-INTERVENTION SURVEY ON GAP PROGRAM
IN LUSHOTO
Report Prepared December 2018





INTRODUCTION

Participatory Learning Activities (PLA) are a group of interactive activities that engage participants to actively participate and verbally respond to questions and discussions introduced to them. PLA activities have been proven and adapted from research done in rural Zimbabwe with boys and girls and Pact in Tanzania with children. TAMASHA and ICRW used these activities with young people in Newala in the southern part of Tanzania.

Between September 4 to 6, 2018, the Girls Advancement Program (GAP) utilized PLA to 1) elicit boys' and girls' perceptions about the risks children face when in school and other daily life situations and 2) cause them to identify the normative influences that shape these risks. The program involved young people who have been selected to join the youth groups within their communities using criteria mentioned during their selection. The age group was expected to range from ages 15 – 24, with a boy to girl ratio of 4:6.

Three communities with 10 participants from each were selected as a sample for the survey in 3 different contexts: 1) One community was in a rural-urban area 2) One was a mixture of subtribes and historical cultural background, but has a busy agribusiness centre and 3) One was in a far remote area. The combination of the three was intended to provide context to how young people understand various issues that to be learned during the program but also to learn from them on the issues concerning young people in these three communities.

The main objective of PLA was to understand from the girls' and boys' perspectives which elements of their daily lives are the most influential to girls' access to school and benefit from education that is provided to them. Generally, the sessions aimed at assessing the sources of information, communication, knowledge, attitudes and skills of the participants before the intervention of the curriculum and the same will be implemented at the end of the program.

All the activities were set up in a way that covers all blocks of information needed.

Participatory Learning Activities (PLA)

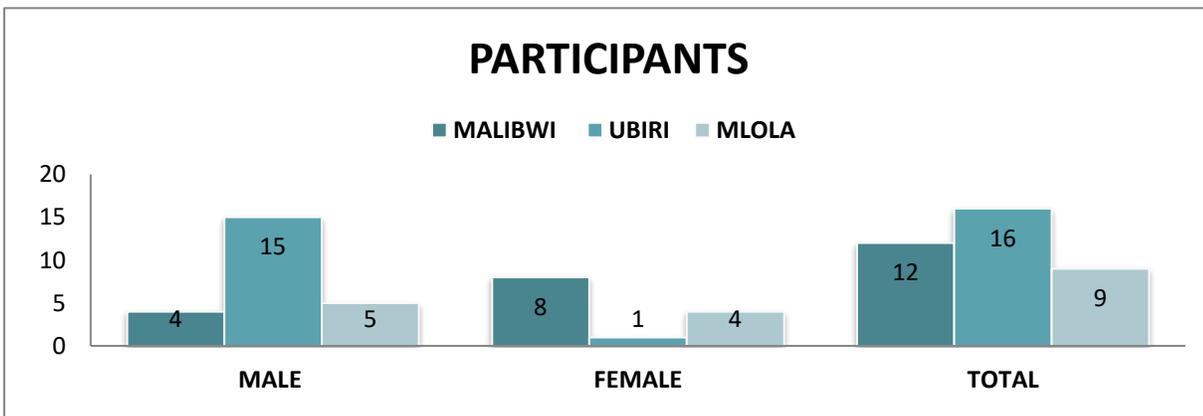


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DEMOGRAPHIC INFORMATION

Name of community	Age group	#of pacs	PLA activities	Method of recording	Time
Malibwi	15-24	12	Personal and general dreams for young people Picture codes to identify and discuss challenges, Risk mapping within their communities Voting on statements about gender roles, behavior, myths and mystification within the community Yong people dreams in the community, Risk maps, Prioritizing using stones	Hand written notice with quotes, participants' photographs on the activities, Photographs of maps and drawings, Participants attendances	Pre survey and Post Survey
Ubiri	15-25	16			
Mlola	15-25	9			





CHOICE AND APPLICATION OF METHODOLOGIES

1. DREAMS AND ASPIRATIONS OF YOUNG PEOPLE

The groups were given flipcharts to draw their dreams. The aim of this exercise was to identify the general dreams and aspirations of young people in their communities, now that they are out of school.



Girls' Dreams

Businesses: Girls want to own businesses just like boys and men do. They have different kind of businesses, including big shops, agribusinesses, own salon, own hotels. The group consisted of the girls who have started their own businesses including buying and selling crops, vegetables, food vendors, tailoring mart.

Education: Education was also the main girls dream, as they believe that without taking girls to school, is to leave the whole community behind. Their dreams on education included being able to access formal as well as informal quality education.

Professional: Professional jobs like nurses and teachers came out through individual personal dreams.

Quality Homes: Quality homes was also a priority for girls. They felt that they would love to have safe homes that ensure their security and values compared to ones they currently live in their homes.

Girls did not prioritize marriage; instead, they believe that marriage is the number one killer of their dreams.

Boys' Dreams

Sports: Boys indicated quality football pitches along with football gear as their main dreams. They dream of becoming big teams from their communities, but also aspire to have intercommunity competitions.



Agriculture: Big farms were another dream for individuals as well as for the group. They would like to be able to access the farms without waiting to be given by the fathers whenever they feel so. These will make them feel secure about their future and make them settle them instead of running to the cities.

Poultry keeping for business is another dream.

Motor Vehicles: Owning and driving motor vehicle was every young boy's dream.

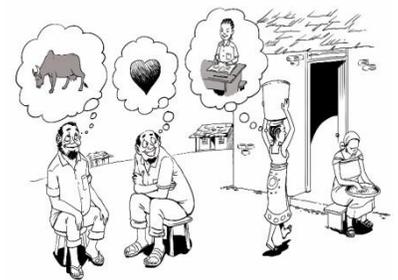
2. KNOWLEDGE OF RIGHTS, GV, PREGNANCY AND RELATIONSHIPS

In this exercise, two activities were used to enable participants feel free to participate and focus on the subject matter:

Use of picture code

The picture codes are drawn pictures with some perspectives from the community, which are used to provoke discussion.

Sexual Abuse: One picture depicts man trying to touch girl's breasts without her consent. This behavior was confirmed to be rampant in the communities. Girls said that this behavior mostly happens to girls from the person they are familiar with. It happens in the household level and/or from a person in the same community. They said that whenever things like this happen, the parents will call a meeting to settle the issue. The abusive man will be fined to pay some certain amount of money then matter is solved.



Corporal Punishment: Corporal punishment in schools was also confirmed to happen in all schools, despite the fact the government to put a limit of the number of sticks a student should get. Teachers have been reluctant on this. Children are being caned for being late to class, lacking school needs, not knowing the answers to failing exams.

When my parents got separated, I had to go and live with my grandparents in the other village. No matter how I tried, I was on the list of late comers every day and got the punishment. I got tired and decided to stop going to school.



Parents marrying off daughters: This was also a reflection of girls' daily lives. Parents might not be expecting a cow; however, the cow amount is equivalent to the bride price parents expect from the other man. Girls confirmed that parents are forcing them to fail exams so that they can get married early.

Boda boda: The incident is more rampant in one of the communities which is in urban –rural area (Ubiri). Due to walking distance to and from schools the boda boda guys (who are young boys) offer the lift to take girls to school every now and then. Then the relationships start there. They are girls who said that sometimes boys use this opportunity to seduce or force girls to sex. In Ubiri, this was seen as the main reason for girls' pregnancies, especially in secondary school.

Most girls in our community join secondary schools. But after a year or two start dropping out one after the other, due to pregnancies from these boys in streets.

These boys get money from boda boda, so they can easily use their money to lure school girls.

Boys waiting for the girl coming from school in the bush: Boys and girls said this rarely happen to students when traveling to and from school because students tend to walk together. They said that there is a possibility this happens to girls when they are sent to do some errands, or fetch water, go to the farm or other situations in which you could find a girl walking on her own. Like they have mentioned above, whenever harassment or sexual abuse occurs, girls will probably keep quiet to avoid being blamed or if that abuser is known, parents will settle the matter. One boy gave an example of a girl who was raped:

Fortunately, when it happened, she got the courage to tell her mother, they did not do anything until when they realized the girl is pregnant. They went to a boy's family. The family agreed to pay the compensation for rape, and because the girl was now pregnant, they paid initial payments of bride price and to promise to bring the rest later. The boy went to town, never come back, the girl gave birth. Now the child is about to go to kindergarten the girl is still there.

Drunk and abusive family members: The group related the picture to what is going on in some homes. However, the parents are not abusive, but they do spend all their money at the local brew such that when they come back home, they have nothing left. Girls added that local brew houses are where parents get loans and advances for bride prices and start thinking and planning to marry their daughters.

In this picture, instead of worrying that the father might beat you up, we are worried that any time, any day he will call you to get ready for marriage.

Risk mapping

To complement the above activity, risk mapping was included for participants to locate the areas in their communities where young people do not feel safe, or that put their dreams and aspirations at risks. The activity also identified the type of risk that is happening in that area and frequency. For the purpose of

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the assessment risk mapping aimed at raising consciousness about these areas as well as the type of risk/harassment/ GBV that occurs and been normalized by the community practices.

Participants identified the following areas as high-risk:

Centres: Centres were identified as the highest risk area. This is where most of the villagers spend most of their time. For girls felt that it is not safe for them due to some behaviors of boys. Boys catcall girls, shout silly jokes at them and consistently pester girls.

For boys, centres also are not safe; it was revealed that in these areas there is a lot of peer pressure. In this place is where most of young people's dreams are being shattered due to drugs and alcohol abuse and discouragement about how it is impossible for one to excel beyond normal village life.

Local brew clubs – this is the risk area, as parents spend most of their time in these areas, coming home when it is already too late and find their family already in bed. For this reason, parents, especially male parents, do not have enough time for their children.

I cannot tell you when last I had a proper conversation with my father, to talk about my plans or dreams. May be when I will be ready for marriage.

I sometimes feel girls are very lucky, they get sometimes with mothers to talk and learn about life and how to go about it. But we boys depend so much on peers to learn things.

Girls thought these clubs are the reasons for early and unwanted marriage. Because some of the male parents spend most of their times in these local clubs drinking, girls wondered where they got money from. They added that this is where all the plans of marrying them off come from, where they take loans and free drinks.

Football pitches: This is most important place for boys. These places are easily accessed by boys. Girls said that these places are not safe for them, fearing anything can happen to a girl during or after a match and the whole community will put all the blame to a girl for being in a place where she was not supposed to be. Again, girls added that apart from school areas, communities hold little no space for enjoyment.

Marketplaces: The market was marked with one X by boys, showing that it is not a high-risk place. Its only risk is that on the market day some parents tell children no to go to school and help them to sell vegetables or crops. Girls gave the market XXX, representing highest risk for them and their dreams, because during the harvest seasons, schools are less prioritized by the parents. Every family works hard to benefit from that season. Even children had to do labor work so that they can get money for their own use. On in-season market days, most of the villagers have money, and that is when the bride price will be paid and consequently when the harassment will happen and parents get compensations. This is the season girls tend to become pregnant.

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Schools: While boys marked it with one X due to excessive beating, girls found schools highest risk by giving it XXX, with the reasons of excessive beatings and punishment. Both groups added that teachers beat all the time for whatever reasons they can. They said even if the government has put the limit of not more than three sticks a day, teachers will decide to take turns, every teacher will beat you three sticks, so if there are 5 teachers, you will get 15 sticks.

The beating was my final reason to leave school. I wasn't very good at math's, so almost every day I got some beatings. But one day the whole class did not reach the standard the teacher expected; the whole class was beaten by 5 teachers. We all got 15 sticks each. I said to myself, until when am I going to go through this. I left

Lack of enough teachers was another reason girl marked it as high risk. They said there are days when they are not being taught for some days. At the same time, they are expected to pass the same exams at the national level. It threatening their dreams as they do not get the education they expected to get. And when they fail, parents are more discouraged, and that is why they think taking a child to school is wasting money.

Thanks to the law that is forcing parents to take their children to school. But if we get there and not benefit from education, parents think of more ways to avoid taking their children to school, like forcing them to fail.

Lack of basic school needs was mentioned by girls as another reason for them to feel like school is where their dreams are being broken. Parents do not buy uniforms, exercise books or stationery. This makes the teachers send them back to find these requirements, leading to missing classes for two to three days until a parent buys them. Alternatively, girls have to go and find a labor work to be able to pay for their school needs.

Home and community: These were marked as high risk for the girls. Girls said they feel home is the first place where their dreams are being threatened if not being shattered altogether. Girls revealed that being a girl child in their community is banded with a number of norms and expectations that highly contribute to disempowering and discouraging them. They gave a number of examples.

While boys said about parents not having time with them. Girls said they do not have time at all. They are being overworked by household chores. They do not get enough time to study. Even now that they are not in school, they are not given enough time to do their income generating activities (as part of GAP requirements).

It's a struggle to do your own income generating activities, because you have to make sure you have helped your mother with her work before you go to do your own works, compare to boys who have all the time.

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Along with a lot of work in the home, girls' movements are being limited. There are places they are not allowed to reach or have the time to reach. Leticia, who is in the beans business, said that there are some of the markets she cannot access just because she is girl:

For business like mine, you cannot just rely on one space market, you have to widen your circle, and sometimes go to the neighboring villages the day before, just like boys do, but my mother would never allow me to do so, and I am sure even if I get married my husband will never allow me to if I will be allowed to do business at all.

Girls' spaces in the community are very few. There are certain places girls are not supposed to go and there is certain work girls are not supposed to do.

For instance, we are farming Irish potatoes, but as girls cannot be seen carrying the sacks of potatoes. It is not regarded as girls work. Women will call you and tell you that you are embarrassing other women by doing such a thing. So, you have to hire boys to do that job.

Women as guardians of patriarchal system were viewed as the number one perpetrator in controlling what girls are supposed to do and what they are not supposed to do. Giving more examples, girls said, women would not see you getting busy and getting successful,

....they will try all they can to warn you that you can never get married because by doing that you will be scaring men, if that won't work they will start calling you stigmatizing names and start spreading rumors about you, like calling you are using witchcrafts, or that you have joined freemason community. They want to see you on their level. Born poor and die poor.

If parents see you going into that direction of business and freedom, they will marry you off before it's too late.

They are more comfortable when you buy more clothes as the way of being successful that excelling in business...

Lack of education prioritization among parents and community members has led most of young people in the community either to drop out or not experience benefits from the education provided. Although the government has been strict about taking children to school, yet many parents in the community do not prioritize education. They would rather persuade a child to fail exams so that they can easily go away with the law.

Most girls fell in parents' traps by fear of disobeying their parent and some fear of being disowned.

Lack of role model within the community is the push factor; parents do not prioritize education as they see most of the girls who to secondary schools come to the community despite the money and time spent in school. They just come back to get married or do what others in the community. Parents feel it is all the same taking girls to school and letting them stay at home earn money to support the family.

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Girls would like to see more girls who have gone to secondary schools go further to high level and come back successful, could be encouraging for them to get someone to learn from. Therefore, most of the girls just go to school to count years and finish as they are required.

Lack of role model is also a challenge to girls' effort of emancipating and empowering themselves through businesses. Women do not believe in women excelling in business. They have never seen a woman of that kind from their community.

Participants in accord said in their communities there is no alternative education and other informal education to give the chance to pursue other skills, business skills, access to market skills. They gave an example: alternative and accessible education is tailoring marts for girls and *boda boda* for boys.

Separations of families have left most young people vulnerable to extreme poverty and lack of necessities. Most children are left with older grandparents who are too old to take care of them let alone being able to follow up on school.

Parents have sold most of the lands and these leave children with little places to farm. This is the main reason they leave for the cities to look for work. When they stay in the community, they end up doing labor work, which does not bring in enough money to support the family.

There is also a lack of reliable markets for crops and vegetables they are farming. The nature of the vegetables they farm necessitates a very fast and reliable market. Instead, they only depend on the brokers from the nearby cities who buy these vegetables for very cheap prices compare to the inputs, in terms of time, energy and insecticides.

Source of information and communication

Participants were given a chart with different life experiences and asked to vote for who they talk to and how they get the information they want.

The activities below assessed the participants source of information about puberty and body changes, sexual and reproductive rights, relationship, GBV, rights and financial literacy.

The activity also assessed who young people (boys and girls) communicate with around sensitive issues like emotion and body change, harassment, their dreams and hopes for the future.

Below are the girls' and boys' results from all communities.

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Table 1: Girls results from all three communities

	Mother	Father	Grandmother	Grandfather	Aunt	Uncle	Sister	Brother	Friends	Boyfriend/ husband	Nurse	Teacher	No one	Other person not listed
Changes in your body	3		1		3		1		5					
1 st period	4		2				1		6					
Feeling down, fear, anger, sexual feelings	3		2	1			4		3					
Boyfriend coercing you to have sex			1		3		5		4					
Hopes and Dreams	3	4		1	2		3							
You had unsafe sex			2				2		5		3	1		
Want to use contraceptives									7	2	1			
STIs			2		1		5			2	1			
Worry about pregnancy									6	2	3		2	
Sexual abuse	3		1		2		4	3						
Dating							3		10					
Old man is frequently giving you gifts							2		11					
You feel unsafe	2							2	5	3	1			
Received cash from a boy			3				3	1	6				1	
You want to buy something that you love	1	4						3		5				
HIV testing	1		3				6				2		1	
Forced to get married			6		2			2	3					

Table 2: Boys results from all three communities

	Mother	Father	Grandmother	Grandfather	Aunt	Uncle	Sister	Brother	Friends	Girlfriend/ wife	Nurse	Teacher	No one	Other person not listed
Changes in your body								8	4				12	
1 st period														
Feeling down, fear, anger, sexual feelings				4				3	9				6	2
A friend is coercing you to have sex							3		1				2	
Hopes and Dreams	2	11				4						4	3	
You had unsafe sex				2					19				3	
Want to use condoms									10	1			13	
STIs								8	5		8		3	
Worry about pregnancy				8				9	6				1	
Sexual abuse								3	1				20	
Dating			5	2				2	8				7	
Old woman is frequently giving you gifts				10		3		3	7	1				
You feel unsafe				3				2	1					
Received cash from a boy	3	4		5				7	5					
You want to buy something that you love		6		1		2			9	4			2	
HIV testing				5					7			3	9	
Forced to get married							2	8	9				5	



Norms, attitudes, myths and misconception

In this activity, a sentence was read to the participants, who had to vote on their feet to with the view that resonated with them. At the same time, they discussed why they voted to be on that side, if what they voted to resonate with them, compare to the normal practice and what others think. This activity acted as tool for collecting data but also as a learning point because after a discussion, clarification is being made according to facts.

Statements	Agree	Disagree	Not sure	Worth noting comments
If a girl holds a man's hand, then she must be in love him.	19	10	8	
In our community, more girls go to school than boys	15	17	5	More girls join secondary schools compare to boys (Disagree)
In our community, more boys get jobs than girls	9	20	8	This point there was divided ideas with regard to where they reside. In Ubiri(urban-rural) more girls go to the cities and get the job. In Malibwi (mixed semi tribes) most girls have more jobs and business than boys Mlola (far rural) most girls stay at home until they get married.
It is ok to marry girls early, before they get pregnant	9	21	7	Girls who stay home for so long becomes un marriageable and they end up getting pregnant at home. (Not sure)
In our community a girl is not supposed to keep money	7	20	10	When at home a girl is not forced to provide for the family, rather you wouldn't like to see your family suffering while you have money in the house. But when one is married, it's not easy to keep money (Disagree)
A woman's role is only to take care of her home and her family	5	32	0	Children have been left without care, because women are busy making money (Agree)
It is okay for a man to beat a woman if she doesn't do as he says	4	33	0	In the house, there should be control or rather women might step on your head (Agree)
Taking a girl to school is like wasting money	6	31		Most girls go to school, especially secondary school, but they end up coming back to get married or get pregnant (Agree)
A girl cannot refuse sex if she is getting gifts from her boyfriend	11	26	0	In our community when a girl receives anything from a man (be a boyfriend or stranger), it means she has agreed to pay later. (Agree)
If you love someone there is no need to use a condom	2	29	6	
A person can get HIV by having many sex partners	37	0	0	
I can tell if a person has HIV just by looking at him or her	6	31	0	Many have sign that we have been taught in school (Agree)
I think girls and boys deserve the same opportunities	24	8	5	I think this is what is failing most of the families, children are being left along with grandparents (Disagreeing)
Savings are for those who are scared of life	0	37	0	