

PARTNER/VI PROJECT REPORT FOR FARMERS' ORGANISATIONS AGROFORESTRY PROGRAMME: ANNUAL REPORT 2015

1. Main FOA Programme

<p>Consortium Name:</p> <p>Project titles:</p> <ul style="list-style-type: none"> • Children Youth and Community Empowerment • HIV/AIDS prevention and impact mitigation 	<p>Consortium Partner/vi project:</p> <p>Tanzania Development and AIDS Association (TADEPA)</p>
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Background

Summary on the extern factors impacted the project

TADEPA is implementing a Technical Assistance programmes (TAP) to strengthen institutional development, capacity building of school committees & boards, local government leaders, school children and in and out of school youths. This programme working in 66 schools and 12 wards. Throughout January to December 2015 there was various political changes including.

There was a new leadership at grassroots as Local Government election that took place in October 2014 and started their duties during early 2015. This brought in new leaders at wards and villages levels who were not aware about project activities therefore we took enough time to ensure that new leaders who came in to get inner insight about the project. This also affected district Executive Directors who were transferred but we utilise other planners to enhance cooperation and collaborated well

Another event was about Biological Voters Register (BVR) Processes as preparation for General Election which was followed by campaigns. While 25 October 2015 election was conducted for presidential post, Members of parliament and ward councillor's positions. Though there were a high competition particularly between Chama Cha Mapinduzi (CCM) and Chama Cha Demokrasia na Maendeleo (CHADEMA), CCM worn the majority of votes.

Weather condition was friendly for cultivation of different Agricultural products there was sufficient rainfall with moderate temperature and anticipated Eli Niño did not manifested though some areas experience rainfall. Transport and communication infrastructure also supported the smooth running of interventions. This favourable condition enables TADEPA team to manage all planed interventions to all targeted beneficiaries.

Concerning human rights situation to some extents are respected but there are several incidences on human right violation for children and women informa of Child abuse, Gender Based Violence due to social pathologies. More emphasis and efforts were put on these challenges and appropriate measures to address them, however there is a need to mainstream and strengthen advocacy.

Programme activities influenced active participation of local government leaders at all levels that are Districts, Ward and Village level. Local Government officers collaborated with TADEPA team

during the all periods of this year.

Development analysis

Planned activities included

Participation in Technical Working groups meetings conduct two sessions of project introduction meetings with district planners, facilitation of establishment of vegetable gardens in schools, conduct follow-up and supportive supervision visits in schools, training of youth environmental management groups, promotion of agro forestry in school and out of school youth groups. Moreover the project conducted training of school committee and board members on Human Rights Based Approach (HRBA) and lobbying and advocacy produce Information Education and Communication (IEC) materials featuring environmental conservation methods, HIV/AIDS and reproductive health. Finally, programme team facilitated inters school visits among secondary schools, training to ward groups on environmental conservation, training of school committees on HIV and AIDS, supported district council to develop school health programme, training of teachers to become trainers of trainees (TOTs) and children and youth groups on construction and use of improved cooking stoves.

Implementation and methodology

Guiding principles included baseline data which ensured monitoring and evaluation, integration and linkage of interventions into existing mainstream structures to ensure sustainability, equality which given opportunity to promote equal participation of both women and men/ boys and girls and balance between big voices and low voices, promotion of active involvement and participation of communities in definition of problems and application of appropriate measures in their social cultural and economic context, participation and flexibility was applied to promote freedom in participation and re- scheduling of activities when need aroused. Finally, capacity building for efficiency and effectiveness was ensured through various training modules and participatory methods, multi-stakeholders involvement include learning and document for reshaping of our interventions.

Concepts

Healthy school and Healthy community approaches were employed in Children youth and community empowerment. Furthermore, Human Rights Based Approach and Social Accountability were utilized in building the capacity of duty bearers linked with environmental protection through forestation and economic strengthening in schools, youth groups and vulnerable households.

Human right based approach

Human Rights Based Approach has been improved is as follows:

Non-discriminatory approach

Throughout the implementation of the projects we employed a no- discriminatory approach by application of inclusion. Right holders were enabled particularly children, youth and their parents. Were actively involved in the project interventions and enabled them to understand about their entitled rights. Both sex Men & Women were provided with equal change to enjoy project services. Parents through their representatives attained non- discriminatory project services. There is no a single right holders who was excluded from access or affluence in the project. From 27 schools a total of 1142 orphaned children 795 singled parented orphans and 347 lost all parents. 596 are boys and 550 are girls benefited from project, other disadvantage groups include disabled whereby 165 a boys and 203 girls in 34 schools benefited from the project. Furthermore, HIV infected children and youth accessed services whereby 19 are boys and 24 are girls from 14 schools.

Equal participation: All targeted participants were unable to actively participate in empowerment process. Rights holders were identified through their democratically elected leaders, district extension officers and other planners. This means that at village level, village executives and village chairpersons were consulted all the time for selection of participants, in schools equal presentation of participants was made by teachers while head of departments participation was determined by their leadership positions through consultations of District executive Director (DED)..There was no language barrier as Kiswahili which is a national language was the only used in communication and geographical accessibility was addressed accordingly to prevention underrepresentation of project services. Transparency and strategic interventions to promote gender equality were among the guiding principle as they are stated in methodology.

How HRBA was operationalized

Right Holders

During implementation of all activities, HRBA was one of the key topics where all key right holders were enabled to understand about their entitled rights and appropriate approach to recognised and demand their rights. These include children’s rights, sexual and reproductive rights among the youth and human rights in general. This enabled right holders to communication about issues in relation to their rights as it was observed in some interschool tours school committees/boards, and local government capacity building trainings.

Duty Bearers

We built the capacity of new elected members at community level and newly government employees on HRBA and Social Accountability Monitoring. These included wards Counsellors Village chairmen, school committee and school, board members, teachers, village executive officers, ward executive offices, ward community development officers and district community development officers. Participants were given time to discuss about RBA and SAM, the role of Government and Duty Bearers. All participants were given reading materials including manuals, hand outs and brochures with RBA and SAM information. All participants acknowledged that this training was helpful and useful to them.

Development effectiveness

Local ownership and partnership

Partnership building was created among Non-state and state sectors through integrated children, youth programme institutionalized partnership with local and central Governments and other community health actors. At district level, TADEPA signed a memorandum of understanding with Karagwe district Executive Director and underway to sign in Missenyi District. The programme moreover worked closely with village, wards to win partnership. Other key stakeholders included youth groups, in school youth, children women’s and men’s groups, civil Societies and community owned resource persons.

Alignment with TADEPA strategies and systems and procedures

The programme is a complementary support to the existing youth, children and community empowerment initiatives in Kagera region. The programme is in congruent with TADEPA strategic management plans of 2012-17. In addition, in line with vision of “Healthy Wealth and Just community TADEPA and Mission whereby the organisation is “Committed to Empower vulnerable segments of population through improvement their and active participation. Furthermore, protection of human rights, conservation of environment, promotion of societal socio-economic status Public health by addressing endemic and epidemic diseases and Human rights and Institutional Development are traceable under Strategic Platforms of five core interventions.

Sustainability of project results/benefits,

To ensure sustainability, the programme worked closely with the local authorities in the respective areas as capacity and skill transfer. The programme included technical capacity building on environmental conservation, school health issues, Social Accountability Monitoring and Human Right Based approach. More measures for sustainability among others are poverty alleviation in schools through resources mobilization and self-help activities in schools such as saving towards the project and establishment of the self-help activities.

In addition, the use of in and out of school youth and children is another plan for sustainability by using younger people who are parents and leaders to be. The programmes also involved training of target group representatives as Trainers of Trainees (TOTs) in different activities such as tree planting, construction of low wood consuming stoves, organic farming/ gardening. Moreover, this year the programme facilitated education and health departments to develop a comprehensive school health strategic management plans which will be used to address children and youth through Healthy school and Healthy Community Model.

RESULTS ANALYSIS

1. Results analysis are detailed as follows under their related outcome

Organizational Development (OD)

Outcome 1.1: Efficient farmer organizations delivering services to their members

1.1.1. In order to ensure Organisation efficiency and effectiveness in addressing challenges which are faced by our Right holders capacity building for staff, Board members and duty bearers were regularly given capability building train/ session. This was meant to enable them to cope up with multi-dimensional nature of services provided and the structures of Local Government. In addition, it was meant to facilitate understanding as TADEPA at organization level and local government in relation to their roles and responsibilities.

Organisation Capacity Assessment exercise was conducted by Vi Agroforestry in September 2015 and TADEPA scored 6.0 and identified gaps and weaknesses earmarked include:

- i. Lack of understanding among the beneficiaries and Boards members on TADEPA Mission, Vision and departments
- ii. Lack of gender mainstreaming policy
- iii. Inadequate sources of income
- iv. Inadequate Lobbying and Advocacy skills

These gaps will be addressed through this plan of 2016 whereby more effort will be put on enabling TADEPA beneficiaries, staff and board members to get more understanding and insight on TADEPA Vision, Mission and Objectives, this will contribute to their participation in TADEPA noble work. As TADEPA has no gender mainstreaming policy, this year TADEPA Team will further be facilitated to develop gender mainstreaming policy to be used as a guide in addressing gender inequality throughout the interventions. Inadequate resource or reliable income generating activities will also be addressed by establishment of TADEPA owned fund generating activities such as chicken rearing, tree planting and farming units. Finally, Lobbying and Advocacy skills will be inculcated through capacity building training of TADEPA team and some district planners and other right holders on Lobbying and Advocacy Issues.

1.1.2 The programme also extended service delivery to 12 ward youth groups which were recruited and strengthened their capacity on environmental protection issues particularly tree planting, construction of firewood saving stoves and establishment of entrepreneurial ventures. 66 school committees' and boards and school communities and school clubs were energized to

participate in environmental conservation and creation of friendly learning environment in schools.

Outcome 1.2. Increased democracy and transparency within the farmer organizations

Scheduled board, Management and staff were conducted as per plan and according to set constitution rule and principles whereby 2 board meetings, 6 weekly technical staff meetings, two Management team and staff meeting were conducted. In addition, new policies were development, human resources manual and staff performances appraisal instituted where old ones amended updated to meet the current requirements.

Outcome 1.3 Strengthened farmer organizations competences and skills in resource mobilization and leadership

Some of weaknesses which were found through octagon assessment 2014 were addressed during the period of 2015 including inadequate sources of fund, and low capacity on Monitoring and Evaluation and Proposal writing. TADEPA staff attended trainings on M&E and proposal writing, as the results TADEPA team development competences in proposal writing and after training 8 proposals was developed and 3 were funded whereby TADEPA opened the third branch office in Kahama District Shinyanga Region. In addition, resource mobilization strategic plan of 2015-2020 was developed and partly whereby TADEPA acquired a plot of land in Missenyi 45 hackers for Agricultural production activities and cultivation processes are in progress.

2. Agro forestry, Environment and Climate Change

TADEPA utilized expertise of Vi Agro forestry Karagwe zone and MAYAWA to improve capacities of project beneficiaries in this area. Under this component implemented activities technical assistance to youth groups and schools on agroforestry [tree planting] and trainings on construction and usage of fuel [firewood] saving stoves. As the result of these activities 49 schools has Agro forestry plots which are used in training of pupils on self-reliance. Some school such as Mutukula Primary, Mabuye, Omundongo, Omulugando, Kayanga Secondary, Omukakajinja and Katembe are good examples for having good harvest from bananas, coffee, maize, cassava, sweet potatoes, Irish potatoes and beans. Their products were used in school feeding programme and surplus sold for other school needs.

2.1. Decreased land degradation

Tree planting campaign was considered are important element in school whereby pupils were facilitated to establish tree nurseries through provision of seeds for seedling and onward planting in schools and children's homes. Moreover, tree planting was promoted in all schools whereby a total of 27234 trees were planted in schools. Some exemplary school such as Kassambya primary school earned 345,000 Tanzanian Shilling from sells of 2300 tree seedlings to community members, Gabulanga Secondary earned 149,000, Ndama 86,000 and Kambarage earned 53,000. Tree nurseries were established to impart knowledge to pupils and students on seedlings and afforestation in school environments and homes. SALM and Agro forestry practices were positively received in schools and applied whereby 42 schools had farms planted cover crops like pumpkins, beans, groundnuts and sweet potatoes. Also application of mulching was adapted in soil conservation. SALM plactes played a role in addition of soil fertility and reduction of dust air in school environments from wind blasting. Some schools which had bare land had problems of dust air due to wind blasting especially in summer this include Kakindo, Mutukula, Mikindo, Nyankere, Mwemage Igayaza, Karagwe, Kambarage, Lukajange and Rumanyika the problem were taken away with use of mulching which was addressed by the project with all efforts as the preventive mechanism from wind blasting.



Pupils in tree nursery gardens at Byeju P/S



Pupils at Katembe primary in school farming plot during weeding and mulching practice as SALM

2.2. Farmers more resilient to climate change

TADEPA utilized experienced and knowledgeable Vi Agroforestry Karagwe Zone and MAYAWA staffs to address climate change challenges. 12 Ward youth groups were capacitated on measures to fight against climate change these has resulted into formation of prevention of casual f bush and trees burning which is a rampant social pathology. This resulted to reduced burning of bushed/ trees. In addition, 12 groups were supported with tree planting imputs for seedling per groups and managed to plant a total of 17,670 trees.

2.3. Reduced stress on natural resources through increased production and improved utilization of sustainable energy

TADEPA in collaboration with Ward Education Coordinators (WECs) selected one exemplary school from every ward out of all 12 wards to train students, youth and women groups[parents] on construction of firewood saving stoves to reduce excessive consumption of firewood under feeding programme. 12 Model stoves were constructed during training in 12 selected schools, Ward youth groups constructed 8 model stoves in 4 schools in their respective wards and 47 stoves were constructed and utilized in the community by trained participants giving a total of 67 stoves. This gives us an interesting story there community are willing to adapt this interventions. Fire wood saving stoves have reduces excessive use of firewood which were needed in feeding programme,

in turn it has reduced burden and respiratory tract poisoning from smoke to pupils, students and their mothers from searching fire woods.



Firewood saving stove constructed at home place by Jackson Sylvester a pupil at Bujuruga P/S he was in standard four in 2015.



Bugorora ward youth group member Melchiory Faustine with his wife at his home, in the right is Paul Teipelke who is a student from Germany at TADEPA for internship during field visits with TADEPA Team.



Firewood saving stoves used at Kambarage P/S

3) *Farm Enterprise Development (FED)*

3.1. Farmers transformed from relying on subsistence agriculture to become market-

oriented Agro forestry farmers

TADEPA capacitated 12 youth groups whereby 59 were trained in environment and 87 in entrepreneurship. In total all group members are 264 men 166 and 98 women. They were facilitated to develop action plan to address identified challenges through Strength Weakness Opportunities and Threat (SWOT) Analysis 9 out of 12 groups are registered and the rest of 3 are in final process for registration at DED's offices. Most of the group members are engaged in production activities such as rabbit and bee keeping, vegetable gardens and tree nurseries management and tree planting and brick is making. In this quarter the project enable them to plant rosella whereby 6301 plants were planted. This component also involved all 66 schools by facilitating them on establishment of vegetable gardens used to train pupils and students in schools while in the past harvesting period cumulatively 604,000 TZS from sells of vegetable gardens was raised from 26 schools. Some schools like Kayanga secondary, Kambarage and Mabale started keeping chickens to increase school incomes. Ward youth groups in particular after SWOT analysis were mobilized to be creative so that they can utilize potential available resources, Land was their first choice to be utilized effectively their agreement. They were instructed to request land plots from village government for agriculture and other production activities. Out of 12 groups 5 groups has acquired enough land for production and results Bugorora youth group for instance earned 850,000Tzs from sells of Beans and maize the amount were used to purchase 3 pigs and 20 chickens for keeping. The remaining amount were used for construction of huts for keeping



(Above photo showing agro forestry farm acquired and cultivated by Ward youth group in Bugorora)

3.2. Increased availability of financial services for small-holder farmers for productive and social investments

Parents were sensitized to invest towards school services through savings scheme in order to meet some requirements like food, safe and clean drinking water, hand washing requirements, first aid kits and other school requirements. 24 schools were selected as pilot for saving programme and provided with kits for saving and are currently mobilizing the parents to engage in this system and parents' contribution enabled availability of school services like chalks, provision of first aids and feeding to pupils and students. This is still at infancy stage and may be it will be affected by burning of all contributions in schools by new Government.

4.Lobby and Advocacy

4.1. Policies and legislations that are conducive for land use managers

Through entry meeting, Districts officers were mobilized to invest more on SALM and Agro forestry Karagwe natural resource office set a target of 2,000,000 trees to be planted by the end of December 2015. All forestry departments from Karagwe and Missenyi promised to mobilize community members to plant trees and work closely with TADEPA in tree planting campaigns. Lobbying and Advocacy was introduced to community leaders during capacity building, their roles as duty bearers to lobby and advocate for the rights of vulnerable and needy groups. New elected counselors were also introduced to lobbying & Advocacy, HRBA and SAM which was very interesting to them and promised to put more efforts on SAM. They were willing to start utilizing the PIMA Cards which is among of our planned activities in 2016.

5. Mainstreaming HIV/Aids and gender equality

5.1. Capacity established among farmer organizations to mainstream gender equality

This was done through distribution of Educative Information Communicative materials (EIC) and capacity building trainings to school committee school boards, Local government leaders and students on gender equality and how to address GBV. Gender was mainstreamed all over the project interventions. This increased female participation e.g girls leaders in schools leader increased, women attendance in the meetings increased and qualitatively there is gender awareness observed during workshops than before this intervention.

5.2. Capacity established among farmer organizations to mainstream HIV and AIDS

Addressed under Music help

6. Component: Children and Youth

6.1. Youth and children are integrated in Agro forestry practices

As a children and youth is the main focus of this programme throughout project interventions children and youth interests/rights were emphases. This was addressed during duty bearer's capacity building, by urging them to invest much in children and youth. Right holder [children and youth] duty bear were given capacity on different issues] including WASH, Reproductive health, importance of feeding programme in schools as the result in all 66 schools pupils and students enjoy efforts of the program through taking porridge and others food for lunch time.

Environmental conservation Sexual transmitted infections and HIV/AIDS preventions. As the results of these interventions there is an increased cooperation between village government and school committees/boards in school development matters. 54 school committee & boards are collaborating with villages and ward governments. They developed directory of services for resource mapping. There are 66 school clubs with 6132 members whereby 2566 are boys and 3566 are girls involved in different mobilization issues.



Photo above showing pupils at Bunazi P/S washing maize for porridge as midday meals

DEVIATIONS

At input level there was no deviation, however output level has some deviations, in this particular case we targeted 60 teachers to be trained as TOTs on HIV/AIDS Prevention. Trainings were conducted when pupils were in holidays TADEPA did not hire venues as it was planned instead school head teachers granted school classrooms which were used as venues. Thus, we increase number of participants and became 90 Teachers, this is positive divisions

LESSONS LEARNED

- i. The inclusion of social minority and vulnerable groups ensures tolerance and co-existence, and promotes respect for human rights and dignity;
- ii. The broader the participation of the stakeholders, the better the sense of ownership and commitment towards achievement of project objectives;
- iii. The involvement of the top council' and community leaders boots the projects motivation of the team and accentuate the importance of the initiatives
- iv. Youth involvement and technical assistance to them enable their participation in development issues
- v. Use of participatory during group training like groups discussions explores a lot of usefully in formations.
- vi. Education stakeholders lack education on the importance of early child hood education. So they need to be mobilized more in the coming inter

RISK MANAGEMENT

Proper application of TADEPA policies and guide in progromme management ensured that no risks incidence encountered during 2015.

IMPACT/RESULTS CASE STUDIES

There several observable impact and immediate results from the project some can be directly traced from the project

Some of the are as follows:

- Actively involvements of Right holder in project in the project interventions as they were highlighted on HRBA
- There is an improvement in TADEPA organization in terms activeness of the board in participation in TADEPA issues, attendance in Board meetings, Managements' and staff meetings.
- There is high level of awareness and activeness among on children and youth issues rights in schools interms of reproductive health, HIV/AIDS, SWASH, nutrition child protection, forestry and gardening
- Active participation of out of school youth in project interventions
- Youth participation In development
- Parents support in children feeding programmes
- Active in children and youth in defending their rights

Below are some of short stories gathered during this period

Organization level:

How this intervention has improved TADEPA was expressed by Dr Jonathan Stephen who is a executive Director of TADEPA who noted that “Formerly we had one Challenge, Board meeting were not conducted as it is stipulated in the constitution, and whenever it was conducted attendances were below 60% this were the same to management and staff review meetings which were seldom conducted. After Vi Agro forestry support Board meetings are conducted on time according to the constitution in most cases attendance of board members is more than 90%. This has enabled the board to plan, review and make follow ups on the organization performances than before. Moreover management and staff review meetings being conducted according to the organization plan which has resulted into a lot of improvement.

At school level:

Patron of Nsunga secondary school Mr. Sweetbert Mtatina was asked to state advantages of the project. He noted that

“Formerly our school was educating on HIV/AIDS prevention in classes routinely., Through training from TADEPA which included teachers, school boards and village government leaders it was agreed all schools to develop a timetable on conducting Guidance and counseling sessions to pupils and students in schools. At Nsunga this programme started immediately, it was agreed per quarter one day will be utilized for such purposes. It was agreed by School boards and announced to students in the following week agreement of the board was put into practice; it has been conducted once but with major success. Students were find with confidential issues which were very important to be communicated to their class teachers, there is slight change on behavioral aspect like punctuality, dressing, respect and there is an increased love among students to their teachers than before”

Right holder level.

At Pupil level

Children also witnessed the success from projects it was expressed by Ditrick Deogratias who is a student at Bugene Secondary school by commenting commented that “Inter school visit was very important activity which enabled us to share our understanding and experience with other students and teachers from our neighboring schools Kayanga Secondary school on HIV/AIDS prevention .We managed to acquire new skills but most important we established friendship with students of Kayanga. Kayanga is the best schools academically we are exchanging academics Materials like Exercise books and past papers”

Table 1: Logical Framework Analysis (Please give the targets and achievement of the indicators you have been working on. Comment on both positive and negative variances).

No	OUTCOME INDICATORS	Annual Target 2015	Annual Achievement 2015	Comment
1.1.1	Number of members in groups/ partner organisation (Gender disaggregated)	26 Men 16 Women	26 Men 18 Women	
1.2.1	No. of farmer organisations having general annual meeting(AGM)	1	0	AGM was postponed to conducted
1.3.1	% increase in per capital total asset	2.5	2.7	
2.1.1	No. of long term trees planted	60500	44904	Trees planted in schools and in ward youth groups localities
2.1.2	Meters of short term trees	770	0	
2.1.3	No. of household with erosion control structures			
2.2.1	No. of households reporting yield increase	50	59	
2.2.2	No. of household with diversified crops			
2.2.3	No. of households adopting agroforestry and SALMS	45	39	
2.2.4	No. of school children trained on environmental issues	975	1	
2.2.5	No. of households with water harvesting structures	60	0	
2.3.1	No. of household using wood saving stoves	25	42	
2.3.2	No. of household using solar energy			
2.3.3	No. of household using bio-gas			
3.1.1	No. of households getting income from on sale of farm products	50	59	
3.1.2	No. of groups practicing value addition	35	22	
3.2.1	No. of farmers accessing financial services (Gender disaggregated)	168 Male 288 Female	0	
4.1.1	Number of policies and legislations conducive to sustainable land use passed at local or national level	1	1	
5.1.1	% of women in board and management positions	40	36	
5.1.2	% of resource utilized for women	40	33	
5.2.1	No. of farmer organisation with functional HIV/AIDS mainstreaming policies	1	1	

6.1.1	No of partner organisations integrating youth in their programme	1	1	
6.1.2	% increase in number of pupils belong to environment, health, 4k, counts, wildlife clubs	8	14	Increased pupils in their clubs facilitated to mobilise their fellow pupils, students, parents and other community members to participate in school development

1. Radiohjalpen Project on HIV/AIDS in FOA

OBJECTIVES

Objective

1. Improved knowledge's among child and children as well as women and men in farmers through organization through integrated comprehensive HIV/AIDS prevention and care services
2. Empowered children and youth as well as women and men in farmers organizations already affective by HIV/AIDS to improve their living conditions interim of health, nutrition and economic status through sustainable use of natural resources.

DEVIATION

At input level there was no deviation, however output level has some deviations, in this particular case we targeted 60 teachers to be trained as TOTs on HIV/AIDS Prevention. Trainings were conducted when pupils were in holidays TADEPA did not hire venues as it was planned instead school head teachers granted school classrooms which were used as venues. Thus, we increase number of participants and became 90 Teachers.

TARGET GROUP

- Target groups were children in 30 school including their teachers
- All interventions were conducted as per plan

ACTIVITIES

Deferent activities were conducted to strengthen capacities of project participants. The following is the description on implemented activities

- Conducted capacity building to 13950 children and youth on HIV/AIDS
- Conducted training to 236 takers and Training to school committees on HIV and AIDS Prevention
- Designed produced and distributed 6241 Brochures featuring HIV/AIDS care and prevention education to Ward and village government leaders, school committees/ boards and in schools.
- Training of teachers to become trainers of trainers were a total 90 teachers were trained
- Total of 2 Quarterly supportive supervision visits were conducted for verification of in going actions in the field. During supervision they were given corrective advises but also data were gathered

RESULTS

As the results of above implemented activities.

- Community members were able to identify issues affection youth and children in relations HIV/AIDS and develop

action plan for the same

- Participated members agree to break the silence and work aggressively to address risk factors, behaviors, and environments which aggravate HIV infection.
- Some of school reported OVC living with HIV due reduced stigma, they also realized the need to develop plan for their services
- Children and youth were able understood HIV/AIDS issues

BUDGET

Item	Budget	Expenditure	% Utilization
Outcome 1: Increased knowledge among children and youths on HIV & AIDS prevention and care	23700000	23700000	100
Outcome 2: Increased involvement of People Living With HIV and having the tools to improve their livelihood through Sustainable Land Management	6100000	6100000	100
Outcome 3: Capacity established among farmers' organizations to mainstream HIV and AIDS	11020000	11020000	100
Project coordination and management	1980000	1980000	100
Total	42800000	42800000	100

Table 2: Radiohjalpen Project on HIV/AIDS Logframe

Indicators	Baseline	Achievement to date	Comment
1.1.1 No. of school clubs working with HIV & AIDS prevention and mitigation.	30	30	Schools had HIV/AIDS prevention clubs which are useful in educating and mobilizing their fellow children and youth in schools
1.1.2 No. of children and youth trained on HIV & AIDS prevention.	14500	13950	Through inter-school visits children & youth viewed / discussed different issues.
1.1.3 No. of capacity building session provided to care takers.	3	2	Only two sessions were conducted
1.1.4 No. of teachers trained using Training of Trainers.	60	90	Bunazi and Kambarage head teachers provided classrooms which were used free of charge as venues, ever since pupils were in holidays. Thus TADEPA managed to economize and achieve beyond the targeted level
2.1.1 No. of school children and youth trained on health nutrition.	14500	13950	Children and youth were capacitated on the linkage between health and nutrition
2.1.2 No. of running nutritional gardens	150	0	Nutritional gardens will be established in the upcoming semi annual
2.1.3 No. of school children and youth trained on income generating activities.	14500	13950	Children and youth were capacitated on income generating activities/ gardening and practiced the same in school and homes.
2.1.4 No. of farmers trained on health and nutrition.			
2.1.5 No. of running nutritional gardens			
2.1.6 No. of farmers trained on income generating activities.			
2.1.7 No. of farmers' groups trained on financial services.			
2.1.8 No. of farmers trained on agroforestry.			
3.1.1 Number of farmers'	1	1	TADEPA HIV/AIDS

organisations with functional HIV and AIDS policies.			Policy was formulated to be utilized at work place.
3.1.2 No. of farmer groups trained on HIV & AIDS prevention and care.			

Table 3: Selection of other activities in Eastern Africa (Please included all relevant information from all Vi Agroforestry fund projects)

Selected Activity	Target for the year	Achievement to date	Comment
Number of groups implementing Vi Agroforestry activities	78	78	Targeted groups are implementing Vi Agro forestry activities. This include 66 schools and 12 ward youth groups
Number of households benefiting from Vi Agroforestry activities	78	78	Households which are 66 school and 12 ward youth groups
Farmer organisations/groups trained in HIV/Aids and how to assist infected and affected members	30	30	Duty bearers in 30 schools were capacitated in HIV/AIDS particularly on how to assist infected and affected members (Children and youth)
Farmers who participated in training relating to the effects of climate change			
Number of active saving and borrowing groups			
Total membership in saving and borrowing groups			
Farmers organisations/groups trained on human rights based approach to development			
Households participated in training about the importance of growing a variety of crops and how to get adequate nutrition to their diet.			
Kitchen gardens established at schools	78	78	Gardens were established in 66 schools and 6 ward

			youth groups
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