

"OPPORTUNITY CREATES LEADERS"



EVERY CHILD  
TANZANIA

"Building Leaders for change"

# OPPORTUNITY "FURSA" PROJECT 2022/2023 FINAL REPORT



Uwemba-Njombe, Tanzania



## VISION

One day every child of Tanzania will have the potential to have the opportunity to change the World.

## MISSION

We are a value-based leadership that inspires youth to create social impact

This is The Final Report of the project Opportunity "Fursa" held from September 2022- January 15th, 2023



## ABOUT OUR PROJECT

The Fursa Project's goal was to empower youth through leadership training that fosters confidence, critical thinking, and cognitive abilities. Students graduated with a growth mindset, improved problem-solving skills, and increased confidence. Fursa Project provided them with a leadership education as well as the opportunity to apply their knowledge, skills, and experiences. Students also learnt about entrepreneurship and digital literacy. We cultivate a diverse community by recruiting students from across Iringa and Njombe regions, allowing our young leaders to learn, explore, and expose themselves to a world of new possibilities and futures.

Three newly graduated teachers were invited to participate in this one-of-a-kind opportunity to put their professions into practice while being mentored by ECT. Facilitators received instructional coaching materials, hints, and writing and assessing learning outcomes lessons. They had an opportunity to teach underserved students and learn new inclusive teaching styles such as social-emotional learning, project-based learning, and digital literacy. Fursa was an intensive program for teachers, to prepare them for jobs soon after completion.



Argentina in the picture is with Akida and Ngojea during the interview. Argentina is from Kidamali Secondary school, which is 30.5 kilometres from Iringa town. Argentina is the youngest of three children in her family. She lives with her aunt, who also takes care of other children, making it more difficult for her to meet all of their school's basic needs. As the first child in her family to complete ordinary secondary school (High School), she is motivated to help her family and serve as a role model for other girls in her village. Argentina has gained confidence and learned new computer skills in a short period at the camp. She also encourages other girls to participate in football and dance. She aspires to be a Journalist and Army Soldier.

# STUDENTS AND SCHOOL SELECTION

When the ECT team began looking for schools and students, the Fursa project drew the attention of many students who wanted to join and learn. However, thanks to the excellent preparation of each school's team, we were able to hold discussions and games that raised awareness about challenges after they leave school and how to face them.

ECT recruited 11 students from 6 schools. ECT works with schools in rural areas where students do not have the same opportunities as schools in urban areas. ECT also works with schools that are willing to provide us with student information as well as be willing to provide enough cooperation. Students selected were interested in learning new things, travelling and staying in Njombe for a month or more, came from a low-income family, they were doing well in their studies and demonstrated some type of leadership or creativity. They were able able to express themselves and be ready to live with new students/people and the environment.



# Our Volunteer Teachers



Angella Kisanga graduated from The University of Manchester in the United Kingdom with an MSc. in Environmental Monitoring Modelling and Reconstruction. She has over ten years of experience in wildlife conservation, environmental conservation, community development, and defenders of girls' rights. She believes that, given the right opportunities, every child has the potential to excel in their personal and professional goals. Angella was an educational leadership consultant on a Fursa Project at Every Child Tanzania (ECT), where she facilitated team members, students, and other project stakeholders, as well as oversee the capacity-building program. Also, she helped the team understand how their daily activities affect climate change and how to adapt to the effects of climate change



Neema Batista Luhigo is a professional and expert in community development issues. She graduated from the University of Dodoma with a Bachelor's Degree of Arts in Development Studies {BA-DS}. Currently, she works as a Youth leadership Facilitator at Every Child Tanzania(ECT). Neema is passionate about helping youth attain their life goals, specific girls through coaching, mentoring, and finding networks for them. Neema believes that, when a girl child is educated, there is a higher chance for the whole community to benefit and the world as a whole. Neema talks about community challenges that affect girls from attaining their careers. She Values accountability, teamwork, and listening to each other.



Dorice Valentine Nyakunga is a committed teacher, hard-working and well-disciplined with more than two years of experience. She has a successful track record in school teaching and developing learning materials for students. She holds a bachelor's degree in Arts with education from the University of Dar-es-salaam, Tanzania. Also, she provides and prepares materials and activities that engage and develop students intellectually. Her goal is to build the future of hospitality as she believes that each morning it's a new opportunity to create a new version of oneself and others.



# A FEW STUDENT'S PROFILES



Farida Ally Mohamed (18) is the firstborn of 15 children. She has been a leader since primary school in church and even as a class monitor multiple years in a row. She comes from a polygamous family, making it harder for her to get all of her school needs met. She loves to play netball and was on her school's netball (volleyball) squad. Since she has come to the camp, Farida has already improved her confidence tenfold. Her ambition is to become a book writer, covering a variety of topics such as adventures, stories, and articles. She also helps and empowers women and is a self-identified feminist!



Evodia Mgesi is 19 years old and completed an ordinary education at Luhunga secondary school. She is one of the main providers for her family – and works very hard at farming, and other income-generating activities to get enough food for her family and to send her sibling to secondary school. She used to cry and shut down when asked about how she was doing because she was very stressed and overwhelmed. Since coming to the FURSA camp and receiving one-on-one mentorship and counselling, Evodia has completely opened up. Now, she is positive about her future and how she can find solutions to make sure she and her family have the best possible future! Her ambition is to free her family and fight against various forms of violence and discrimination in the community (GBV, FGM, and RAPE). During the "Fursa" program, she actively participated in various dialogues about gender violence forms and suggested ways to mitigate those forms to achieve social equality. She is also an environmental activist



Evodia Ngailo is from Mgola Village in Njombe. She lives with her mother (a small farmer). She was thrilled to attend the "Fursa" camp program. She is deeply committed to assisting those in need. She improved her leadership skills by attending classes where she was able to excel and learn how to empathize with others' problems and find a better way to solve various community-related problems. She is now able to set goals and knows well her education dreams. Her dream is to be a nurse who will care for patients in the hospital. She came up with the idea of designing boxed ribbon decorations at the end of the program to generate some income to save for her future studies in high school and college (nursing college).



Kida Nzala is a form four graduate of Nyanzwa Secondary School in Iringa. Her father passed away in 2005. (he left 7 children). She lives with her grandmother, a farmer who is the only person who supports her. Kida aspires to be a lawyer because she wants to ensure that people in her community have access to their legal rights. She was very charming at the "fursa" opportunity camp and participated in various activities. She started a business of beading bracelets and rings. This will help her improve her living standard and cover some school requirements such as tuition and housing when she starts high school.

# Launching the Fursa Project

The project was officially launched on the 15th of December 2022, it was opened by the leaders of the village government as well as the Ward police. Various partners also attended to meet the students and see the environment where the students and the supporting staff were staying. They learnt about the goals of the program and what our expectations were for the students. We also had a showcase for each item of our program. It became an excellent opportunity for us to introduce ourselves and ensure faith in our project by government officials and the communities, and they were also given a chance to share their ideas and advice.



# Curriculum Development & Leadership Camp Sessions

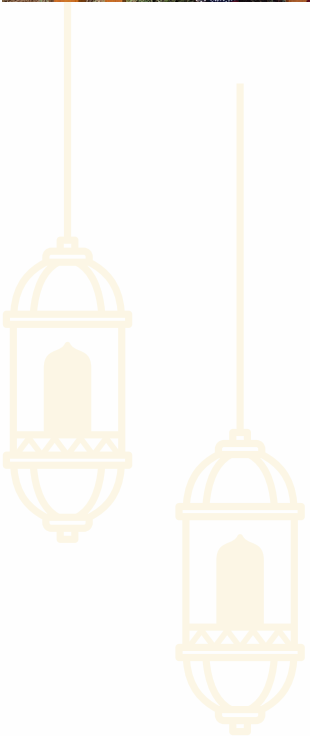
Over the months of September, October, and November, the ECT staff and partners worked together to develop a robust curriculum for the leadership camp including topics such as growth mindset, confidence, goal setting, problem-solving, career guidance, teamwork, and even digital literacy. Integrated throughout the curriculum is socio-emotional learning and we even developed multiple sessions that include mindfulness practices. Every day the students opened with a meditative and/or mindful moment. We included these types of lessons to cover essential topics and taught skills that students miss in school. Socio-emotional education is something that is barely included in the Tanzanian curriculum and is extra special and important to include while helping to build our future leaders. Students were expected to keep a journal, where they recorded an entry each day to practice their English writing skills.

Our volunteer teachers helped us to develop the lesson plans, activities, surveys, and schedules for our leadership camp. Before the camp, we held four, two-hour sessions with the ECT Staff and a teacher trainer to give them the skills and practice they needed to build the curriculum and lesson plans. We taught them how to use gentle teaching, connect with students, and make sure they are testing learning outcomes and skills, not just results.

It was also very important to us that the students responded well and benefited from our lessons as well as having fun! Thus far, we have received amazing feedback from our students saying they've enjoyed our sessions and learned a lot. Based on the surveys and teachers' assessments, there has already been improvement in terms of learning outcomes and skills.

# Experiential Learning

A core part of our Fursa Project programming was experiential learning, meaning giving students hands-on, practical learning experiences and activities where they can take what they learned in theory and put it into action and/or practice. So far, we have facilitated a few of these types of topics including, sustainable agriculture, environmentalism, cooking and food preparations, financial literacy, and radio broadcasting. Each of these topics was delivered in a classroom setting, then the students went out to practice and experience what they learned.



# Sustainable Agriculture & Environmentalism:

Students learned about sustainable farming and agriculture methods and the environment in Njombe. They learned about what practices allow for the least amount of degradation to the environment, how to converse with their environment, water usage, and many different species of plants and food that can be grown. The hands-on experiences that accompanied these topics were:

- Visiting and touring the largest avocado farm in Njombe region
- Walking through and touring the nearby tea plantations and flower farms
- Working in the garden and the farm fields at our camp and learning how to take care of our environment.
- Visiting a nearby waterfall and river to learn and appreciate various microbiomes



# Cooking:

Over the Christmas holiday, students joined in with our Farm Manager and Program Coordinator to cook a delicious and diverse meal. They learned to bake cakes, and prepare salads, and other delicacies. Students loved the food and some continued to help in preparation each day. A key part of our program was for each student to share the responsibilities, so they rotate in helping out between cleaning the environment and cooking. We also discussed the importance of non-gendered chores and responsibilities and how to empower one another to clean ourselves, healthy and happy!



# Financial Literacy:

One of our major goals was to prepare our students for their futures, therefore we knew it was necessary to teach them about finances, budgeting, saving, investing, and money in general. We had a variety of topics taught in the classroom over the course of the program. Each student was given a small stipend for hygiene items and taken to Njombe's largest market. They learned how to set a budget, plan, negotiate, and purchase items in a busy environment. The next financial literacy activity involved going to the bank and opening a bank account for each student. These will be used for future scholarships and their future!





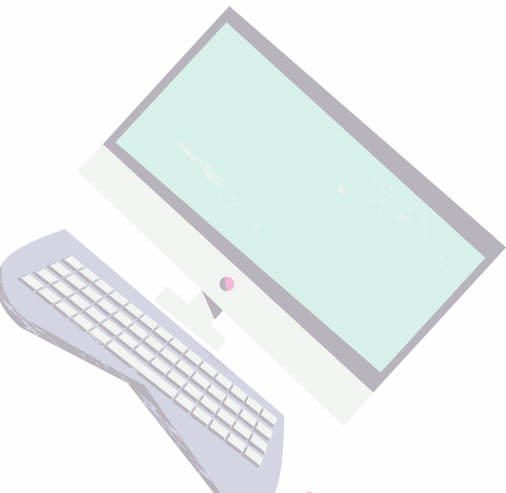
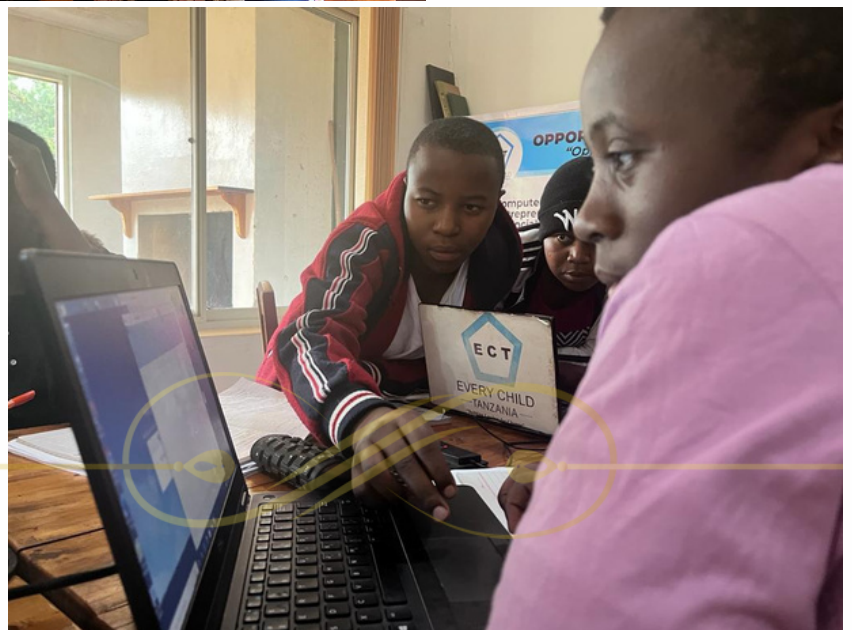
# Radio Broadcasting:

Many of our students have expressed interest in broadcasting and journalism. Given our strong partnership and relationship with Kings FM and Uplands FM in Njombe Town, we facilitated a field trip for the students to go and learn from some of the best journalists around. They also attended a second trip to Kings FM in January, where they were asked to prepare their own news stories (written or spoken) about what was happening at the Fursa Leadership Camp.





We partnered with Mpechi Vocational College and a volunteer (Ezra) who developed a computer curriculum for the month as an introduction to computers. This included Microsoft Office, the internet, email, and internet engine searches. Students learned how to make greeting and invitation cards on the computer! At the end of the program, each student received a Computer Certificate.



# Entrepreneurship

Employment is not guaranteed since there high number of graduates every year but few spots for employment. Creating a self-employment mindset at a young age is the best way to tackle unemployment and ensure future independence. To help think and work towards their financial freedom road students were encouraged and guided to come up with sustainable projects that can help them solve issues that require funds and be creative. Students were able to come up with different ideas such as baking bread, ribbon decorations, mad and dust off the carpet, beadings bracelets and rings, card designing, fruit juice making, potato crisps, table mats knitting, eggs coated groundnut, porch making project, chicken/poultry project. These projects will help the students earn extra money to support them. These projects were showcased at the closing of the project on 12th January 2023.



# Digital Literacy

Digital literacy has become a great resource in Africa and the whole world in general. This is the best tool for globalization that brought great benefits in the communication industry through the internet, social networks and other materials used online. It has increased employment for young people who took the opportunity to gain exposure and increase their network, especially those with the courage to use this opportunity correctly. On the contrary, it has left a lot of pain for some people, especially women and people living in rural areas, particularly young people who are entering the digital world after leaving school.





Tanzania is still behind in this era and has become a stranger in the digital world. This is due to the inaccessibility of digital devices, and education to use those devices and for some areas, no network can support these tools and less access to Internet bundles. ECT has been at the forefront of making sure that students who attend Leadership Camp get this education and are safe when using these networks. Imani and Leons are Tanzanian philanthropists who specialize in journalism and Digital Rights. They were able to teach well the students who attended Fursa project how to use social networks and understand their freedom in those structures. They also taught the students about getting help when one is faced with any challenge related to the use of the Internet.

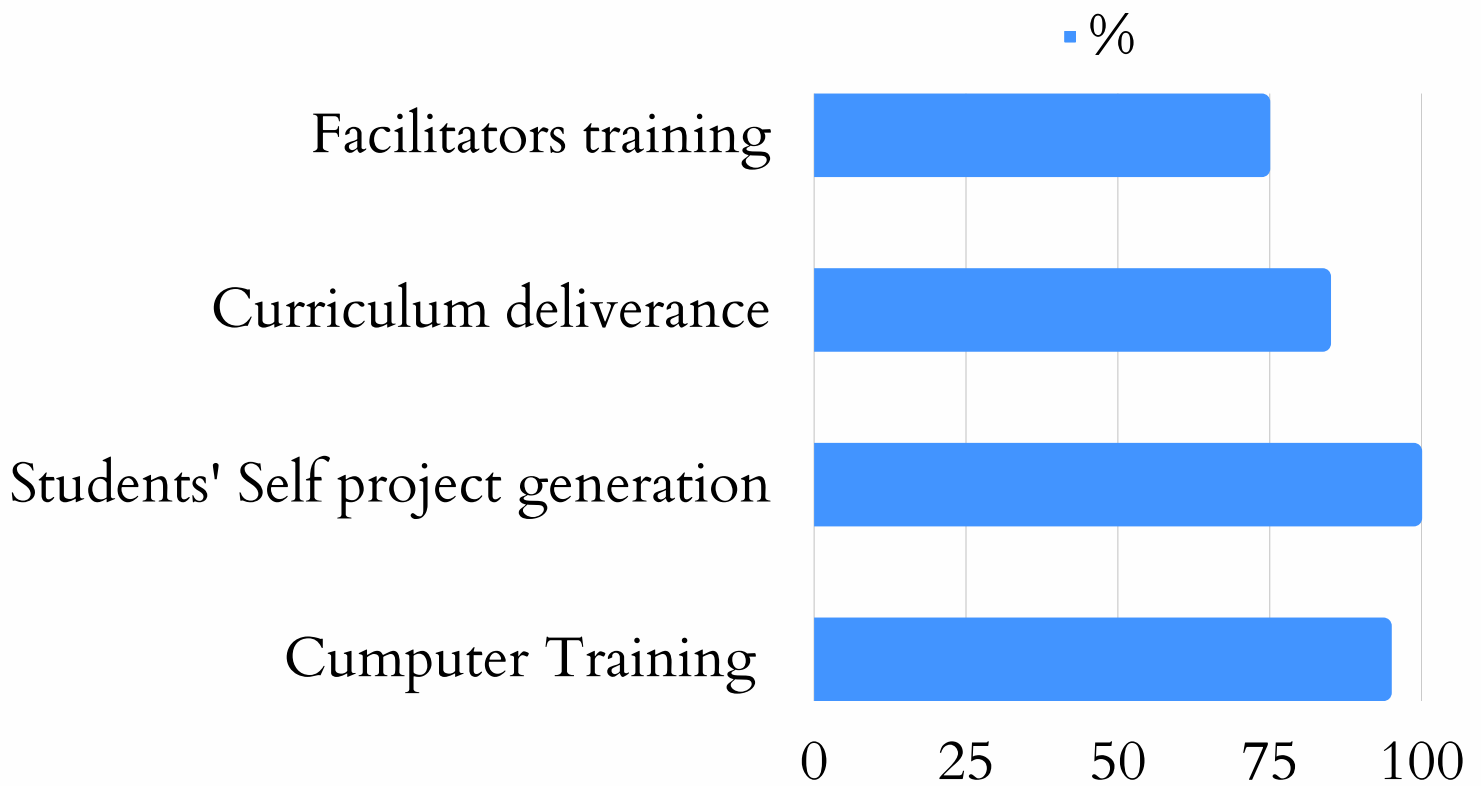
We aimed to increase our students' digital literacy and make them feel more at ease and confident in these learning platforms, as well as to inform them about their rights on these platforms.

# Impact

Direct Impact Youth- Secondary students (15-19 yrs)	Youth seleted for 4 weeks Leadership Training	University Graduates	Secondary school teachers and volunteers	Community leaders and members
750	11	7	7	5
Total				769

ECT hopes that these students who have had the opportunity for a short period to learn things that most of them have never learned in school, will bring encouragement to their lives and they will inspire the communities in which they live. For example, there has been a big challenge for girls who finish form four to stay for a long time before starting form five, so many lose their dreams by getting involved in things that are not useful or that bring harm to them. So, this program has not only been useful in giving them various skills but it has also been a safe place for them

# Accomplishment



- Facilitator training was delivered by 75%.
- Fursa program curriculum delivery was completed by 85%.
- Students generated a variety of business concepts.
- Students completed their computer training and were awarded certificates.
- Students were able to grow physically and mentally, as well as become more self-aware of themselves and their abilities.
- Some of the students have started to volunteer in different schools to teach ordinary-level students how to set their education goals and ways they can achieve them.

# Challenges

Along with the fact that there were many successes in the Fursa program, there were many challenges that led to some of the project's expectations not being met. One of those challenges is the procedures for getting permits to do the project. This challenge is mainly in the leadership of the lower government because the system still wants us to reach every department, which is from the village government level to the ministry level, so it was time-consuming and costly. We are thankful to the Ministry of Education and the President's Office- Regional Administration and Local government for allowing us to do this project in the first place.

Second, it's the lack of funding. The project had a small amount of money that was not enough to give the students everything they deserve. One of the things that the students did not get was the capital of the projects that every student wanted to do after finishing the program. Thirdly is the availability of training materials. Fursa project was providing computer training but even then the organization only has 2 computers, so students had to use staff computers.





# The ECT team

ECT is very grateful to the winning team that made the Fursa project possible. Here thanks go to the Chairman of the Board and who is our Fundraiser Mr Ngojea Kitinusa, Secondly, thanks go to the Executive Director and the head of the Organization- Akida Mdalingwa, Farm Manager, Zamda Mwinyimvua, the Gardner, Kasta Deule, Farm Maintainer Lucas as well as our Volunteers Frank Mhema, Janeth, Andy and Hussein, Marco, Reinhold and others for ensuring that this program is beneficial for our Tanzanian youth.



**Ngojea Kitinusa- Board Chair and Managing Director**



**Akida Mdalingwa- Executive Director**



**Zamda Mwinyimvua- Farm Manager**



**Frank Mhema- Volunteer**



**Janeth Mwonge- Cook**

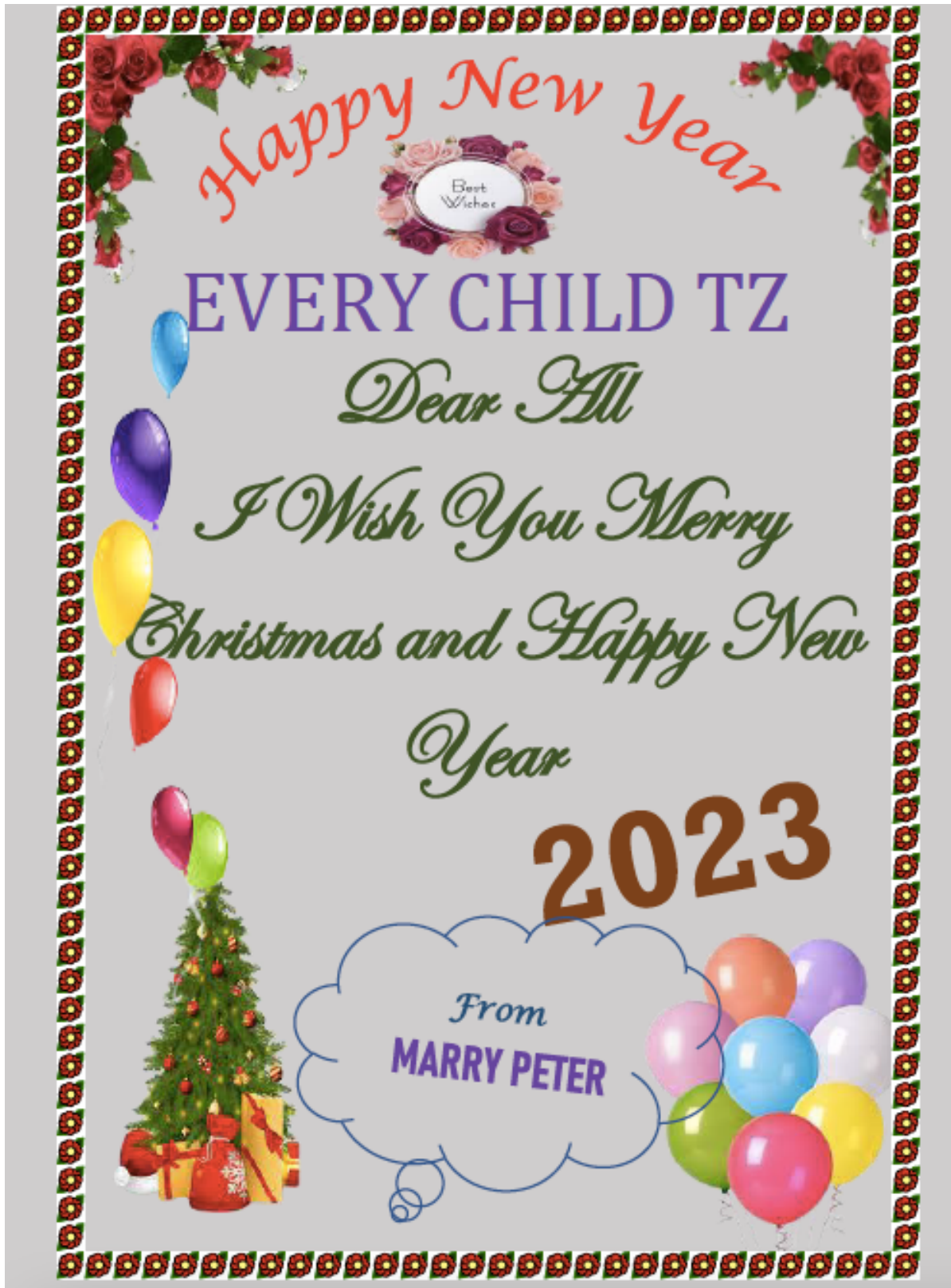
THANK YOU  
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VERY MUCH!

A BIG THANK YOU to Mufindi Orphans Inc (MOI) for providing a significant donation to the camp and the operation costs of ECT. Without MOI's utmost support, we would have never reached this far. They have been instrumental through partners, mentors, co-implementers, and donors!

And of course, the Fursa project programmatic costs were supported by Global Youth Mobilization (GYM), who donated significantly to the camp. We are thrilled to be a part of this community

Special acknowledgement goes to Aunt Becky, Johannes, and Quinn who without them we would never be able to secure our leadership camps without them. We are also grateful to Beverly Nicole, Jim Knight, and Terry Swett who helped inspire our curriculum and teaching training.

Also, We are grateful for the partnership we secured with KingsFM Radio, Nemes Green Garden, Green Tulip Co.LTD and NMB Njombe.



**ONE OF THE FEW CARDS DESIGNED BY ONE OF THE STUDENTS, WISHING YOU A HAPPY NEW YEAR 2023**

# Our Project Sponsors and Patners

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MOBILIZATION**

