

QUARTERLY REPORT

ADOLESCENT SEXUAL REPRODUCTIVE HEALTH INDUCTION-2

ASRHI Phase Two



Photo showing parents engaged in positive parenting dialogue at Kombani, to inspire child safeguarding at household level.



Photos showing SambaSports Facilitators taking the adolescent Boys and Girls through Life Skills sessions in Zigira.

February – April 2021

1. BACKGROUND SUMMARY

SambaSports Youth Agenda CBO funded by Base Titanium Limited implements the Adolescent Sexual Reproductive Health Induction (ASRHI-2) project, with the objective of continuously engaging adolescent boys and girls and their parents in highly participatory and inspirational Values Based Education integrated with sports, skits, dialogues and life skills activities aimed at influencing them positively, supporting their transitional adaptation as they transit from childhood to adulthood (adolescence), and ultimately reach their academic, social development and sporting potentials.

This ASRHI-2 project is deeply transforming adolescent boys and girls from the five locations which are:

- I. Ng'ombeni/Waa Ward-(Kombani,Matuga,Mtsangatifu and Chigato)
- II. Ramisi Ward-(Ramisi,Funzi, Bodo, Fahamuni, Darigube and Shirazi)
- III. Kinondo Ward-(Zigira, Magaoni and Masindeni)
- IV. Ng'ombeni/Waa Ward-(Ng'ombeni, Maweni and Kiteje)
- V. Ukunda Ward-(Mkwakwani village)

The overall target beneficiaries are adolescent boys and girls aged between 10-15 years and parents of the respective adolescent.

CORE OBJECTIVE

To build momentum in the engagements and mentorship of Adolescent boys and girls in their villages through participatory learning and action in adolescents sexual reproductive health, drugs and substance abuse and instilling values in their lives.

Specific Objectives.

The following are the specific objectives as per activity conducted during the first quarter of ASRHI-2

1. To deepen the understanding of life skills techniques and adoption of basic ways to cope with adolescence related challenges.
2. To identify gaps experienced during implementation of ASRHI-1 project.
3. To identify and uplift values and ethics among the target beneficiaries.
4. To better understand oneself towards the stages and changes during Adolescence.
5. To assess project impact.

2. ACTIVITIES SUMMARY

During this quarter, SambaSports managed to implement four activities across the project sites. The activities included Mid-term evaluation, Key life Skills Techniques training, Understanding ASRH, and quarterly Parents Dialogue Forums. Below are descriptions of each activity.

• Mid-term Evaluation

This activity was conducted in form of focused group discussions (FGDs) and Key Informant interviews (KII). It targeted to reach out to 34 beneficiaries per site (8 adolescent boys, 8 adolescent girls, 8 male parents, 8 female parents of the adolescents and 2 key resource person e.g. a teacher, project committee members or village elders from each site).

Each category of the participants had a separate FGD, key informant interviews were held on the resource persons. The purpose of this activity was to enable the project team to deeply understand the impact, gaps, and opportunities presenting themselves from the implementation of ASRHI-1 in order to inform programming of ASRHI-2 project.



Photos showing Focus Group discussions from various sites with parents and also with adolescent boys and girls during the mid-term evaluation exercise.

The findings of this report came from focus group discussions with the adolescents and their parents—a total of seventy-seven (77) adolescents and fifty-one (51) parents participated. Moreover, nine (9) members of the coordinating committee which features teachers, local administrators and other civil society organizations were interviewed.

Site	Adolescents		Parents		Key Informant		Total
	Male	Female	Male	Female	Male	Female	
Zigira	8	10	6	10	3	1	38
Mkwakwani	10	8	2	8	0	1	29
Kombani	4	7	1	8	0	1	21
Ramisi	5	8	6	8	2	0	29
Ng'ombeni	12	5	1	1	1	0	20
Total	39	38	16	35	6	3	137

Table showing participation in the evaluation activity.

Findings and Discussions

ASRHI engaged the adolescents in various activities as described below:

1. Introduction to Life Skills with the goal to help the adolescents come out and express themselves—understanding themselves and their environment.
2. Understanding Adolescence aimed at prompting the adolescents to reflect and draw meaning from adolescence helping them understand and embrace the changes in their lives.
3. Understanding Sexual Reproductive Health meant to teach and boost the adolescent’s understanding on sexual reproductive health to help them make informed decisions on their bodies.
4. Life Skills Techniques had a sole objective to help the adolescent learn essential life skills techniques to foster freedom of expression and courage.
5. Prevention of Drugs and Substance Abuse featured presentations on drugs and substance abuse to help the adolescents understand the effect of intoxicants on their lives.
6. Leadership Skills focused on equipping the adolescents with skills for effective and true leadership.
7. Skits Competition included theatre activities, poems and trivia questions on ASRHI.

ASRHI had a mixed understanding among adolescents, parents and members of the coordinating committee. Some shared a comprehensive understanding and were able to articulately describe it, whereas others a hard time describing it. The beneficiaries mistook the names of activities in the program for its description—so did members of the coordinating committee. Parents have a glimpse understanding of ASRHI and spoke highly of the impact. Furthermore, there is a great deal of appreciation from all the parties shown for transforming the adolescents through various aspects of their lives including behavior, academic and social interactions. Neema Abdallah from Mkwakwani said, “this program has helped me in building morals, I have huge respect for both the old and young.”

ASRHI has given the beneficiaries the agency to take full responsibility of themselves. Most of them have their peers looking up to them for guidance and sharing of teachings from ASRHI. Notably, teachings on self-awareness, self-belief, self-confidence, self-control, self-esteem and leadership have helped them with their transformation. They believe in themselves and can express themselves before their peers and parents. Daudi from Ramisi emphasized that he is now able to give explanations without fear or getting nervous standing before his peers unlike before. Some of the adolescents have been appointed to leadership positions due to their outstanding academic performance and exemplary disciplinary records. This has given them joy and love for schools.

Parents see ASRHI as heavenly brought for giving them a sigh of relief since its inception into the community. Moreover, parents have found motivation in their children’s change in good behavior giving them hope for a brighter future. This has boosted their morale and given them a sense of pride as their children serve as example to their peers at home. “Our neighbors are speaking so highly of my son, change in his behavior has earned him respect and trust from them. He is obedient and helpful to all,” parent from Zigira said.

Some of the notable changes as observed by the parents include improved awareness on their sexual and reproductive health, discipline, and concentration on schoolwork. Teachings on teenage pregnancy and problem solving proved to have worked well so among the adolescent girls. They believe they are knowledgeable enough about teenage pregnancy and its dangers. Parents have noted improvement in their daughters’ menstrual hygiene with improved knowledge of how to take care of themselves when menstruating. Their male counterparts believe that sensitization on drugs and substance abuse, and leadership has had the greatest impact. They are aware about the ramifications of drug and substance abuse and avoid them at all cost—his peers both at home and school to stay away from intoxicants.

Surprisingly, some the adolescents were unable to identify the changes they have experienced so far—they could only recall the teachings. Most of them described scenarios they would effectively put the teachings into practice. Teachers have seen a drastic change in behavior especially discipline and obedience; they also have witnessed a steady incline to the level of academic performance. However, there is a huge concern that arises from derogative remarks and envious attitudes from parents and adolescents who are not involved in the program.

Having formed study groups, the adolescents feel more united than before; they share materials amongst themselves and help each other with schoolwork. Mariam (from Ramisi), told, “I was ever ready to start the next fight and always fought our class representative for reporting our misconduct in class, but I haven’t fought much of late.” ASHRI has given her and her peers a sense of purpose and she feels that the reputation earned through it will be lost if she kept getting into. The adolescents have also adopted strong character towards premature and uniformed sexual relationships and activities which they believe will disrupt their education and complicate their lives. “I used to spend a lot of time with boys, I changed my ways since I knew what could happen to me if I continued,” Asha from Mkwakwani.

Of all the activities in ASRHI, trauma training has had the least impact. Some of the adolescents have expressed their disappointment towards inability to make use of the teachings in their day to day activities. They complained about the difficulties accompanying the process as they try to be of service to their traumatized peers through counseling with situations get heavily clouded with emotions and some end up breaking down. Mary from Zigira shared her experience, “counseling my friends on trauma is hard and cumbersome, I tried it and my friend started crying. She could not control herself.”

- **Key life skills techniques.**

This activity targeted all the project adolescent beneficiaries i.e. (200) from the five project sites, with the purposes of imparting them with skills and techniques to understand the risks affecting them in their transitional stage of adolescence, and adopt to better approaches to attain their desires, goals and dreams in life and build their resilience against social vices.

Before the main session, the participants were taken through a participatory Values Based Education session that acted as climate setting, but also a series of activities that offered safe spaces for the adolescents to reflect deeply on their individual situations, with regards to values they can rely on to change the lives of people surrounding them.



Photos showing adolescent boys and girls involved in Values Based Education Activities prior to main sessions.

The methodology used was group discussion, group presentations, demonstrations, games and brain teasers. The participants brainstormed on the challenges they go through in their lives. Some of the highlighted challenges included teenage pregnancies, drug addiction, early marriage, violent extremism, child labor and school dropout. Each group

discussed and presented a series of questions in relation to the adolescents' challenges, while also mentioning the possible mitigation measures towards overcoming the challenges. The questions of discussion included:

- ✓ “What if I got Pregnant?”
- ✓ “What if I impregnated a school girl?”
- ✓ “What happens if I got addicted to drugs?”
- ✓ “What is violent extremism, and why is it practiced?”
- ✓ “Am I on the right track, with my dreams/career?”

In the end, the facilitators gave presentations that guided the participants, based on the key questions asked and answered in group work, and also responding to the grey areas witnessed during the plenary discussions.



Photos showing facilitators taking adolescent boys and girls through Life Skills training sessions.

• Understanding Adolescent Sexual Reproductive Health

The ASRH training was conducted and aimed to put more emphasis to the beneficiaries on changes that occur during adolescence and to equip them with skills to overcome the challenges and build their resilience against misusing their bodies. This activity involved the beneficiaries' capacity enhancement on adolescence, menstrual hygiene, general hygiene and sanitation, emotional changes, physical changes, social changes, reproductive health and the risks pertaining to all these parameters.



Photos showing adolescent boys and girls being taken through skits during activities, then showing participants in a group work session, while the last photo showing Nancy Wambura, a SambaSports GalPower mentor, demonstrating menstrual hygiene and how to wear sanitary towels to the boys and girls.

This activity gave the participants an opportunity to better understand themselves as delicate in a changing spectrum in their lives, and equipped on how better to cope with pressure of social allures and emotional instability.

As part of further exposure and linkages, SambaSports invited national influencers on matters of menstrual hygiene and support, the Period Man (James Atito Omollo, from Stretchers Youth Group, Mombasa), who candidly facilitated a very exciting and participatory session on menstrual hygiene.



Photos showing the Period man demonstrating menstrual hygiene apparatus to the adolescent boys and girls during the training.

- **Quarterly parent dialogue forums.**

Sambasports ASRHI project team conducted five parent dialogues forums in its project sites. This was the first ASRHI-2 quarterly parents dialogue meeting which targeted to engaged 200 parents of the adolescents’ beneficiaries, for parental dialogues to discuss parental responsibilities in enhancing child safeguarding.

The objective of this activity was to know if the parents understood the project well, how to bring up disciplined and responsible children. During theses, engagement several observations were made by the project team. It was noted that most male parents were not participating in this project hence lack of proper support from both parents. Domestic misunderstanding and violence cases were reported, especially touching on the urban dwellings of Kombani and Mkwakwani.



Photos showing parental dialogues taking place at Ng’ombeni site, with SambaSports facilitators and parents dialoging on how to enhance child safeguarding for the ASRHI beneficiary boys and girls.

3. TOTAL REACH OF THE FIRST QUARTER OF ASRHI-2 PROJECT.

Project sites	Mid-term evaluation	Key life skills	ASRH Training	Parent dialogue	Total reach per site
Kombani	15	34	35	16	100
Mkwakwani	26	33	34	20	113
Ng'ombeni	20	31	28	21	100
Ramisi	25	36	41	36	138
Zigira	36	36	37	21	130
Total reach per activity	97	176	175	104	

4. GENERAL OUTCOMES

- I. Adolescent boys and girls were aware of their adolescent sexual reproductive health issues and risks pertaining their sexuality.
- II. Adolescents increased knowledge and understanding of menstrual hygiene.
- III. Through the ASRHI activities, most adolescents improved on their self-expression and self-esteem.
- IV. There was evidence, in most sites, of improving values and ethos amongst the beneficiaries.
- V. Through parent dialogues forums, parents gained best skills and techniques to well understand their children.
- VI. Realization of future dreams by the adolescents.
- VII. Parents were able to highlight the challenges they go through together with their children, and this opened up opportunities for coaching and mitigations.

5. KEY ACHIEVEMENTS

- I. Promotion of positive behavioral change i.e. children became obedient and disciplined to their parents.
- II. Improvements in academic performance. Most cases had a significant comparative change in outcomes from the time they joined the project to the time of closing first phase, despite the Covid19 pandemic interference.
- III. Self-esteem exhibited confidently in games participation and menstrual hygiene demonstrations to both girls and boys.
- IV. Life skills techniques enhanced morale among the students whereby they participated well in class and volunteered more in both school and home to partake more responsibilities.
- V. Parents gained more knowledge on effective positive parenting and alternative discipline approaches.
- VI. Proven, growing good communication skills between children and their parents.

6. KEY CHALLENGES

There were quite a number of challenges which were faced during implementation.

- I. Low turnout of participants experienced in some areas both on parents and Adolescents like Kombani, Ng'ombeni and Mkwakwani.
- II. Inadequate cooperation from some parents in addressing domestic issues experienced in some of the project sites.
- III. Some children couldn't attend trainings set on Saturdays since they were attending madrassa sessions, this was experienced in Ng'ombeni and Kombani. The project team resorted to conducting activities during week days especially during the school holidays in order to reach the expected attendance.
- IV. Beneficiary drop out of the project – in some sites, a few cases of drop outs were experienced. The team made plans with the site project committees to fill those gaps.

7. LESSONS LEARNT

- I. Because of the participatory and fun integrated model of trainings, most beneficiaries were able to understand the life skills topics and apply them in their daily lives.
- II. The children could well remember what they had learnt on life skills.
- III. Most of the parents understood better the importance of ASRHI-2 project, as well they acknowledged that this project brought positive behavioral changes to their children.

8. RECOMMENDATIONS.

- I. Regularly trainings, to involve the adolescent boys and girls after every two weeks per month.
- II. Site to site exchange visits to learn more from other peers.
- III. To organize exposure trips for the beneficiaries.
- IV. The selected committee member should enhance proper mobilization of the targeted beneficiaries.
- V. Mobilization should be done as early as possible before the activity.
- VI. Committee member who fail to do their mobilization proper should not be given their fare reimbursement.
- VII. Activities to be conducted on days or hour which will not affect madrasa schedule for good attendance of the beneficiaries.
- VIII. Parents to foster open and healthy relationships with their children.
- IX. Parents to spend more time with their children so that they can deeply understand them.
- X. Parents to support their children in terms of studies and also make follow-ups on the same.
- XI. Capacity build the parents on effective parenting, counselling skills and stress management.

ANNEXTURES:

Link to the video showing Parents responses to the mid-term evaluation

<https://www.youtube.com/watch?v=c3sAFRg5l-0>

Link to the video showing adolescent boys and girls' responses to the mid-term evaluation

<https://www.youtube.com/watch?v=izuiFa7lFAw&t=38s>



Figure 1. Students discussing and presenting their responses on the life skills questions after having had a group discussion.