The *WAACHE WASOME* Project

("Let them Learn")

Helping Tanzanian Youth Develop Agency and Protective Assets

A Case Study

How student-led Protect Our Youth Clubs equip secondary school students with the knowledge and skills to address gender-based violence, challenge negative norms, and navigate the challenges of adolescence

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The Context

GBV & SRGBV in Tanzania

On average, secondary school students spend more than 75% of their waking hours each day in the company of peers and teachers. The types of interactions during this time — whether on school grounds or while traveling to and from school — can have deep and lasting effects on adolescents' development, study habits, and life outlook and experience.

Unfortunately, the educational experience of thousands of students in Tanzania (and around the world) is marked and marred by violence in multiple forms. Physical, psychological, and sexual violence is perpetrated by teachers as well as peers; and, in many communities and cultural contexts, violence toward children and women is acceptable and "normalized." [1]

Tanzania has been proactive in passing laws and establishing policies that support internationally accepted conventions around the rights of children and women. Nevertheless, a recent nation-wide study of 128 public and private schools in Tanzania[2] found the following:

- 89% of 1,824 students interviewed said they had experienced physical violence at school (mainly caning, which is legally allowed).

- 81.7% said they had experienced psychological violence at school.

> ### School-Related Gender-Based Violence
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> School-related gender-based violence (SRGBV) involves actions or threats of physical, psychological, or sexual violence in and around schools. SRGBV tends to mirror the violence perpetrated within families and communities, which often stems from a combination of negative gender norms, tradition, and unequal power dynamics.
>
> According to the United Nations, SRGBV "has very real consequences in learners' lives," including low self-esteem, depression, pregnancy, and sexually transmitted infections, as well as "a serious impact on educational outcomes, with many students avoiding school, achieving below their potential, or dropping out completely."

- 17% of public school students (19.3% for girls) reported experiencing at least one incident of sexual violence in any setting.

In fact, 37.1% of teachers in rural settings and 16.3% in urban settings stated that they cane students as punishment "daily" or "often," while 27% of interviewed parents reported that violence against school children occurs often in the home setting.

Given that violence against children (and women) arises from an amalgamation of habit, tradition, social customs, and differing views of what constitutes discipline vs. punishment, it is nearly impossible to combat it through legislation alone. Applying a socioecological lens to the issue helps develop a comprehensive set of responses that can address youth's experience of violence in each sphere of existence — individual, school, family, community, and society at large.

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[1] UNESCO: https://en.unesco.org/themes/school-violence-and-bullying/school-related-gender-based-violence
[2] *The State of Violence Against School Children in Tanzania Mainland: An Exploratory Study*, Haki Elimu, 2020
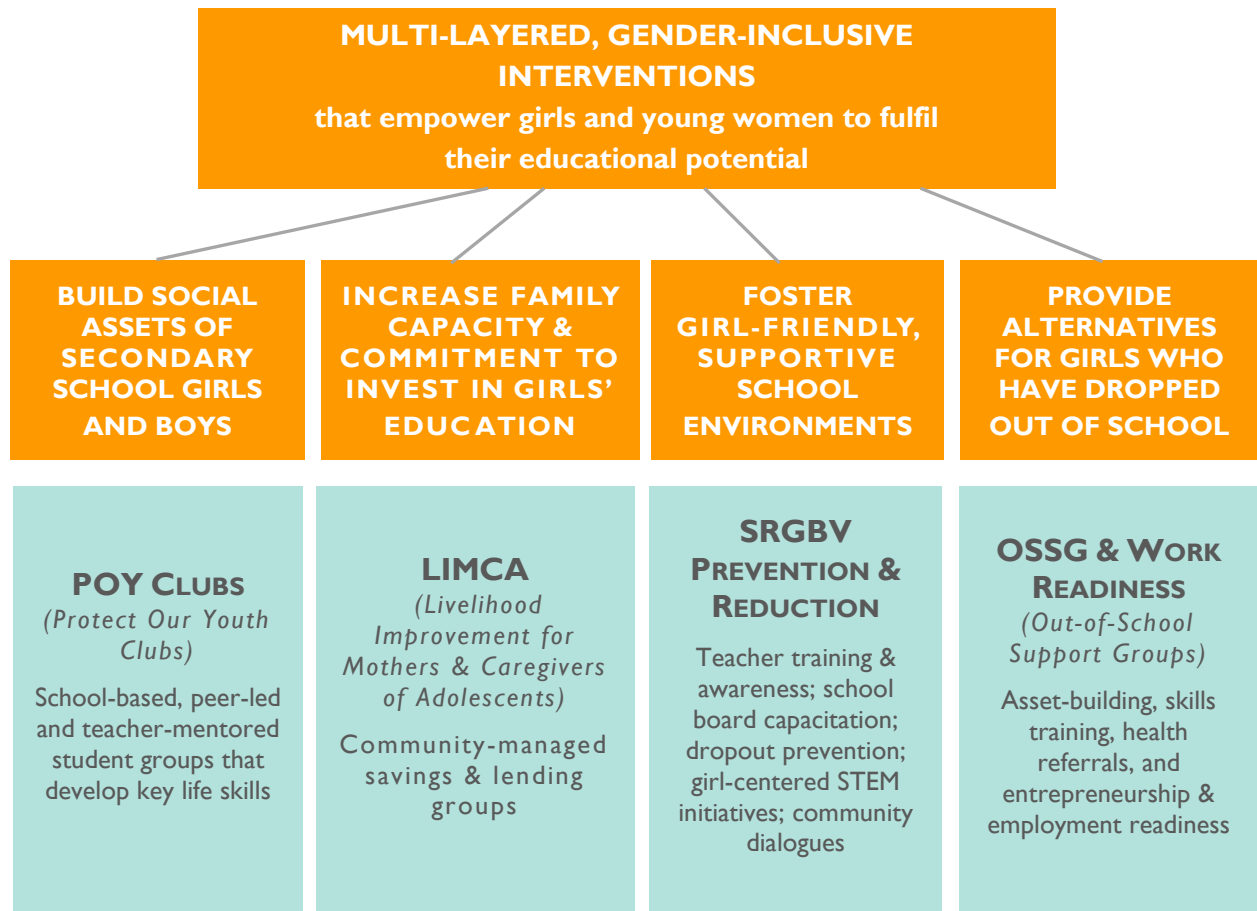
Waache Wasome's Approach

Youth-centered, multi-layered and inclusive

The *Waache Wasome* ("Let them Learn") project, implemented by World Education, Inc.'s Bantwana Initiative in northern Tanzania, is helping secondary school students — especially girls — mitigate and address a range of barriers, including SRGBV, so that they can successfully complete their education.

Funded by the United States Agency for International Development (USAID), *Waache Wasome* addresses school dropout and supports education retention through a multi-layered, inclusive package of interventions. Inputs designed *with* and *for* students aim to empower girls and young women with social and protective assets to assert their right to a safe and equitable education. Additional engagement with educators and caregivers of adolescents seek to enhance student-friendly teaching practices, transform parenting and family dynamics, strengthen household economic resilience, and help communities confront ingrained attitudes towards gender, gender-based violence, and the value of education.

While the primary beneficiaries are adolescent girls and young women (AGYW) — both those who are enrolled in secondary school and daily confront factors that contribute to dropout as well as those who have already dropped out of school — the project intentionally involves boys and men as stakeholders, active participants, and agents of change.

MULTI-LAYERED, GENDER-INCLUSIVE INTERVENTIONS
that empower girls and young women to fulfil their educational potential

BUILD SOCIAL ASSETS OF SECONDARY SCHOOL GIRLS AND BOYS	**INCREASE FAMILY CAPACITY & COMMITMENT TO INVEST IN GIRLS' EDUCATION**	**FOSTER GIRL-FRIENDLY, SUPPORTIVE SCHOOL ENVIRONMENTS**	**PROVIDE ALTERNATIVES FOR GIRLS WHO HAVE DROPPED OUT OF SCHOOL**
POY CLUBS *(Protect Our Youth Clubs)* School-based, peer-led and teacher-mentored student groups that develop key life skills	**LIMCA** *(Livelihood Improvement for Mothers & Caregivers of Adolescents)* Community-managed savings & lending groups	**SRGBV PREVENTION & REDUCTION** Teacher training & awareness; school board capacitation; dropout prevention; girl-centered STEM initiatives; community dialogues	**OSSG & WORK READINESS** *(Out-of-School Support Groups)* Asset-building, skills training, health referrals, and entrepreneurship & employment readiness

POY Clubs: School-based & Student-led

Exploring and learning in safe spaces

Over a five-year span, *Waache Wasome* introduced WEI/Bantwana's evidence-informed model of student-led Protect Our Youth (POY) Clubs in 108 project schools. Through these clubs, adolescent girls and boys learn to better engage with their education and establish life goals. Social asset-building equips them to interact effectively with peers and adults, make positive life choices, and prevent, respond to, and report violence.

As a key platform for addressing issues of violence and abuse in schools, POY Clubs' inclusive and participatory approach allows both girls and boys to examine unequal power dynamics and challenge norms that perpetuate discrimination against girls and gender-based violence.

To date, the project has equipped nearly 17,000 secondary school adolescents with awareness about their basic rights and the importance of education — as well as the agency and essential skills to protect themselves and their peers from violence in all its forms.

How POY Clubs Work

Each participating school forms one POY Club, consisting of 50 students (an equal number of boys and girls) from all four forms or grade levels.[3] Students are encouraged to apply for membership and selected based on demonstrated initiative, curiosity, and leadership potential.

Four student-elected peer leaders (two girls, two boys) are trained to facilitate participatory activities and discussions based on the POY Club manuals developed by WEI/Bantwana and approved by the Tanzania Institute of Education. In each school, a pair of project-trained teachers serve as "matrons" and "patrons" to guide and mentor the clubs.

The clubs work in synergy with other project platforms — including the Dropout Early Warning System, the LIMCA Education Fund, and SRGBV prevention — to extend the safety net for all students in project schools.

Key Characteristics of the POY Model

Students lead the learning: POY members elect their own peer leaders (two girls and two boys), who are trained by *Waache Wasome* to facilitate weekly club sessions and discussions using a set of specially developed POY Club manuals and visual training aids.

Adults encourage and support: Each club is mentored by a pair of student-nominated teachers (the "matron" and "patron") who are trained by WEI/Bantwana to support participatory, student-centered discussion and decision-making.

POY Clubs spearhead school-wide and community-wide outreach: Using their newfound confidence and creative communication techniques (such as dance, debate, drama, speeches and songs), POY Club members initiate interactive dialogues with teachers and inspiring campaigns for peers, parents, and other community members.

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[3] Note: The model of one multi-grade club per school was introduced in Year 4 of the project to enhance prospects for sustainability of clubs, taking into account teacher availability to mentor weekly sessions and to support outreach or "spillover" activities. Prior to 2020, partner schools created clubs for Forms 1 and 3 or for all four forms in lower secondary school, depending on student interest. Those clubs each 40 members, of which 10 were "vulnerable" girls, identified by teachers, and the remainder were 15 girls and 15 boys.

Developing Protective Assets
Supporting gender-equitable attitudes, & aspirations

Lacking both individual and collective agency, adolescent girls rarely "speak out" regarding social and cultural practices that harm them, such as early marriage, female genital mutilation (FGM), or sexual harassment and abuse. But the POY Club model provides for physical and psychological "safe spaces" in schools where girls and boys learn how they can work collaboratively to identify and take action against inequality, social injustice, and abuse. Engaging boys enlists them as allies in combatting gender discrimination and violence at school and also helps shape longer-term shifts in deeply entrenched gender norms.

The POY Club curriculum uses peer-to-peer methodologies to build adolescents' awareness and agency through a combination of <u>rights-based life skills development</u> and <u>gender transformative content</u>. Focus areas include:

- A <u>knowledge of child rights</u> and skills to address and prevent gender-based violence or violence against children (including practices such as early/forced marriage and FGM). Club peer leaders and adult mentors are familiarized with existing international conventions and national policies, so they can facilitate discussions with club members around identifying, preventing, and reporting instances of violence or abuse.
- Understanding the basics of <u>sexual and reproductive health</u>, particularly by addressing misinformation or myths around puberty, pregnancy, sex, and sexually transmitted diseases.
- Empowerment through <u>discussions, exercises, and role plays</u> that enable students to develop and practice skills of goal setting, time management, assertive communication, and decision making. These capacities support academic aspirations and success and build confidence, agency, and the ability to seek and obtain necessary help.

A set of POY peer leader and participant manuals covering the above topics, are supported with a colorfully illustrated, poster-sized visual aid (or bangokitita) that peer leaders use to facilitate productive discussions among their peers.

POY Club members using the bangokitita visual aid to discuss prevention of violence against children & women.

Participation and Outreach

Spreading the message beyond POY Clubs

A POY Club member engages peers in debate at an assembly of school students, Karatu DC

In addition to their weekly sessions discussing topics from the POY manuals, all POY Clubs are expected to initiate or participate in activities that engage the rest of the students in their schools and also involve teachers, parents, and even local government and community representatives.

Waache Wasome staff support club peer leaders and teacher matrons and patrons to establish synergies with other project platforms and stakeholders, for example:

- With school administrators and leadership — to allow for time and opportunities to present songs or mini-dramas or facilitate debates and Q&A sessions with audiences during student assemblies or larger school barazas (that involve parents also).

- With the project's teacher SRGBV-prevention component — where teachers who have been trained in positive discipline, participatory approaches, and violence prevention join forces with POY students to host interactive "dialogues" or discussions on topical issues around safety, health, welfare, and education.

- With local LIMCA savings groups — in order to share the material or financial needs of individual students or the school overall and access support from the groups' Education Funds, established specifically to address financial constraints to education.

- Liaising with the committee that oversees the school's Dropout Early Warning System, a simple project-developed system that allows teachers and students to proactively provide support that may be needed to help vulnerable students stay on in school.

Assessing and Achieving Change

Pre- and post-surveys, comments, case stories

During co-creation and program design, the *Waache Wasome* project adopted existing USG development indicators to measure participants' knowledge, attitudes, and understanding around gender norms as well as their sense of agency, confidence, or hope for the future. For POY Clubs, these include outcomes related to self-efficacy, self-perceptions, and gender equity.

USG - GNDR-3 % females who report **increased self-efficacy** at the conclusion of USG supported training/ programming	Self-efficacy refers to people's beliefs in their capacity to produce actions that are necessary to achieve desired outcomes or results. The project applies the Generalized Self-Efficacy survey (Judge *et al.*, 1998), using a five-point agreement scale.[4]
USG - GNDR-4 % participants reporting increased **agreement with the concept that males and females should have equal access** to social, economic, and political resources and opportunities	This indicator uses three statements to measure respondents' attitudes towards men and women having equal access to resources and opportunities: - Women should have equal rights with men and receive the same treatment as men do. - On the whole, men make better political leaders than women and should be elected rather than women. - When jobs are scarce, men should have more right to a job than women.
CUSTOM INDICATOR % adolescent girls who report an **improved ability** to manage their life and solve their problems	This survey uses items from the Children's Hope Scale[5] (Snyder *et al.*, 1997), which is designed to measure adolescent girls' own perceived capabilities, control, and competence in managing their lives and solving problems.

Change is measured using two main tools:

- A **pre-survey**, applied when students first enroll in the POY Club, before any sessions have taken place, usually in February or March of each year. This pre-survey is administered to every new POY Club member and also collects family and socioeconomic data for each student.

- A **post-survey**, administered around September or October of the same school year, before Club sessions and student attention are diverted by upcoming final exams. The post-survey is administered to a random sample of students, to keep data collection and analysis manageable.

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[4] This scale applies to both GNDR-3 and GNDR-4 and the five points are: strongly disagree, agree, neither agree nor disagree, agree, strongly agree.
[5] This also uses a five-point scale, with the elements of frequency: none of the time a little of the time, some of the time, most of the time, all of the time.

Sample pre- and post- findings

	Statement	**BEFORE** becoming a POY Club member . . .	**AFTER** participating in POY Club sessions & activities . . .
Boys and Girls	On the whole, men make better political leaders than women and should be elected rather than women.	Nearly 1/3rd or **34% of students agreed** that men make better leaders.	Only **13% agreed**. **85%** felt that **both men and women** make good political leaders. (2% were undecided)
	When jobs are scarce, men should have more right to a job than women.	**65%** (or 2/3rd) students **disagreed** with this statement.	**Disagreement** with this negative gender norm increased to **76%** (or 3/4th of students).
Girls only	I am strong enough to overcome life's struggles.	**Less than half (45%) of girls** indicated that they had the ability to overcome life's struggles.	**77%** (three-quarters of girls) felt they could overcome life's struggles with their newly developed skills.
	I often feel there is nothing I can do well.	**Nearly 4 out of 10 girls** (38%) held this negative view of themselves.	**Barely 1 in 10 girls** felt this way. **87% disagreed,** indicating an increased sense of competence and self-worth.

Findings from the 2019 school year.

POY Club post-surveys show positive changes among both girls and boys in attitudes towards gender equity.

IN THEIR OWN WORDS

Increased confidence and communication skills

"I feel that my self-esteem has been raised tremendously. I know a lot about my rights and can now communicate effectively."

– *Jessica, Form II POY Club member*

"Jessica is [now] different. She has gathered courage and skills to bring her father to the table, present her case, and manage to convince him. This is unusual for the girls in our village."

– *Ester, Jessica's mother*

Improved student-teacher relationships

"The relationship between students and teachers has been very much improved because now we have courage to face teachers and talk about our problems, and the teachers are courageous enough to support us."

– *Christina, Form IV POY Club member*

Building youth leadership skills

"I have been so impressed with the way peer leaders organize themselves to meet and discuss life skills sessions. . . . I think POY Club participation is the best way to strengthen self-awareness and leadership skills [among students]."

– *Jonathan Magadula, District Education Officer, Musoma DC*

Time for change

"This is the right time for changes. If society doesn't provide a space for girls, together we can demand it — as we have been educated and we are aware of its benefits."

– *Albert Kalombo, POY Club Patron, Musoma DC*

POY Member Experiences

Attaining a Top Ranking in Academics

PRISCA

*POY Club member Prisca Sylvester is the **first girl to achieve the top ranking in all of Musoma DC for the National Form IV Examination results**. She earned a Division 1, with 15 points — the highest score for 2020 among both government and private school students in the council.*

"I learned many useful skills though POY Club that contributed in one way or another to my exemplary performance. Participating in POY enhanced my personal confidence so I was able to discuss difficult or complicated academic topics with smart boys — which is not normal [common] in our society.

Also, I used my confidence to protect myself from adolescent pressures and was able to concentrate on my studies. My future dream is to become a biology teacher."

Protection from Female Genital Mutilation

MARIAM

Many ethnic groups in Tanzania conduct coming-of-age rituals among adolescents every two years — and 2020 was one of those years for the Kurya tribe, to which Mariam belongs.

Her father ordered her to undergo the ritual of circumcision — which is internationally classified as female genital mutilation (FGM) and is illegal in most countries, including Tanzania. If Mariam did so "without causing trouble," her father said, he would ensure that she was educated to the highest level she wanted. (In actual fact, after FGM, girls are deemed to be marriageable and often forced to enter into early unions that further imperil their health and socioeconomic situations.)

"Since I knew the negative effects of FGM from POY Club sessions, I categorically declined," Mariam says. "Then I held a long discussion with my mother, to educate her about the dangers of FGM. She finally agreed with me." However, her father was furious — and Mariam feared he might employ people to take her by force to be circumcised.

"In POY, I had learned to be focused, have self-esteem, and how to report abuses using appropriate channels," Mariam says. "I immediately informed the school matron who linked me with an NGO that supports girls in danger of FGM." Soon, the organization arranged for Mariam's hostel accommodation, "so I could continue with my studies away from the hostile home environment."

Elika Mbeleye Simu, the matron at Mariam's school, says that Mariam is one of the few girls who has managed to avoid FGM — because she was able to use the life skills and protective assets developed through *Waache Wasome's* POY Club training. "The majority of girls in this area are not that lucky," Ms. Simu says. "They are forced to undergo FGM and then they immediately drop out of school."

Averting Forced School Removal and Early Marriage
GIMBI

One of 10 siblings, Gimbi planned to sit for the 2021 final examinations that would mark the completion of O-level secondary schooling — the first child in her family to do so. But, just two years before that, her education was in grave danger of being cut short.

When she was in Form 2, Gimbi noticed that her father had started processing a school transfer request to move her to an area more than 150 miles away from her school in Karatu. She learned from her mother that the transfer request was a ploy. Her father's real intention was to marry Gimbi off to a man in Singida, with whom he had already negotiated a bride price of 40 cattle.

Gimbi put her POY Club knowledge and skills around child rights and communication to use. She reported the matter to her Head of School, who stopped the transfer immediately.

Gimbi then explained to her mother that she was not ready for marriage and that she wanted to continue her education. Her mother became convinced and began to support her daughter's wishes, staying in close communication with the Head of School to ensure that Gimbi was able to keep studying and that her father did not interfere with her education. Gimbi's mother now has hopes for a bright future for her daughter.

Succeeding in Education *and* Entrepreneurship
CHIMO

A former POY Club member and peer leader, Chimo completed secondary school in 2019 — and went on to study human resources management at the Tanzania Institute of Accountancy.

"Each life skill that we learned and discussed in POY has helped me in different ways in my daily life," he says. For example, "In communication sessions, I developed the ability to hold conversations with my peers and teachers. After savings discussions, I was able to use my little earnings and save funds to start a business."

Taking advantage of living by the shores of Lake Victoria, Chimo used what he learned in POY about goal-setting, entrepreneurship, and time management to start a small fish-trading business, while still a student. "I would wake up early, at around 4 a.m., go to the lake to buy fish, re-sell them at a profit, and be ready to go to school by 6 a.m." he says, "I used the proceeds to buy goats and fatten them briefly, before reselling those at a profit also," he adds.

Chimo's endeavors were so successful, he was able to save money to buy a motorcycle for his daily transport needs. Not only that, he also used part of his earnings to support female students. "During POY Club discussions, I learned that girls experience lots of challenges, especially in relation to their monthly menstrual periods," Chimo explains. "I used part of my earnings to support a few vulnerable girls to buy sanitary pads -- until a local LIMCA group stepped in and took over that role."

Chimo believes that applying the range of soft skills learned through POY Clubs enabled him to pass his Form 4 exams and be selected to join the Tanzania Institute of Accountancy.

Breaking Gender Barriers in Student Leadership

ABIGAEL

In the 14 years since Mang'ola Secondary School was established in 2007, no female student had ever held a top student leadership position. It seemed like the Head Prefect position was meant only for boys and it was uncommon for a girl to even run for that post.

But things changed in 2021, when Abigael (18) was elected by her peers to lead the school of more than 500 students. Empowered by what she had learned through POY Club participation, she made school-history by running for and being elected by her peers to become Head Prefect.

"After attending POY sessions, my level of confidence was amplified. I decided to venture into student politics by contesting for the top leadership in my school," says Abigael. POY Club sessions, she explains, taught her that girls and women were capable of doing things and holding responsibilities that seemed to be preserved for boys and men.

"I realized that the majority of 'women's roles' in my community were simply gender misconceptions. That is why I decided to test myself by contesting the elections," she says.

Abigael encourages other girls to join POY Clubs so that they, too, can enhance their confidence and believe in themselves to achieve their goals. "My dream is to become a lawyer or advocate so that I can be able to fight for child rights and victims," she says.

Coping during the COVID-19 school closures

VERONICA

"After the government announced closure of schools [in 2020], I felt so bad because I knew I would be missing out on classes -- and without studying I cannot meet my goals.

There are so many so many challenges that one faces when staying at home -- especially when you are a girl.

Club lessons on life skills helped me to deal with challenges -- for example saying a big "No" [to advances]. And POY helped me with managing my time, so I could also do some school work."

REDEMPTA

"During the COVID-19 break, I came across so many temptations but I was able to overcome them with the help of the lessons that I learned in our POY Club.

One of the lessons from POY was how to answer back assertively – 'I don't want,' 'I don't like,' and 'Stop following me, I am a student' -- when [men] were pursuing us.

Due to the long COVID-19 break, I realized how important school is -- and also the fact that I do so much work at home."

Discussion & Lessons Learned

Waache Wasome applies a whole-school approach to identifying and preventing violence so that schools can fulfil their purpose as spaces where girls and boys can safely learn, question, and grow.

To create a safe school, it is important that those who perpetrate school-related gender-based violence as well as those who are the targets become able to recognize SRGBV in all its forms and take action to reduce, prevent, and report it. Therefore, the whole-school methodology builds on two foundational pillars:

> ➢ The introduction and operation of **student-led Protect Our Youth Clubs** that equip secondary school students -- especially girls -- with protective social assets that help them navigate the journey through adolescence and education.
> ➢ A **package of teacher training and capacity building** to help educators identify and reduce prevailing SRGBV practices and replace top-down, punitive classroom teaching with positive discipline, constructive criticism, and affirmative communication.

Confronting Gendered Norms and Gender-Based Violence

The information and experiences in this case study highlight how the POY model filters across multiple domains -- at school and in family and social life. Observation, annual pre- and post-assessment questionnaires, semi-structured review meetings, and key informant interactions have provided evidence that *Waache Wasome's* POY intervention has:

- *Galvanized student autonomy, agency, and voice* — especially among girls

- *Established a growing awareness and understanding* of the many ways that gender-based violence is normalized within schools, families, and society and a willingness to prevent, speak out, and report on it to those in a position to take action

- *Delivered positive impacts* at individual student and school level, bolstering club members' educational, social, and economic prospects

Girls report being more willing and able to proactively communicate with parents and teachers and also to seek out and take on formal and informal leadership roles. There have been numerous instances where girls' newly developed self-awareness and self-esteem have enabled them to confidently rebuke unwanted sexual pressure or advances and to call on trusted adults for needed support. Boys, too, have reported improved abilities to communicate with peers, parents, and teachers and to set life goals. Anecdotal reports indicate changing attitudes among male teachers as well as among boys towards girl students, although further progress in attaining full equality is still needed.

> "There are increased, positive interactions between boys and girls. Boys are now listening when a girl student speaks or presents something. And they also help each other as they study. This has made us perform well in [national] exams."
>
> *-   POY matron Christiana Albert Rusoli Secondary School*

Equipping educators to support students

Even as POY Club members develop key soft skills and abilities, the power balance in the education system can limit the extent of their autonomy. Therefore, by simultaneously shifting teaching and disciplinary practices among school administrators and teachers, *Waache Wasome* has helped expand the space in which secondary school students can have a voice.

At the forefront of promoting student agency are the teachers who serve as POY Club "patrons" and "matrons" -- a male and a female teacher, chosen on the basis of their interest in and commitment to student welfare. With an intensive five-day training, patrons and matrons become "early adopters" who can influence their peers to apply learning from the project's SRGBV teacher training component.

Impact on the school environment

Heads of school and teachers cite POY club activities as instrumental in increasing students' awareness of their rights and their confidence in reporting cases of abuse. They attribute a decrease in "truancy" (unexplained absence) and in pregnancy rates, and a corresponding improvement in retention, to POY activities.

POY Clubs spearhead school-wide and community-wide outreach: Using their newfound confidence and creative communication techniques — dance, debate, drama and speeches and songs — POY Club members initiate interactive dialogues with teachers and inspiring campaigns for peers, parents, and other community members.

> "The level of self-confidence among students has increased as students are aware of their rights. I have noticed that the rate of school dropout has reduced.
>
> - *POY matron Jackline Deus*
>   *Banjika Secondary School*
>
> "The rate of pregnancy cases has reduced from 4 cases in 2020 to 1 case in 2021. And also the rate of school retention has increased from 75% in year 2019-2020 to 95% in year 2020-2021."
>
> - *POY matron Sumay Maganda*
>   *Iringo Secondary School*

Challenges

Time and regular scheduling of POY Club activities is often hampered by a crowded school calendar and competing demands on teachers' and students' time. While partner schools acknowledge the value of POY Clubs, they are still designated as an "extracurricular" activity, scheduled outside the regular school calendar and subject to change at any time.

A tradition of limited parental engagement in school-level issues tends to impact all activities, both academic and non-academic. (*Waache Wasome's* parallel capacity development activities with School Boards and Parent-Teacher Partnerships has had success in increasing caregiver involvement and communication with schools.)

Last but not least, norms change requires critical mass before long-held perceptions or practices begin to transform on a larger scale. While there are numerous indications of change taking place at individual and at school levels, sustained and meaningful takes time and benefits from encouragement and modeling by political and community leaders.

In Conclusion

POY Clubs have helped students and teachers become early adopters and ambassadors for a "new normal" -- in which the rights and agency of youth are recognized and valued, and the importance of safe and conducive learning environments is acknowledged. But it will take continued operation and ongoing mentoring of teachers and administrators to ensure that students and adults stay united in efforts to promote better teaching and learning and to ensure that Tanzania's secondary schools are, indeed, girl-friendly and safe.

POY Club Achievements*

16,902
(10,246 girls)

of **students enrolled** in POY Clubs

>1,000
(50% girls)

Student Peer Leaders trained to facilitate POY Club activities

15,272
(9,349 girls)

# of POY members **regularly participating** (at least 80% of sessions)

84%

% of POY Club girls reporting **improved ability to manage life challenges**

* Data covers period of Jan. 2017 - Sept. 2021

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