

TAUSI  
JUKWAA



## TAUSI JUKWAA

Progress Report - Phase 1



PROJECT NAME	TAUSI JUKWAA
Location	Kinondoni District Dar es Salaam Region
Grant No.	1486
Reporting period	April 2017
Report compiled by	Josephat Geoffrey Mandara
Date submitted	09-May-2017



# Summary

TAUSI JUKWAA is a name that our team have chosen to represent Menstrual Hygiene Management (MHM) Awareness Platform that we are developing. During the first phase of implementation the team went in two Secondary schools, both are co-education and one being government school (Turiani) and the other being private school (Makongo). In process of proving that there is lack of awareness on MHM among students, teachers and parents or guardians, total of 25 students (18 girls / 7 boys) were asked to fill their responses in the provided questionnaires, total of 4 parents (3 female / 1 male) and 5 teachers (3 female / 2 male) were interviewed on one-on-one basis, their responses were jotted down and recorded via both audio and video. Later on after requirement gathering stage we analysed what was found from field. Our team learnt that 50% of girls lack knowledge on how to track their menstrual cycles/calendar, Only 28% of students knows what is Menstrual Hygiene Management, All male parents never speak with their daughters about MHM and they consider it as a shameful act, All male teachers said they are not aware that sometimes girls are off-mood during their periods and they ended up punishing them thinking they are being unrespected, Both schools lack proper infrastructure to support menstrual hygiene i.e. toilets, water and incinerators(68% of students responded that there is poor infrastructure at school) also it was found that Emergency sanitary pads are not available at both schools and lastly we learnt that many girls tend to miss classes 3 to 7 days in a month (that is approximately 84 days in maximum) during their periods and this affect them academically. What the team learnt during requirement gathering process paved a way for us to proceed with the design of platform that will supply processed quality data for all issues concering MHM. It should be noted that the platform layout design and technical diagrams are submitted separately to show a clear picture of what will the platform have.



# Activities & Outputs



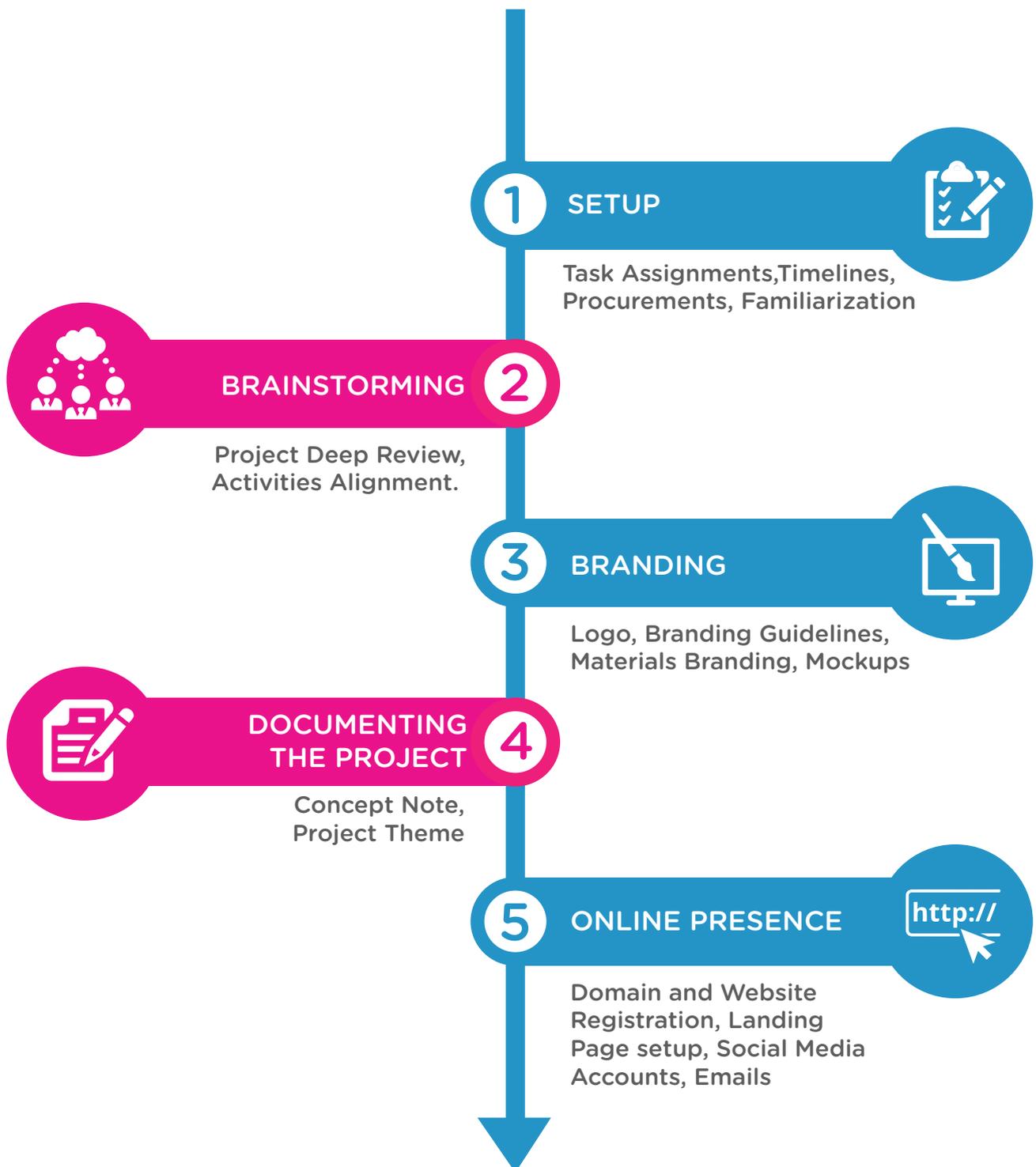
Activities carried out this month, marks the beginning of this project and the birth of the platform which will enrich data around MHM issues. Based on available study and cases we took a step to establish our own requirement gathering procedures and results where overwhelming. The timing could not be so perfect as the need for a platform like TAUSI Jukwaa is greatly need by not only young girls but also teachers and parents who play the key role in dissemination the information. Also in this first phase, the team did the project initiation and setup as well as laying down the design for both layout and technical. The online presence of TAUSI Jukwaa also took part.

# Activities & Outputs

## 1. PROJECT INITIATION AND SETUP

<b>STATUS</b>	Achieved - though it took a bit longer than we expected because every team member was involved to make a decision and give his / her input(s) in each task before being considered as final, at first we couldn't foresee this.
<b>OBJECTIVE</b>	To create a project logo, prepare and design project concept note / description and setup online presence in one week.
<b>ACTIVITY DATES</b>	Planned: 3rd April - 9th April 2017 Actual: 3rd April - 17th April 2017
<b>PROGRESS</b>	As a team we brainstormed together on what to be included in our project description summary and Content Developer prepared the project description document and we got a chance to make our inputs and those inputs were included to get the final document. From the final description, Graphic Designer came up with samples of logo and we chose and perfect the idea to get the final best one as official logo. Our Digital Communication Expert initiated the process of creating the online presence i.e. social media accounts and domain names registration and prepared the environment for platform hosting. Designer went further to even think on how TAUSI JUKWAA will be branded by creating mock-ups of different visual identities and materials to be used on later stages.
<b>OUTPUTS CREATED</b>	<ul style="list-style-type: none"> <li>• TAUSI JUKWAA Final Logo</li> <li>• Project concept note / description finalized in Swahili language</li> <li>• Two domain names registered - tausijukwaa.or.tz and tausijukwaa.org</li> <li>• Social media accounts created</li> <li>• Mock-ups of different visual identities and materials (this also will be submitted in a separate document)</li> </ul>

# THE BIRTH OF TAUSI JUKWAA



## 2. REQUIREMENT GATHERING AND ANALYSIS

<b>STATUS</b>	<p>Achieved - though we had a challenge in timing, we didn't consider the fact that during the two weeks which we planned to go and search for requirements students and teachers would be in Easter Holiday hence the team was forced to visit two pilot schools, teachers and parents / guardians in three days while other remaining days we used them for analysis and reporting.</p>
<b>OBJECTIVE</b>	<p>To collect information from students, teachers and parents/guardians so as to measure their awareness on Menstrual Hygiene Management in two weeks.</p>
<b>ACTIVITY DATES</b>	<p>Planned: 10th April - 23th April 2017 Actual: 11th April - 20th April 2017</p>
<b>PROGRESS</b>	<p>Our team met and listed good number of schools that we think we could go and get the requirements, we then ended up concluding two co-education schools which are in Kinondoni district, one being government and the other being private. In selecting those schools we considered also their location, one being in quiet a decent area and the other being in slum kind of area.</p> <p>The team started by establishing contacts for the targeted schools from our available networks and we made requests explaining our intentions and we were granted permission to conduct interviews for situation analysis and requirements collection. Teachers were asked to help us pick students randomly who will be participating while considering the gender balance (we wanted also to measure boys awareness on the matters concerning MHM). Contacted teachers helped us to get their fellow teachers to participate as well and also they helped us to get parents who have children at these schools.</p> <p>Our MHM Expert together with Content Developer prepared the questionnaires and interview questions which the Team Leader then approved.</p> <p>We as well met for a discussion about MHM with the founder of Lorna Dadi Foundation (they conduct a project focused on adolescent girls called IAAM - It's All About Me - <a href="http://lornadadi.com/its-all-about-me/">http://lornadadi.com/its-all-about-me/</a>) and we met also with the expert consultant in Water Hygiene and Sanitation (WASH).</p> <p>All this was to solidify what we had as just a bare concept and we can now say after the analysis we were able to prove that there is really a need of having TAUSI JUKWAA.</p>
<b>OUTPUTS CREATED</b>	<ul style="list-style-type: none"> <li>• Total of 25 students (18 girls / 7 boys) filled in their responses in the provided questionnaires.</li> <li>• Total of 4 parents (3 female / 1 male) and 5 teachers (3 female / 2 male) were interviewed one-on-one, their responses were jotted down and recorded as audio and video.</li> <li>• Other 2 important stakeholders were interviewed, one being the founder of Lorna Dadi Foundation and the other one who is an expert in the field of WASH</li> <li>• Requirements were gathered, analysed and report was written</li> </ul>

# REQUIREMENTS GATHERING

## METHODS USED

### QUESTIONNAIRE

32  
QUESTIONS  
FOR  
STUDENTS



OUTPUT



### FOCUS GROUP DISCUSSION

10  
QUESTIONS  
FOR  
TEACHERS



OUTPUT



13  
QUESTIONS  
FOR  
PARENTS

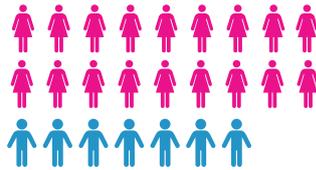


OUTPUT



## PARTICIPANTS

25  
STUDENTS



18 Girls  
7 Boys

4  
PARENTS



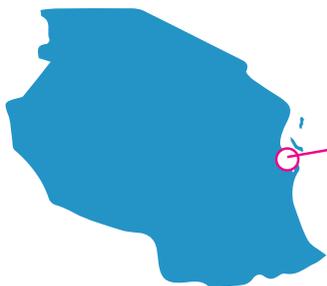
3 Female  
1 Male

5  
TEACHERS



3 Female  
2 Male

## LOCATION



KINONDONI  
DAR ES SALAAM



2 SCHOOLS

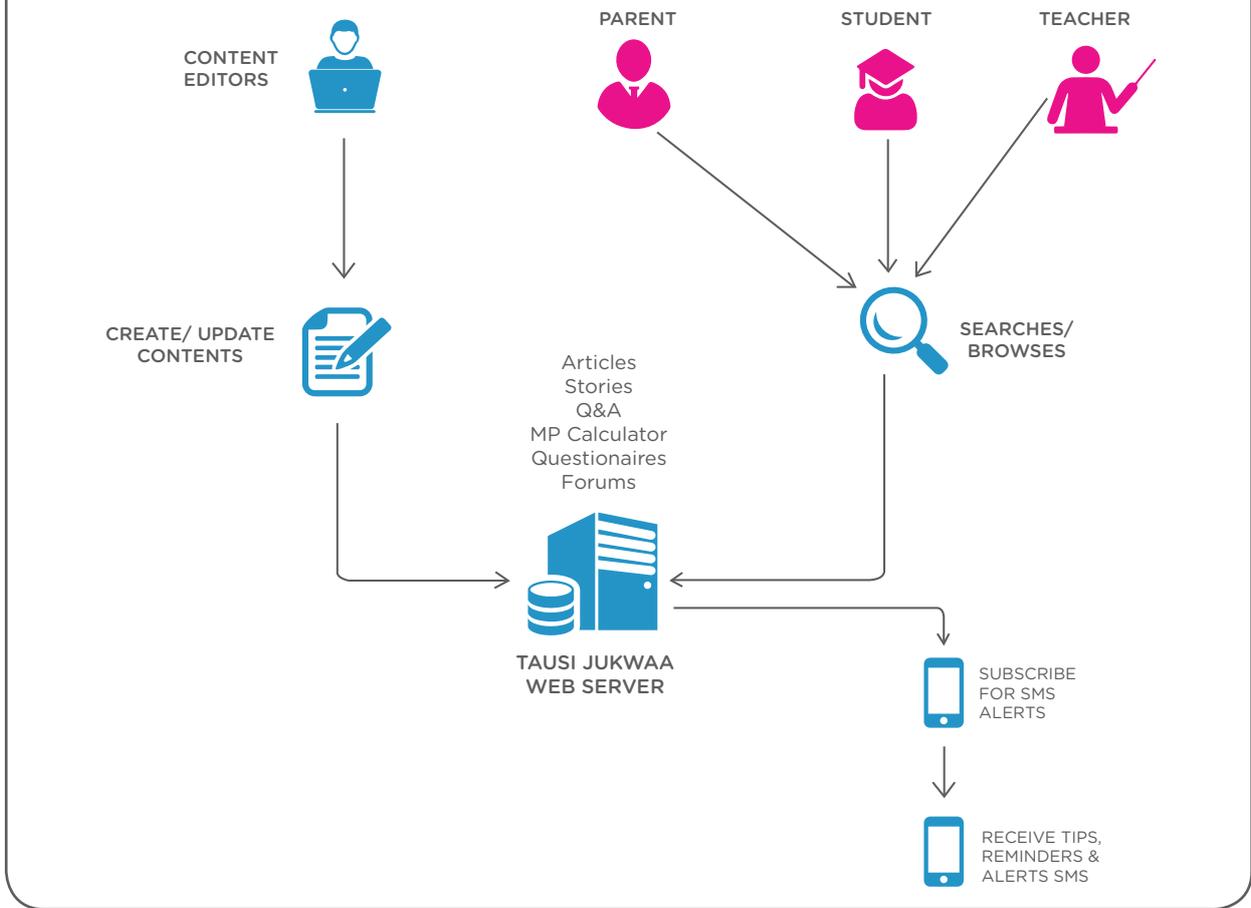
TURIANI  
SECONDARY

MAKONGO  
SECONDARY

### 3. PLATFORM LAYOUT DESIGN, INFORMATION ARCHITECTURE AND TECHNICAL DIAGRAMS

<b>STATUS</b>	Achieved - with no challenge.
<b>OBJECTIVE</b>	To design how the platform will look like as well as how the flow of information and user interactions will be by using technical diagrams.
<b>ACTIVITY DATES</b>	Planned: 24th April - 29th April 2017 Actual: 18th April - 27th April 2017
<b>PROGRESS</b>	A team comprised of Content Developers, MHM Expert, System Developer and Graphic Designer brainstormed together in-order to agree on what will the platform have and what will be the flow of information, how will the platform supply data and so forth. After having that large picture the platform layout / mock-up was designed with the proper flow of information as well as technical diagrams were drawn.
<b>OUTPUTS CREATED</b>	<ul style="list-style-type: none"> <li>• Platform Layout was designed</li> <li>• Information Architecture in place</li> <li>• Technical Diagrams were drawn</li> </ul>

## FLOW CHART DIAGRAM



## PLATFORM LAYOUT DESIGN





# Partners & Stakeholders

# Partners & Stakeholders

The following table summarises our relationship with key partners and stakeholders during the reporting period:

PARTNER / STAKEHOLDER	RELATIONSHIP UPDATE
<b>STUDENTS</b>	<p>Students were very co-operative during requirement gathering; they were open and agreed to participate to fill in questionnaires. They said they look forward to use the platform but some of them shared with us one concern and that is they might not be in a position to access the platform, so in response to that we thought on other way to reach them to use the platform indirectly when scaling up for example to have our representatives visiting them at their schools and manually take note of their important required particulars in-order to be notified via SMS (using their mobile phones / parents mobile phones) as far as tracking of their per</p>
<b>TEACHERS</b>	<p>The relationship our team established with teachers is remarkable one and it is going on well; they all look forward to see the project succeed. Teachers were the one who gave us connection with parents who have children studying at their schools.</p> <p>We took and have contact details of all teachers we interviewed for future use. What we learnt is that they wish if we could do the school visit more and advocate about MHM again and again instead of just launching a platform, they also gave out their inputs one among them being; the platform should contain MHM teaching materials that can be downloaded then printed and placed in classes as well as school notice boards for students to read and learn more.</p>
<b>PARENTS / GUARDIANS</b>	<p>Our relationship with parents is good and they are looking forward to have resources from platform to lift up their awareness and learn how they could discuss MHM issues with their child</p>
<b>LDF - NGO</b>	<p>Lorna Dadi Foundation's Founder promised to work with us hand in hand and she was very happy to hear what we are doing, "Keep it up guys, I love what you do, let us work together so that our young sisters could remain at school" – She Applauded</p>



# Challenges & Lessons Learned

# Challenges & Lessons Learned

The following table summarises the challenges we have faced during the reporting period and the lessons learned / solutions for each challenge.

CHALLENGE	LESSONS LEARNED / SOLUTIONS
Unavailability of students and teachers because of Easter Holiday	For a project to carry on smoothly one has to take consideration and analyse risks and take measure on how to mitigate them. We had to squeeze and re-schedule some activities in-order to visit schools before Easter Holiday
One task take longer than its allocated time	We learnt that when planning at least there should be a room for flexibility in advance encase an activity takes more time than expected.
Many small / local suppliers don't offer EFD Receipts but rather just hand written receipts	By small / local suppliers we mean for example stationeries around the field / our project office, many of them when we asked the attendant for EFD receipt they made an excuse of not having the machine, and others said "my boss didn't buy one or it is not functioning well". We had to take the normal receipts and document them and filing together as per situation.
Suppliers we dealt with they preferred to be paid in cash and not in cheque	After finalizing procurement processes, we came across the issue of some suppliers to request a payment in cash. We had to draw funds from bank account in-order to make payment.



# Success Story/ Useful Case Study

# Success Stories/Useful Case Study

Always it feels good seeing your initiative draws attention of many stakeholders and targeted audience. We were so uplifted especially when we were speaking with teachers and parents, all interviews were scheduled to take just an hour but we ended up using more than actual time allocated. The proof of concept which we were looking for (community being unaware of Menstrual Hygiene Management) was positively proved. In here below we would like to share some quotes from parents and teachers.

## Parent 1:

*“Educating my daughter about menstrual calendar is very difficult for me as I myself fail to follow calendar method to track my periods; so when you establish your platform, please consider the parents as well”*

## Parent 2:

*“Children nowadays understand a lot of things even more than us parents. Do you think teaching them our old methods of protecting themselves during menstruation will make them understand? For example, I once used a sponge when I had my period but I think this method will not apply to my child recently”*

## Parent 3:

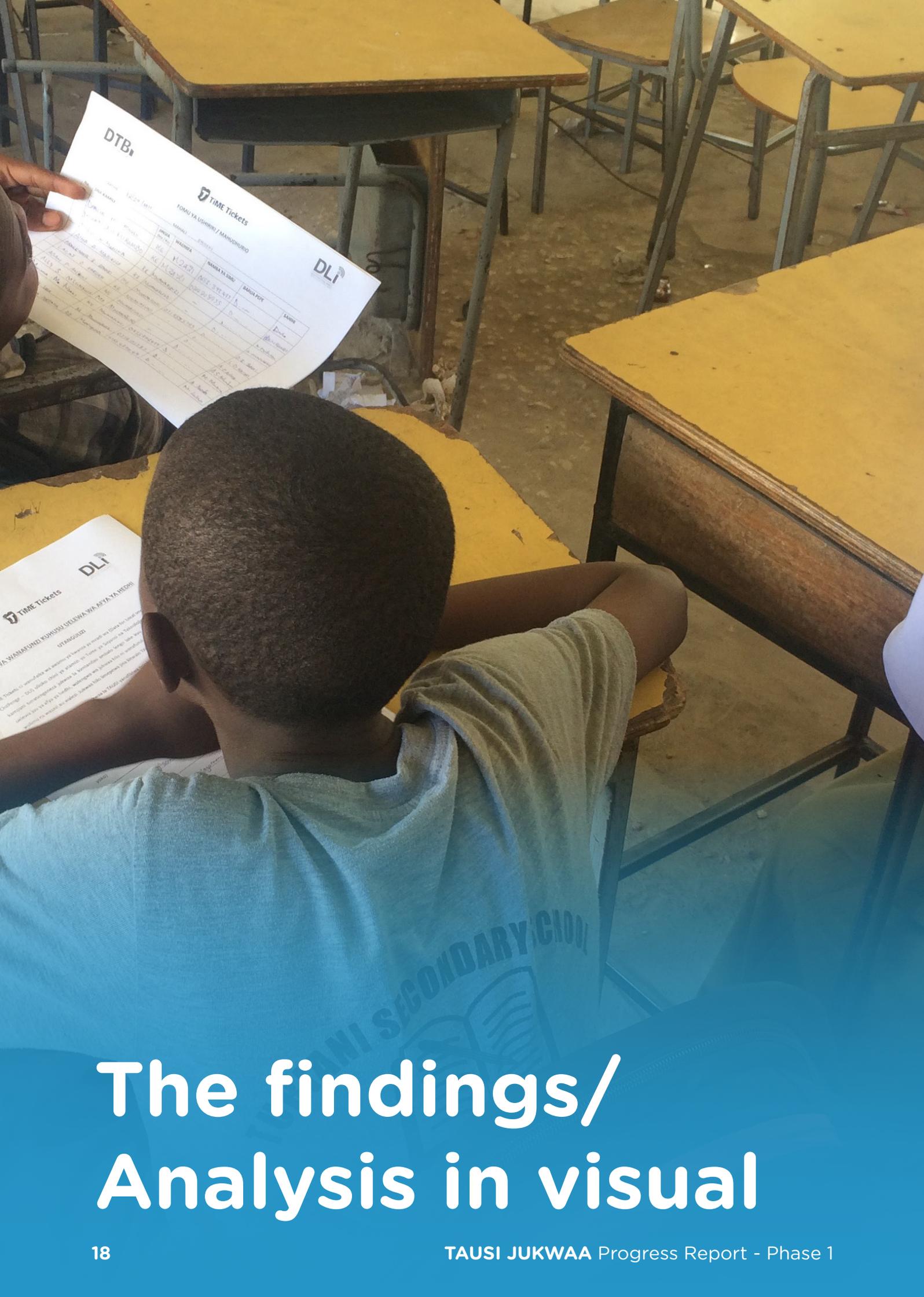
*“Back in the days when we were young girls, talking about menstruation was like a taboo and sometimes even sitting with the girl during her menstruation days was totally forbidden, but in this years, parents talk to their daughters about menstruation although it is not into detail and I think it is due to the upbringing in our culture that, parents still feel shy to talk about it”*

## Teacher 1:

*“Some girls do skip classes for 3 to 7 days during their menstrual period and this affect their performance as no teacher will come back to teach them the past topics but they have to write the notes and go on with their classes. Imagine a student missing classes 7 days in a row every month, will she be able to perform well in her studies?”*

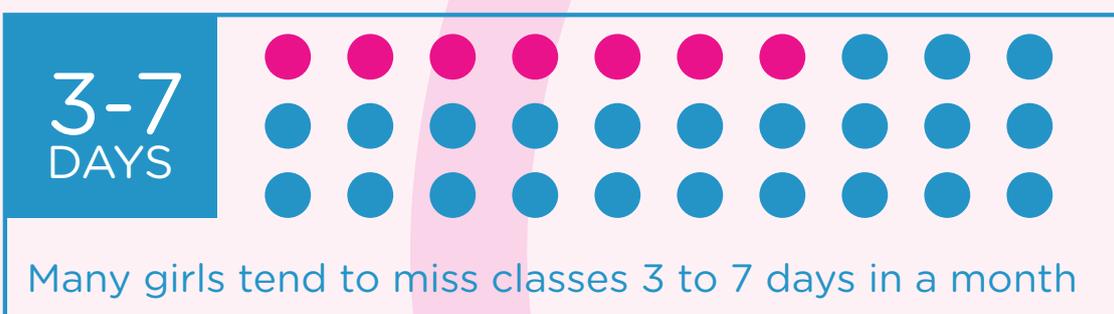
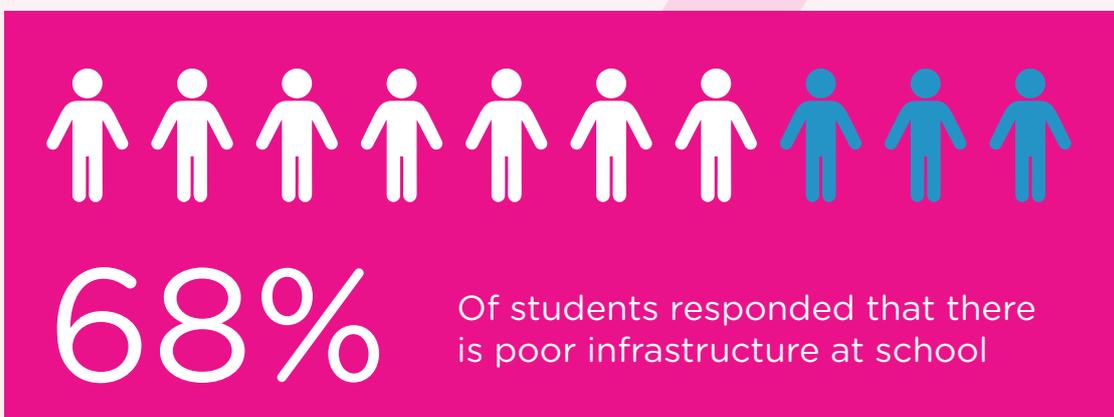
## Teacher 2:

*“There is a girl who came to me and request to stay home for four days due to heavy menstrual blood and cramps. Since our school environment is not supportive therefore I have been giving her permission every month but this is very bad because it affects her academically”  
And that is our useful case study!*



# The findings/ Analysis in visual

# The findings/ Analysis in visual



# Photos from Field



1



2



3



4



5



6

1. Josephat introducing TAUSI Jukwaa to Makongo Secondary School research participants (students, teachers and parents) before requirements gathering sessions.
2. Makongo Sec. students attending questionnaire questions. 13 students (10 girls & 3 boys) participated.
3. Francisca leading Focus Group Discussion to Makongo Sec. participants, 3 Teachers and 2 parents.
4. Makongo Sec. students toilets, each gender has separate block of latrines.
5. Water supply outside toilets. No soap supplies.
6. Toilet holes at Turiani Secondary School. The drainage and water supply is not good.



7



8



9



10



11



12

- 7. Focus Group Discussion session with Turiani Sec. teachers.
- 8. Turian Sec. students participating in students' questionnaires.
- 9. Turiani Sec. parents having a discussion with Josephat and Francisca.
- 10. Tausi Jukwaa interviewers posing for a photo with happy Turiani Sec. students.
- 11. Dustbins/ trash collectors at Turiani Sec.
- 12. The rest of TAUSI Jukwaa team, working at the office. From left Mwasapi, Hamisi, Tausi and Godluck.

## TAUSI JUKWAA

C/O TIME Tickets Co. Ltd. COSTECH Building, 3rd Floor, Wing A - Office No. 21,  
Kijitonyama - Ali Hassani Mwinyi Road, P. O. Box 53796, Dar es Salaam, Tanzania

**Email:** [taarifa@tausijukwaa.or.tz](mailto:taarifa@tausijukwaa.or.tz) **Mobile:** +255 712-254-966

   @tausijukwaa **Website:** [www.tausijukwaa.or.tz](http://www.tausijukwaa.or.tz)

