

KIWAMWAKU FOUNDATION

ECONOMIC EMPOWERMENT TO VULNERABLE GROUPS PROJECT-PHASE II

**ANNUAL REPORT
JANUARY-DECEMBER, 2024**



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List of Acronyms

AIDS	Acquired Immune Deficiency Syndrome
EVU	Empowering Vulnerable Group
HIV	Human Immune Virus
KIWAMWAKU	Kikundi Cha WanawakeMwangaKupambana Na UKIMWI
VICOBA	Village Community Bank
YSM	Youth Single Mother

1.0 EXECUTIVE SUMMARY

The *Economic Empowerment to Vulnerable Groups* initiative, led by KIWAMWAKU Foundation in Mwanga District, Kilimanjaro Region, has made significant strides in empowering vulnerable youth, including orphans, single mothers, youth affected by HIV and challenging environment family (poor family) through vocational training. From July to December 2024, the project served 33 participants, providing them with practical skills in tailoring, computer skills, women's hair beauty, cookery, welding, carpentry, and mechanics, with a focus on fostering self-reliance and improving employment prospects.

Overall, the project has empowered participants with the skills necessary for self-sufficiency and employment, contributing to poverty reduction and economic growth in the region and whole country. Moving forward, the focus will be on strengthening the program's sustainability and expanding opportunities for vulnerable youth to access economic empowerment.

2.0 INTRODUCTION

The Economic Empowerment Project under KIWAMWAKU Foundation is currently in its Phase Two focusing on advancing sustainable livelihoods for vulnerable groups in Mwanga District. This phase builds on the successes of the initial stage, with an emphasis on equipping individuals with practical vocational skills, fostering economic independence, and addressing challenges such as poverty, unemployment, and inequality.

During this period, the project prioritizes enhancing training programs in tailoring, cookery, welding, carpentry, saloon/hair beauty, mechanics, and computer skills, while incorporating innovative strategies to ensure sustainability and long-term impact. Additionally, the project continues to target vulnerable groups, including orphans, single mothers, youth affected by HIV/AIDS, and other challenging environment family (poor family).

3.0 VISION, MISSION AND CORE VALUE

Vision KIWAMWAKU envisions seeing a Mwanga District community that is free from diseases and well-developed. **Mission** To lead the fight against HIV/AIDS and create

lasting solutions to poverty, agricultural, environmental, and gender issues and **our value** is Respect, Integrity, Service beyond self and Excellence.

4.0 PROJECT DELIVARABLE FROM JULY TO DECEMBER

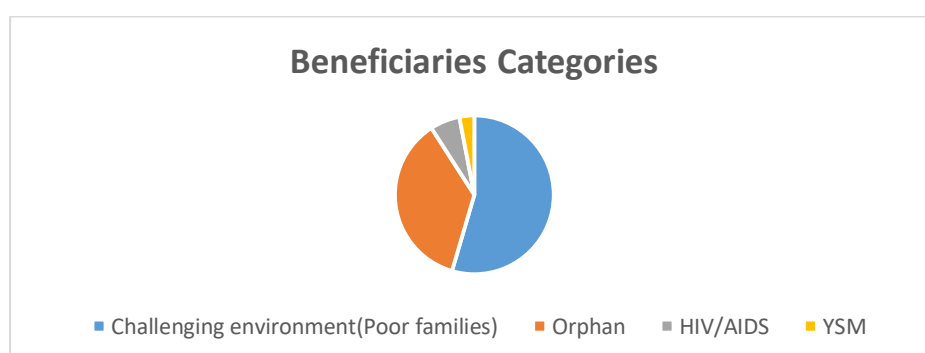
To train 40 vulnerable boys and girls from 10 wards in Kilimanjaro on apprenticeship skills such as carpentry, mechanics, welding, saloon, cookery, computer, tailoring and agriculture by December 2024

In the period from July to December 2024 the project had different activities performed to achieve the above-mentioned objective as explained below;

4.1 Vocation training.

On July to December we have successfully provided training for 33 students, including 19 young women and 14 young men, across seven courses aimed at building vocational skills and promoting economic self-reliance. These courses include tailoring, cookery, saloon/hair beauty, computer skills, carpentry, welding, and mechanics, equipping participants with practical skills that prepare them for various job opportunities or to start their own businesses.

Of these, 21 students (19 women and 2 men) were trained in four courses: tailoring, cookery, saloon/hair beauty, and computer skills while 8 students (4 women and 4 men) were trained in welding and carpentry and 4 male students specializing in mechanics.



4.1.1 Tailoring Class

4.1.1.1 Objective: Equip the student with practical sewing skills to create clothes, accessories and home textiles, enabling them to work in the fashion industry or establish their own tailoring businesses.

4.1.1.2 Skills Taught: Designing, sewing techniques, material selection, machine maintenance, and basic business skills for managing a tailoring shop. Student learn to sew a variety of items, including skirts, trousers, suits, and dresses, while exploring fashion and clothing design.

4.1.1.3 Impact After Completing the Course: Participants gain the expertise to work professionally in tailoring or start their own businesses. They are empowered to meet the demands of the fashion industry or local markets, contributing to their financial independence and enhancing their creative potential. This course fosters self-reliance and offers a pathway to sustainable income generation.



Photo:1 In the left image, students (Aisha and Halima) are trying a dress sewed by themselves, in the middle, student (Emmanuel) is guiding his fellow on how to read a measuring tape and in the right image, student (Aisha) is demonstrating how to measure the neckline.

4.1.2 Cookery Class

4.1.2.1 Objective:

4.1.2.1 Objective: This course is designed to improve nutrition among participants, especially considering that a significant number of our students are living with HIV. By equipping them with fundamental and advanced cooking techniques, food safety, and presentation skills, the program enables participants to work in the culinary industry or start small food businesses, while also promoting healthier eating habits.

4.1.2.2 Skills Taught: Students are trained in meal preparation, diverse cooking techniques (e.g., making cakes, vitumbua, crisps, samosas, bajjas, bread, and more), kitchen hygiene, customer service, and food cost management. The course emphasizes the creation of both local and popular dishes, preparing participants for opportunities in restaurants or as independent food vendors.

4.1.2.3 Impact: This course not only equips participants with valuable skills for employment and entrepreneurship but also empowers them to make nutritious and appealing meals, which is essential for improving their health and that of their families.



Photo 2. In the first image, students are peeling potatoes for making crisps in the middle, there is a cake baked by the students and in the right image students are blending juice.

4.1.3 Hair beauty/ Saloon class

4.1.3 1 Objective: Provide skills needed for personal training with a focus on women's haircare, styling, and beauty treatments, empowering participants to work in beauty salons or start their own businesses.

4.1.3.2 Skills Taught: Shampooing, cutting, styling, and treating women's hair, with additional training in braiding, weaving, and customer service. Emphasis is placed on maintaining cleanliness and hygiene within the salon environment.

4.1.3.3 Impact: Participants are equipped with the expertise to work professionally in women's beauty salons or establish their own hairdressing businesses. They gain

confidence, economic independence, and the ability to provide high-quality beauty services that meet community needs.



Photo 3: Students in a hairdressing class are braiding hair and shaping eyebrows

4.1.4 Computer Skills class

4.1.4.1 Objective: Introduce students to essential computer skills for modern job requirements, including typing, basic software use, and digital literacy, enabling them to thrive in a technology-driven world.

4.1.4.2 Skills Taught: Microsoft Office (Word, Excel, PowerPoint), email use, internet navigation, and online safety practices. This training prepares students for roles that require digital competency and supports further education or job applications.

4.1.4.3 Impact: Students gain the digital skills necessary to excel in modern job markets, pursue further education, and effectively navigate the digital world. They are empowered to apply for jobs that require computer literacy and contribute to the digital transformation of their communities.

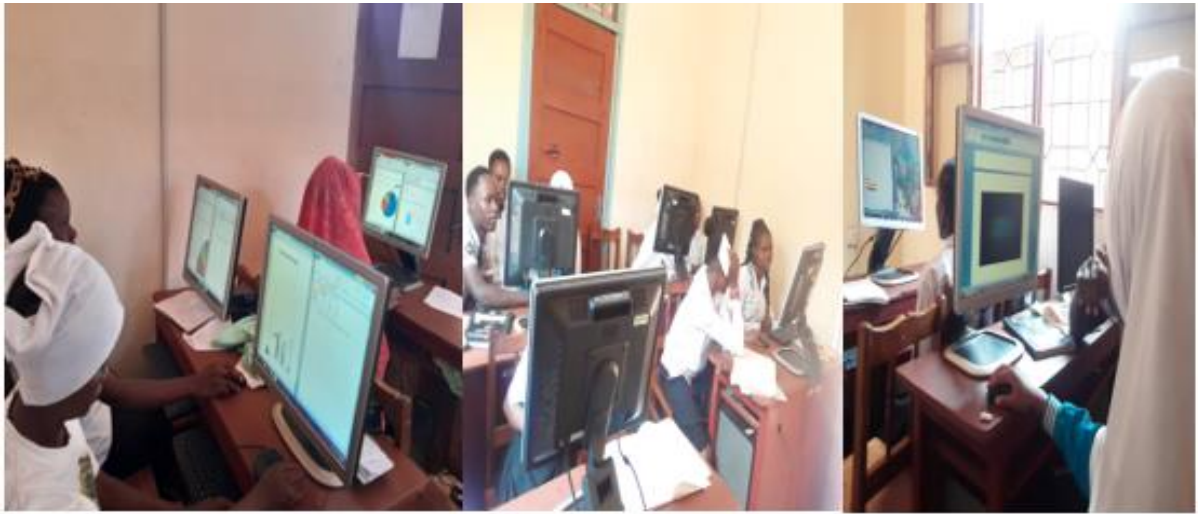


Photo 4. Student practicing the creation of various charts as part of their hands-on learning experience and also to inset pictures.

4.1.5 Carpentry class

4.1.5.1 Objective: Train participants in the basics of woodworking, including designing and building furniture or wood products, enabling them to work in carpentry or start their own woodworking businesses.

4.1.5.2 Skills Taught: Measurement, cutting, assembling, and finishing techniques, as well as the safe use of hand and power tools. This course equips students with the practical skills needed for carpentry, furniture-making, and other wood-related businesses.

4.1.5.3 Impact: Student gain the skills and confidence to secure employment in carpentry or start their own woodworking businesses (workshop). They become proficient in creating quality wood products, contributing to their financial independence and fostering creativity in the woodworking field.



Photo 5. Carpentry students are preparing wood for tables making.

4.1.6 Welding class

4.1.6.1 Objective: Teach fundamental welding skills, enabling participants to join, repair, and create metal structures and objects, including furniture such as beds, windows, doors, and dressing tables. The course prepares participants for careers in the welding industry or to start their own businesses.

4.1.6.2 Skills Taught: Different welding techniques, metal cutting, and safety protocols. Participants also learn to fabricate and repair furniture, including beds, windows, doors, and dressing tables. This course equips students for work in manufacturing, repair shops, or metal fabrication businesses.

4.1.6.3 Impact: Graduates gain the ability to efficiently and safely create and repair metal structures and furniture, providing them with opportunities for employment in manufacturing, repair shops, or metal fabrication businesses. The course enhances their practical skills, boosts their confidence, and equips them to start their own businesses.



Photo 6 shows welding student are making gates

4.1.7 Mechanics class

4.1.1.1 Objective: Provide basic mechanical training for vehicle maintenance and repair, helping students gain entry-level skills for automotive or machinery repair work.

4.1.7.2 Skills Taught: Engine repair, brake systems, tire maintenance, and tool handling. Students gain hands-on experience, learning how to maintain and repair various vehicle components, which prepares them for positions in garages or mechanical workshops.

4.1.7.3 Impact After Completing the Course: Graduates acquire the necessary skills to work in automotive or machinery repair, giving them opportunities for employment in mechanical workshops. The course enhances their practical abilities, contributing to their economic independence and success in the automotive industry



Photo: 7. On the left side, students are repairing a car door while on the right side, student are working on an engine repair.

5.0 DEMONSTRATION FARM:

We have established a **demonstration farm** to practice and promote organic farming methods. The land, located in **Handeni**, covers **one and three-quarter acres** and has already been cultivated, we have planted pigeon peas, maize and cowpeas.

Previously, the project experienced delays due to insufficient rainfall, which prevented timely planting. However, three youth participants (2 boys and 1 girl) out of six took part in the planting process. This hands-on experience enabled them to learn sustainable farming techniques that they can later apply on their own farms.

Through this initiative, we aim to showcase sustainable agricultural practices that benefit the community and encourage environmentally friendly farming methods.



Photo 1 On left side tractor digging and on middle and right photo youth planting maize and pigeon pea in demonstration farm located at Handeni Village.

6.0 VISITS TO VICOBA GROUPS

Visits were conducted to monitor the progress of VICOBA (Village Community Bank) groups, understand their challenges, and introduce new economic opportunities that can diversify their income sources. During these visits:

HIV/AIDS Awareness Training: Group members received training on the importance of educating their families, friends, and communities about HIV/AIDS, emphasizing that the fight against HIV/AIDS is still ongoing. This training aims to promote awareness, reduce humiliation, and encourage preventive measures within the community.

- I. Group Operations Assessment:** We reviewed group dynamics, savings and loan practices, and management to identify areas where support or improvement was needed.
- II. Information on Economic Opportunities:** We informed group members about potential income-generating activities, such as:
 - **Efficient Cook Stove Production:** Teaching them how to make and sell eco-friendly cook stoves, which are in demand for their fuel efficiency and environmental benefits.
 - **Beekeeping:** Providing insights into beekeeping as a sustainable source of income, with the potential to produce honey and other bee products.

- **Market Opportunities for Bananas:** Educating them on how to leverage local and regional markets for banana sales, including the value chain process and pricing strategies.
- **Training on Group Registration:** Guidance on formal group registration was provided to help the VICOBAAs legally establish themselves, making them eligible for future funding, partnerships, and expanded business activities. This step supports the sustainability of these groups by formalizing their operations and creating potential for growth.



Photo 9. On the left is the Jibuka group with the efficient cook stoves, while on the middle and right photo, the Kiwamwaku Director is explaining to the Kichakuki and Amkeni group the opportunities available to them as a group.

7.0 EXTRA ACTIVITIES

7.1 DIGITAL BUSINESS AND ENTREPRENEURSHIP

7.1.1 Objective: Develop entrepreneurial and digital business skills, empowering youth to start and manage small businesses.

This training focuses on developing young people's ability to succeed in today's digital economy, equipping them with both technical and business skills. Participants learn to navigate digital platforms for business, create online profiles, and manage digital marketing to reach broader customer bases. Key topics covered include:

- **Business Management:** Covering essential skills like budgeting, inventory management, pricing, and customer relations to ensure their businesses can operate sustainably.

- Digital Skills: Training in e-commerce basics, including setting up social media profiles, creating business websites, and using digital tools for marketing, customer engagement, and sales.
- Entrepreneurial Mind-set: Encouraging resilience, innovation, and adaptability, which are crucial for tackling challenges and growing in the competitive business world.



Photo 10. Students proudly display their tablets, integrating digital skills into their learning to enhance business and career opportunities.

7.2 CHILD PROTECTION PROJECT:

As part of our Child Protection Project, we have recently applied for a five-acre plot of land in Mandaka. This land will be used to create a safe and supportive space for vulnerable children, providing them with access to essential resources and services. Currently, we are awaiting the final decision on the land allocation. Securing this land will allow us to establish facilities where children can receive educational support, participate in recreational activities and access counselling services, creating a foundation for their growth, safety and well-being.

7.3 ANNUAL GENERAL MEETING

According to the KIWAMWAKU Foundation Constitution, Section 7.2 stipulates that the Annual General Meeting (AGM) shall be attended by two representatives from each of the foundation's branches. This year, the AGM was held on the 21st of December 2024 at the KIWAMWAKU Hall, with a total of 36 participants.

The agenda items discussed during the meeting included the opening of the meeting, endorsement of the agenda, presentation of project reports, organizational status update, greeting of community Development Officer(CDO), presentation of the Financial Report (Income and Expenditure) for 2023-2024, amendment of the Constitution included changes to the foundation's logo and updating the name of the street where the office is located, membership matters and closure.

Membership discussions focused on alternatives for contributing membership fees. It was agreed that for the year 2024, members will pay an annual membership fee of TZS 5,000, which will be used to clear any outstanding dues. From 2025 onward, each member will pay an annual membership fee of TZS 12,000, part of which will be allocated to cover the costs of future AGM budgets. It was also agreed that membership forms will be disseminated, each branch will supervise the registration and fee collection process, and members will be expected to submit their contributions either monthly or quarterly to KIWAMWAKU.



Photo 11. Shows different events during meeting

7.4 STAKEHOLDER MEETING

On the 20th of December 2024, KIWAMWAKU Foundation convened a Stakeholder Meeting to discuss critical matters affecting its members and outline future organizational priorities. The meeting began with a focus on membership fee compliance. It was noted that timely contributions are essential for sustaining the foundation's operations and ensuring the success of its various programs. Stakeholders proposed strategies to enhance awareness and encourage members to pay their fees promptly.

A significant resolution from the meeting was the decision for KIWAMWAKU to prioritize child care as one of its key initiatives. Plans were discussed to establish a childcare center aimed at providing a safe and nurturing environment for vulnerable children. The proposed center will focus on supporting children's holistic development, including access to proper care, education, and emotional support to ensure their well-being and future growth.

The meeting also reinforced KIWAMWAKU's commitment to intensify its efforts in HIV/AIDS awareness and prevention. Stakeholders highlighted the importance of educating the community about the realities of HIV/AIDS, reducing humiliation, promoting regular testing, and empowering individuals to make informed health decisions. Expanding community outreach and conducting more awareness campaigns were identified as critical steps in addressing these.



Photo 12. Stakeholder discussing on issue of Kiwamwaku membership fee

7.5 GRADUATION CEREMONY 2024

On the 4th of December 2024, KIWAMWAKU Foundation hosted a graduation ceremony to honor 25 students who successfully completed vocational training under the Economic Empowerment Project. The event, held at the KIWAMWAKU Hall, was graced by the presence of graduates, their families, and community leaders.

Out of the 33 students, 25 successfully completed their training in various fields, including tailoring, hairdressing (salon), computer skills, cookery, and welding. The

remaining students, including those enrolled in the mechanics course, are still undergoing their training to complete their studies.

In addition, four students from the carpentry and welding programs expressed their interest in extending their training to master advanced skills in their respective crafts. These students started their training late and aim to enhance their expertise.

Furthermore, two graduates, Halima and Aisha, have already secured employment at a hotel located in Kifaru, Mwanga, showcasing the impact of the program in enabling economic opportunities for its beneficiaries.



Photo 13. Different events during graduation

7.6 PROJECT OFFICER TRAINING

From the 9th to the 14th of December 2024, the Project Officer participated in an intensive week-long training focused on resource mobilization. The training covered a range of essential topics, including strategies to enhance organizational visibility, understanding the resource mobilization (RM) cycle, identifying international and local funding opportunities, and developing a comprehensive RM plan.

Through this training, the Project Officer gained critical tools and knowledge that will strengthen KIWAMWAKU Foundation's capacity to mobilize resources effectively. Key takeaways include practical strategies for donor engagement, proposal writing, and leveraging partnerships to increase funding prospects.

These newly acquired skills will empower KIWAMWAKU Foundation to expand its reach, secure necessary funding, and sustain its mission of supporting vulnerable

groups through vocational training and economic empowerment initiatives. The training also emphasized the importance of long-term sustainability, ensuring that the Foundation can continue delivering impactful programs in the Mwanga District and beyond.



Photo 14. On left and right side project officer (Jane) presenting how Kiwamwaku Foundation can increase visibility while on middle are agenda of the day during the session.

7.7 WORLD AIDS DAY

On December 1, 2024, KIWAMWAKU Foundation joined the global community in commemorating World AIDS Day. The event was held at Mgagao, Mwanga District, in the Kilimanjaro Region, bringing together community members, local leaders, healthcare professionals, and youth to reflect on the ongoing fight against HIV/AIDS with theme "Choose the Right Path, End AIDS

The guest of emphasized the importance of community involvement in the fight against HIV/AIDS. He highlighted the government's collaboration with private sector stakeholders and the broader community to prevent new infections, particularly among young people aged 15 to 24, with a focus on girls. Initiatives discussed included providing education, distributing protective tools like condoms.



Photo. 15. On the left side, participants going for HIV testing, and on the right side, the speech is being presented to the guest of honor

8.0 ACHIEVEMENT

- Successfully trained over 40 vulnerable youth in vocational courses, including tailoring, hairdressing, cookery, computer skills, welding, carpentry, and mechanics.
- We have successfully awarded certificates to 25 students who completed courses in tailoring, salon work, cookery, computer skills, and welding
- Awarded certificates to 23 students who completed digital business and entrepreneurship training in collaboration with Digital Opportunity Trust (DOT) under Mastercard Foundation.
- Enhanced economic opportunities for single mothers and young women by equipping them with employable skills in tailoring, hairdressing, cookery and empowered orphans, single mothers, Youth living in challenging conditions and youth affected by HIV by providing them with skills to improve their livelihoods and contribute to their communities. We successfully visited several groups to introduce new opportunities and help them
- revive their previous activities. For instance, the Kichakuki group has resumed producing baskets and mats, while the Jibuka group is preparing to begin manufacturing efficient cook stoves.
- Ongoing Progress, continued training for current beneficiaries, focusing on enhancing skills in cookery, beauty, and computer skills to meet market demands.

9.0 CHALLENGES

1. Absence of a hostel, which has caused some students to drop out due to a lack of accommodation.
2. Groups are not registered, making it difficult for them to access loans that could help them start various businesses.
3. Limited youth participation in the demonstration farm and decrease of rainfall compared to previous years has led crops to dry.
4. Lack capital for gradulators to start their own business