



**ECONOMIC EMPOWERMENT TO  
VULNERABLE GROUPS PROJECT**

**BI-ANNUAL REPORT  
JANUARY- JUNE 30, 2025**

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## LIST OF ACRONYMS

AGM	Annual General Meeting
AIDS	Acquired Immune Deficiency Syndrome
EVU	Empowering Vulnerable Group
HIV	Human Immune Virus
KIWAMWAKU	Kikundi Cha Wanawake Mwanga Kupambana Na UKIMWI
iCHF	Community Health Fund
VICOBA	Village Community Bank

## 1.0 EXECUTIVE SUMMARY

The Economic Empowerment to Vulnerable Group project (EVU), implemented by KIWAMWAKU Foundation, aims to enhance the livelihoods of marginalized youth through hands-on vocational skills training and practical agribusiness initiatives. The project also seeks to improve the socio-economic conditions of vulnerable community members, including young single mothers, orphans, individuals affected by HIV/AIDS, and those living in challenging environments.

This semi-annual report presents progress made from January to June 2025, highlighting activities conducted in Mwanga District, Kilimanjaro Region. During this period, the project directly benefited 40 vulnerable youth comprising 21 females and 19 males, aged between 14 and 24 years. Among them, 20 students are enrolled in tailoring, cookery, hair salon, and computer basic skills courses; 16 are training in welding and carpentry, and 4 are pursuing mechanics. To complement vocational training, the project also runs a Demonstration Farm (*Shamba Darasa*) in Handeni, aimed at equipping six beneficiaries with sustainable agriculture and agribusiness skills. In addition, the project team conducted monitoring visits to eight groups including existing KIWAMWAKU branches to assess ongoing group performance, challenges and opportunities furthermore new groups were visited and engaged with the goal of encouraging them to join KIWAMWAKU's programs and benefit from its economic empowerment initiatives.

**In the midst of these achievements**, the project has encountered some challenges that need to be addressed to enhance effectiveness and sustainability. These include an insufficient budget for training materials especially in welding and carpentry, where beginners tend to use up more materials due to trial-and-error learning, hostels to accommodate students, insufficient fund for start-ups for women groups who are doing VICOBA and the lack of a secure fence at the demonstration farm, which has resulted in crop damage caused by animal intrusion.

## 2.0 INTRODUCTION

Youth unemployment and lack of access to vocational training continue to be significant barriers to economic self-reliance in rural Tanzania. Vulnerable groups, especially those from low-income families, often lack the opportunities to gain practical skills that match the needs of the labour market or support self-employment.

In response to this challenge, KIWAMWAKU Foundation initiated the *Economic Empowerment to Vulnerable Group Project* with the goal of providing inclusive, skills-based training and entrepreneurship development to vulnerable young people in Mwanza District. The project is designed to not only equip participants with vocational skills but also expose them to digital literacy and practical business development through targeted mentorship and demonstration activities. The program aligns with national strategies to reduce youth unemployment and empower marginalized communities through education, training, and enterprise development.

## 2.1 MISSION AND VISION

### a) Vision

KIWAMWAKU envisions seeing Mwanza District community that is free from diseases and well developed.

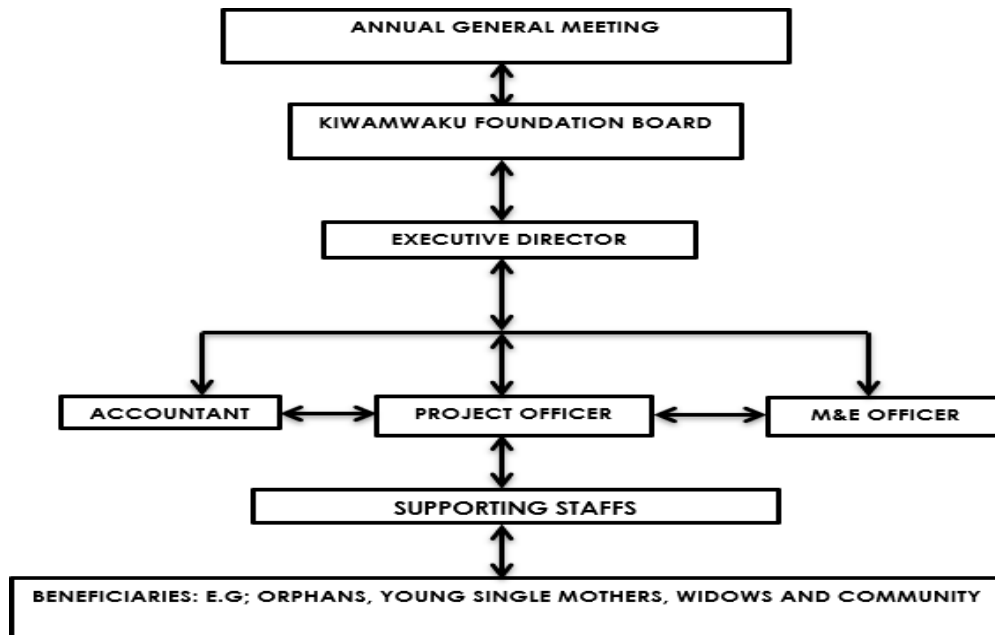
### b) Mission

To lead the fight against HIV/AIDS and create lasting solution to poverty, agriculture environment and gender issues.

### c) Core value

Our value is Respect, Integrity, Service beyond self and Excellence.

## 2.2 Organization Structure



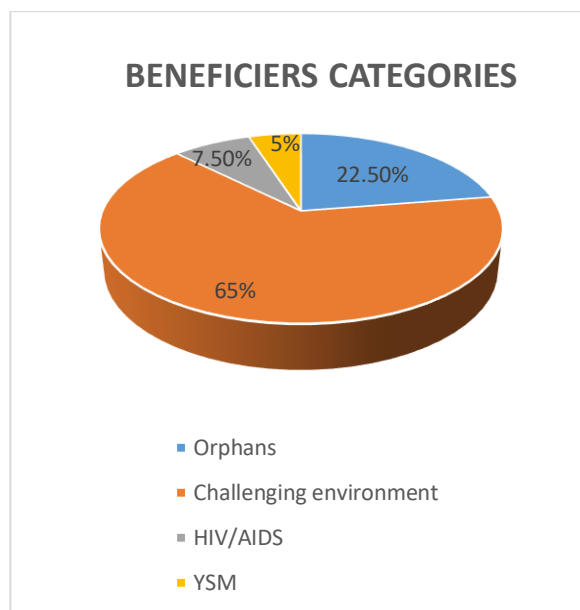
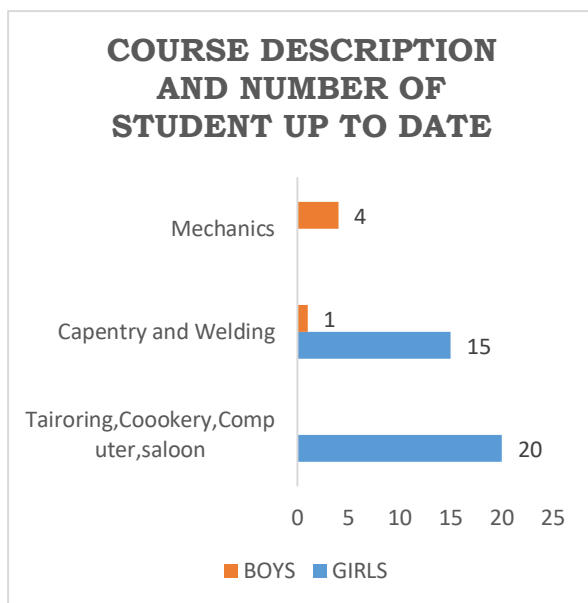
### **3.0 PROJECT DELIVERABLES FROM JANUARY TO JUNE 2025**

Specific Objective 4: To train 40 vulnerable boys and girls from 10 wards in Kilimanjaro on apprenticeship skills including carpentry, mechanics, welding, salon, cookery, computer skills, tailoring, and agriculture by December 2025.

#### **3.1 VOCATION TRAINING**

Under Specific Objective 4 of the Economic Empowerment to Vulnerable Groups project, which aims to train 40 vulnerable boys and girls in the Kilimanjaro Region on apprenticeship skills such as carpentry, mechanics, welding, salon, cookery, computer, tailoring and agriculture by December 2025. The KIWAMWAKU Foundation successfully enrolled a total of 40 youth between January and December 2025. These include 21 girls and 19 boys, all selected from various areas within Mwanza District. The selection of participants was based on specific vulnerability criteria including being aged between 14 and 24 years, Youth single mothers (YSM), youth living in challenging or economically unstable environments, those affected by HIV/AIDS, and orphans. These criteria were considered essential to ensure that the most at-risk youth benefit from skills training aimed at enabling them to build sustainable livelihoods and reduce vulnerability.

The vocational training courses offered during this period include tailoring, women's hair beauty salon, cookery, computer skills, carpentry, welding, mechanics and agriculture. Among the 40 enrolled youth, 20 girls are currently undergoing training in cookery, computer, salon and tailoring skills. In addition, 14 boys and one girl are pursuing hands-on training in welding and carpentry, while four boys are enrolled in the mechanic course. Through this targeted training approach, the project continues to build practical, job-ready skills among vulnerable youth, laying a strong foundation for their future economic independence. All vocational courses under the project are delivered over a one-year period, with the exception of the mechanic course, which spans three years due to its technical depth and requirements.



## 3.2 LIST OF ACTIVITIES CONDUCTED UNDER THIS OBJECTIVE

### 3.2.1 Computer course

The computer class comprises 20 female students who have been actively engaged in acquiring foundational digital literacy since January 2025. The training has primarily focused on Microsoft Word and Excel, where students have learned how to type and format professional documents, write official letters, perform basic data entry, and handle printing tasks. These activities are helping them become confident in using digital tools that are essential for both office and business environments.

#### 3.2.1.1 Impact on Learning

- Skill Development:**  
 Students are now able to compose professional letters, format CVs, enter data using Excel, and operate basic printing and file-saving processes. They are also learning to navigate the computer interface more confidently and use shortcut commands to increase efficiency.
- Conceptual Understanding:**  
 The trainees have developed a clear understanding of the importance of computer in modern life and work. They can differentiate between input and output devices, understand file formats, and apply digital tools in communication and documentation tasks.

- **3.2.1.2 Impression and Implications**

- **Impression:**

The class has demonstrated great commitment and curiosity in using digital devices. Most students joined with little to no prior exposure to computers, yet they are now confidently working on independent tasks, showing clear progress in both speed and accuracy.

- **Implications for Beneficiaries:**

By December 2025, the trainees are expected to have gained a broad set of computer skills that will enable them to apply for administrative jobs, offer typing and printing services, or even assist in managing digital records for small businesses or community organizations. Their digital literacy opens up new employment pathways and strengthens their ability to participate in today's technology-driven economy.



*Photo 1. Show empowering youth through digital skills, Learners taking part in computer classes aimed at promoting ICT competence among vulnerable groups.*

### **3.2.2 Tailoring course**

The class of 20 students has demonstrated a significant range of abilities and achievements in the tailoring course, where they have been learning essential skills such as measuring, cutting, and sewing shirts and skirts. Improvements in the training department have been made through the introduction of upgraded tools and materials, which have contributed to a more effective and hands-on learning environment.

#### **3.2.2.1 Impact on Learning**

**Skill Development:** The enhanced tools and materials have significantly improved students' ability to create well-fitted shirts with collars and cuffs. The hands-on experience with these upgraded resources has bolstered their practical skills and confidence, enabling them to handle complex tailoring tasks with increasing independence.

**Conceptual Understanding:** Students have progressed in understanding key tailoring concepts and applying them effectively in various contexts. The use of accurate measuring tools and well-maintained sewing machines has contributed to a better grasp of the course material, particularly in garment design, material handling and quality finishing.

### **3.2.2.2 Impression and Implications**

**Impression:** The upgrades have led to noticeable improvements in students' skill, creativity, and attention to detail. Their ability to produce neatly tailored garments has elevated the overall quality of their work while boosting their confidence in taking on real-life tailoring assignments.

**Implications for Beneficiaries:** Students are better equipped to enter the professional tailoring industry with a robust set of skills. This enhancement increases their employability and potential for entrepreneurship in fashion and clothing production. By the end of the training period in December 2025, these students are expected to have attained full proficiency in tailoring, capable of producing complete garments independently and offering tailoring services in their communities or through self-run businesses.



*Photo 2. In the first photo (left), a student is focused on sewing a shirt the middle photo shows proud tailoring students showcasing the dresses they have made during their training and in the final photo (right), learners collaborate and guide one another while working with a modern sewing machine.*

### 3.2.3 Women's hair beauty salon course

The salon class, consisting of 20 female students, has shown steady progress and growing confidence in mastering essential hairdressing techniques. Since the beginning of the training, learners have been engaged in both theoretical and practical sessions covering hair washing, blow-drying, plaiting, straightening, and hair treatment. The availability of modern salon tools such as blow dryers and professional-grade products has greatly improved the quality and depth of the training.

#### 3.2.3.1 Impact on Learning

- **Skill Development:** Students have developed hands-on abilities in performing a wide range of salon services. By regularly practicing with real clients and mannequins, the learners have built skill and efficiency in handling various hair qualities and styles.
- **Conceptual Understanding:** Beyond technical application, the trainees have also gained understanding of salon hygiene, customer care, hair composition and the use of appropriate products for different hair style. These concepts have deepened their ability to offer personalized and professional beauty services.

#### 3.2.3.2 Impression and Implications

- **Impression:** The learners increased creativity and professionalism in how they approach their work. Their ability to combine practical skill with customer care has been particularly impressive, making their services not only effective but also client-friendly.
- **Implications for Beneficiaries:** These trainees are on track to successfully complete the course with market-ready skills. By December 2025, they are expected to be competent enough to work in established salons or start their own home-based or mobile beauty businesses, thereby achieving greater financial independence and confidence.



*Photo 3. Students practicing hair braiding techniques during a hands-on beauty and hairdressing session.*

### **3.2.4 Cookery course**

The cookery class comprises 20 female students who have shown exceptional commitment and progress in acquiring both traditional and modern culinary skills. Since January, they have been engaged in training that emphasizes food preparation, hygiene, nutrition and customer service. The availability of improved cooking utensils, ovens and kitchen space has positively influenced their training experience.

#### **3.2.4.1 Impact on Learning**

- **Skill Development:** Learners have acquired practical skills in preparing a variety of local and continental dishes including chapati, rice, pilau, maandazi, vegetable stews, pancake, kachori and bites. They have also practiced table setting, buffet arrangement, and safe food handling procedures.
- **Conceptual Understanding:** The trainees now understand basic nutrition, balanced diets, and cost-effective meal planning.

#### **3.2.4.2 Impression and Implications**

- **Impression:** The class has shown impressive creativity and attention to detail in food presentation and hygiene. Their meals are not only well-prepared but are also served in a professional manner.
- **Implications for Beneficiaries:** With the progress made so far, students are expected to complete the course by December 2025 as competent caterers, ready to work in hotels, restaurants or establish small food businesses within their communities.



*Photo 4. On the left, students are seen making mandazi; in the middle, others are deep-frying bagia; while on the right, cookery students joyfully exhibit their food in a vibrant training session.*

### **3.2.5 Welding and carpentry course**

The welding and carpentry course is composed of 14 boys and 1 girl. They are undertaking practical skills training in both metal fabrication and woodworking, including general workshop operations. The training has been supported by functional welding machines and a variety of carpentry tools to ensure a safe and effective learning environment.

The students have been engaged in hands-on practice involving the design and construction of items that integrate both metal and wood components. This includes making tables with metal frames and wooden beds with combined metal and timber structures, door frames, stools and shelves. Through this cross-disciplinary approach, learners have developed a deeper understanding of how metal and wood can complement each other in producing strong and functional products.

#### **3.2.5.1 Impact on Learning**

- **Skill Development:**  
Students are now able to measure, cut, join, and shape both metal and wood materials. They have also learned basic finishing techniques such as sanding wood and painting metal, enhancing the overall quality of their work.
- **Conceptual Understanding:**  
Trainees have gained insights into blueprint interpretation, the importance of precision in measurement, and how to select the right materials for specific construction tasks.

They also understand safety procedures and the principles of structural integrity when combining metal and wood.

### 3.2.5.2 Impression and Implications

- Impression:  
The student shown great teamwork and technical curiosity. Their ability to integrate metal and wood in creative ways has impressed trainers and has resulted in high-quality finished products.
- Implications for Beneficiaries:  
By December 2025, these students are expected to be competent in both metal and woodwork. This dual-skill advantage enhances their employability and positions them well for launching micro-enterprises such as furniture workshops or repair businesses in their communities.



*Photo 5. In the first photo (left), welding and carpentry students proudly display items they have made during their practical sessions the middle photo captures learners in the process of making a door and in the final photo (right), students are making bed.*

### 3.2.6 Mechanics course

The mechanics course consists of four male students enrolled in a three-year program due to the technical complexity and depth of the subject. Since the beginning of the year, they have been in the foundational phase of their training. During this period, the students have gained practical experience in tasks such as checking and adjusting tire pressure, changing engine oil and filters, cleaning and replacing spark plugs, charging batteries, lifting vehicles safely and interpreting dashboard warning lights. These experiences have helped them become more familiar with real-life mechanical procedures and workshop operations. They have also been

introduced to the structure and functioning of vehicle systems, including basic engine parts and maintenance routines.

### 3.2.6.1 Impact on Learning

- Skill Development:

The students are developing strong hands-on skills in vehicle maintenance and workshop practices. With regular exposure to actual repair tasks and tool handling, they are gradually gaining the confidence to work independently under supervision.

- Conceptual Understanding:

They now understand the core components of a vehicle engine, including the combustion cycle and fluid systems (oil, coolant, brake fluid) They are also well-versed in workshop safety and service procedures.

### 3.2.6.2 Impression and Implications

- Impression:

The trainees have displayed consistent commitment and interest in the course. Their willingness to learn, combined with disciplined workshop behaviour. They demonstrate a clear passion for mechanics.

- Implications for Beneficiaries:

Although in their first year of a three-year program, the students are expected to complete all foundational competencies by December 2025. Their progress indicates they are well on track to becoming skilled mechanics capable of serving in both formal garages and informal service centers, particularly in underserved communities.



Photo 6. Student in the mechanic's course gaining hands-on experience in engine repair and maintenance.

#### 4.0 HEALTH INSURANCE FUND (iCHF)

As part of the project's commitment to holistic support, all 40 students enrolled in the vocational training program have been successfully registered with health insurance coverage. This initiative ensures that every beneficiary can access essential medical services with no cost whenever they fall ill, allowing them to focus on their studies without the burden of healthcare expenses.

Through this support, the project promotes not only skill development but also the overall well-being and peace of mind of the students. The availability of health insurance has minimized absenteeism due to illness and provided a sense of security to both the students and their families. It also reflects the project's dedication to creating an inclusive and protective learning environment where vulnerable youth can thrive academically and personally.



*Photo 7. In the left photo, the director distributes health insurance cards to KIWAMWAKU students, the middle photo shows a close-up of the health insurance card, while in the right photo, male students proudly hold their insurance cards.*

#### 5.0 FIELD DEMONSTRATION FARM – HANDENI

At the Handeni demonstration farm, six youth beneficiaries three girls and three boys were engaged in practical, hands-on learning in agriculture, focusing on land preparation, planting techniques and crop management. During this season, we successfully cultivated one acre of sweet potatoes, providing the youth with valuable skills in sustainable farming and food production. After the training, the youth are now applying what they learned by practicing on their own farms, strengthening their capacity for self-reliance and income generation.

However, the farm faced a notable challenge: animals intruded into the plot due to the weak and incomplete fencing. This disrupted part of the cultivation. To address this, we plan to plant

a live fence using trees starting from September, which will serve as a natural barrier to protect the crops and ensure future harvests are secure. Preparations are already underway, and the youth are actively involved in preparing soil bags (viriba) for seedling propagation to support this fencing initiative.

In addition to the live fence, we also plan to plant fruit trees around the farm. This will not only contribute to environmental restoration but also provide long-term benefits through nutrition and income generation



*Photo 8. In the left photo, youth prepare the land for planting sweet potatoes at the Handeni demonstration farm, the middle photo shows the growing sweet potato crop, while the right photo displays soil bags (viriba) prepared for seedling propagation as part of efforts to establish a live fence around the farm.*

## **6.0 MONITORING AND FOLLOW –UP**

### **6.1 Follow up on KIWAMWAKU branches/membership and new membership**

As part of our ongoing community outreach and economic empowerment efforts, we have successfully conducted visits eight kiwamwaku branches/VICOBA groups, new groups and existing group (*Jibuka, Tupendane, Kichakuki, Tumaini, Upendo kwakoa, Majengo, Mgigiri and Mkongea* group). The purpose of these visits was to introduce KIWAMWAKU Foundation to the new members and new groups encourage them to formally register and become part of our network. In addition, we continue to engage with existing groups, reminding them of the importance of working together, registering their groups officially and taking advantage of their collective strength to access various financial services and loan opportunities. We also encouraged all groups both old and new to share their project ideas and funding needs, so

that we can assist them in preparing proposals and linking them with potential support and resources. These efforts are building stronger relationships between KIWAMWAKU and community-based savings groups, while also empowering members with access to practical knowledge, networks and funding pathways. By strengthening these VICOBA structures, we are creating an environment where community members especially women and youth can build resilience, increase household income and turn their ideas into viable economic initiatives.



*Photo 9, The photo on the left shows Majengo group, the centre is Upendo group and the right shows Mkongea group receiving training on various opportunities and the benefits of working as group and becoming members of KIWAMWAKU.*

## **7.0 ANNUAL GENERAL MEETING**

On 9th June 2025, KIWAMWAKU Foundation convened its Annual General Meeting (AGM) in line with Article 7.2 of its Constitution, which mandates that each branch is represented by two members. The meeting brought together representatives from across the organization to reflect on progress, evaluate financial reports and set strategic plans for the future. The session was officially opened, followed by introductions and confirmation of the agenda. Key agenda items included a message from the board, reading and signing of the minutes from the previous meeting, a review of matters arising with an implementation matrix, and presentations of the 2025 project reports along with the organization's strategic direction. Members also reviewed the auditor's report and discussed the income and expenditure report for the year 2024, followed by the financial report for the first quarter of 2025 (January–March). During the discussion on membership, it was resolved that groups which did not pay their membership fees last year (2024) should contribute TZS 60,000 as a collective payment. For the current year 2025, each individual member is required to contribute TZS 1,000 per month. Furthermore, members agreed that each group should strive to have at least 10 active

members to strengthen the Foundation's capacity and outreach. The meeting concluded with a vote of thanks and formal closure of the session.



*Photo 10. Photos capturing key moments during the KIWAMWAKU Foundation's Annual General Meeting 2025, including discussions and group photo with participants.*

## **8.0 EXTRA ACTIVITIES CONDUCTED**

### **8.1 Women's day celebration – 8th march 2025 – Mwanga district**

This year's International Women's Day held on 8th March 2025, was commemorated at CD Msunya Grounds in Mwanga District. The colourful event brought together a diverse range of stakeholders, including government officials, civil servants, development organizations, women's groups and community members from across the district. The Guest of Honour was the District Commissioner Hon. Mwanahamisi Munkunda, who delivered an inspiring speech on the vital role of women in leadership, development and nation-building. The day featured a variety of vibrant activities such as cultural performances, exhibitions, motivational talks and community dialogue sessions, all focused on celebrating women's achievements and promoting awareness on gender equality. The official theme for 2025 was: "Wanawake na Wasichana 2025: Tuimarishe Haki, Usawa na Uwezeshaji" (*Women and Girls 2025: Strengthening Rights, Equality and Empowerment*) This theme served as a powerful call to action, urging increased investment in women through resource allocation, support and opportunity creation. The message reinforced the importance of inclusive and sustainable development driven by women's empowerment.

The event also emphasised the value of ongoing collaboration among stakeholders to ensure that women's voices are heard, their rights are protected and their contributions are recognized across all sectors of society.



*Photo 11. Kiwamwaku students showcasing their tailoring work and event highlights during International Women's Day.*

## **8.2 Participation in Organisation Development/ Reflective Approach Training- Tanga Region**

As part of our ongoing efforts to build institutional capacity and improve our approach to community engagement, Kiwamwaku participated in a Reflective Approach training conducted in Tanga Region, facilitated by Uzikwasa, an organization widely recognized for its participatory and transformative methods in community development. The training enhanced our team's ability to apply reflective dialogue, storytelling, and participatory facilitation in our work with community groups. The knowledge gained is currently strengthening how we implement our programs, particularly in promoting behaviour change and inclusive participation among vulnerable groups.

In addition, the training created an opportunity for valuable networking with other organizations and practitioners across different regions, which is expanding our collaborative potential and exposure to best practices in the field of community empowerment.



*Photo 12, Representatives from different institutions gathered in Tanga for a capacity-building training on Reflective Approach organized by Uzikwasa.*

## **8.3 Attending NaCONGO Meeting**

As part of strengthening network with NGOs in Tanzania learning from Success and discussing challenges with other NGO and the Government. Kiwamwaku Foundation attended a Kilimanjaro

region National Council of NGOs (NaCONGO) coordinated by the regional commissioner On 26<sup>th</sup> June 2025. The NGO head Ezekiel Dembere was selected as a 2025-2027 chair of the district NaCONGO representative, out of 440 NGOs KIWAMWAKU was ranked among 10 best performing NGOs in terms of compliances to the government and the registrar of NGOs. Together with the celebration there were three topics such as anticorruption, money laundry and Tax compliance.



Above pictures is Our Director Mr. Ezekiel Dembere was among members who shared experiences on the current NGO challenges and collaboration among network members.

#### **8.4 Attended PELUM Tanzania Training on Climate change and Risk Assessment- PACDR Approach**

Since Inception of the forest garden project early 2023, our current ongoing project that is funded by the Finish Embassy, we learnt that PELUM Tanzania is leading in organic agriculture and climate change projects. We strategically applied for membership and given positive response. We are currently a member where we benefit the following collaborative work, attending trainings and developing projects together. We expect this collaboration will work next year where two of their projects are phasing out subject to renewal so our engagement will create a consortium project specifically in traditional seed sustainability. On April, 2025 as among members, we hosted their northern zone members namely MPDO-LARETO, HOPE FOR TANZANIA and SCMECAO. During this event Sustainable Agriculture in Tanzania (SAT) as the main trainer consultant for PELUM, trained us on how to assess risks caused by climate change for farmers and livestock keepers. The result of this meeting were to develop a project among members in the northern zone specifically on climate change and as a pilot to investigate Kituri village on matters climate change and develop a sample report that will be used a baseline for applying a project to their donor. We are currently on progress till August, 2025. Below are some pictures taken during training, on the left is the plan developed by the villagers together with the Pelum team for the village where on the right is among the group work in the focus group discussion.



### 9.0 EVU PROJECT IMPLEMENTATION PLAN FOR 2025

No,	PLANNED ACTIVITY	IMPLEMENTATION STATUS	KEY ACHIEVEMENTS
1.	Register 40 vulnerable youth from 10 wards in Mwanga District	Implemented/Done	40 youth (21 females and 19 males) were successfully registered, targeting those from disadvantaged backgrounds
2.	Assign youth to various vocational training courses	Implemented/Done	Youth were enrolled in courses such as tailoring, hair and beauty salon, cookery, computer skills, welding, carpentry, and mechanics.
3.	Provide vocational training	Implemented/ongoing	Training was conducted both theoretically and practically. Significant progress was observed in tailoring, hair and beauty salon,

			computer, cookery, welding, carpentry and mechanics.
4.	Establish a garage to support mechanics training and income generation	In progress	Rented a room and on purchased few machines. We are still looking for fund to purchase all machines about 3,000,000 Tanzania shillings
5.	Monitor and support VICOBA groups	In progress	Eight groups were visited and encouraged to join the foundation. Existing groups were reminded to stay active and formally register.
6.	Conduct practical learning through a demonstration farm	In progress	Six youth engaged in cultivating sweet potatoes. The demonstration farm improved their agricultural knowledge and promoted self-reliance.

### 10.0 Student Result- Training Progress Report for June, 2025.

NO.	NAME	RESULT					POSITION
		COMPUTER	TAILORING	SALON	COO KER Y	%	
1	REHEMA BARAKA	88	90	90	93	90	1
2	NEEMA MSUYA	88	96	68	99	88	2
3	NEEMA MALLYA	90	93	84	84	88	2
4	REHEMA HATIBU	90	89	64	83	82	3
5	MARRYCELINE MSUYA	94	70	68	65	74	4
6	ASUNTA NYONI	82	58	80	45	66	5
7	JACKLINE SHABANI	92	60	15	94	65	6
8	HADIJA ABASI	74	66	77	30	62	7
9	GRACE MVUNGI	70	46	79	45	60	8
10	ROZALIA MATHIAS	78	59	61	25	56	9
11	JACKLINE JULIUS	58	43	70	50	55	10
12	ESTER PROSPER	58	48	63	25	49	11
13	YULIA MSUYA	52	53	59	20	46	12
14	ROSE JUMA	54	47	62	15	45	13
14	HADIJA HASSAN	44	60	48	25	44	14
16	MAGDALENA ELEBARIKI	60	35	49	25	42	15
17	SAUMU MUSSA	70	23	30	20	36	16
18	FADHILA FADHILI	42	27	30	20	30	17
19	CESILIA JOEL KWIJO	24	16	42	15	24	18
20	LATIFA HASSAN	22	15	30	15	21	19
<b>CARPENTRY AND WELDING COURSE</b>							
No,	NAME	CARPENTRY		WELDING	%	POSITION	
21	YUSUFU MOHAMED	35		45	40	1	
22	RONALDO MGIMWA	35		41	38	2	
23	ALFANI SALIMU	33		30	32	3	
24	CLEOPHAS MSUYA	33		30	32	3	
25	ELIA HIZA	35		29	32	3	
26	SAMWELI MSANGI	27		30	29	4	
27	NICOLAUSI MSOFE	27		27	27	5	
28	MUSSA MSANGI	20		26	23	6	
29	ISAYA ISAYA	26		20	23	6	
30	AYUBU YUSUFU	20		20	21	7	
31	YAKINI MARKO	20		19	20	8	
32	JUMANNE MUSTAFA	20		19	20	8	
33	JUSTINE ANTONI	23		15	19	9	

34	ALLY SORORO	15	12	14	10
35	HAMISI MAPACHU	10	12	11	11
36	PETRO MSUYA	10	10	10	12
MECHANICS COURSE					
No,	NAME	MECHANICS			POSITION
37	PETER MEJA	81			1
38	GIFTI MRUTU	73			2
39	MESHAKI MBWAMBO	62			3
40	ASHRAFU ADINANI	42			4

### 11.0 CHALLENGES ENCOUNTERED AND WAY FORWARD

Limited Budget for Training Materials (Welding and Carpentry): The allocated budget for practical materials in the welding and carpentry courses is insufficient to meet the needs of the students. Since most students are beginners, they are still in the learning phase where mistakes are common and materials are often cut or used incorrectly. This natural part of the learning process leads to faster consumption of materials than initially planned

Inadequate Fencing (Demonstration Farm – Handeni): The lack of a strong and complete fence has posed a major challenge especially at the demonstration farm in Handeni. The absence of proper fencing has allowed animals to enter the farm area, resulting in damage to crops and disruption of learning activities. This not only affects practical agricultural training but also demotivates learners. Although preparations have already started to construct a more secure and permanent fence, the process is still ongoing and requires further support to ensure the safety and sustainability of the demonstration farm.

Inadequate fund for establishing a hostel to accommodate young girls and single mothers who are currently in our program. Since the begin of this project we have experienced drop outs due to the current model where the enrolled student had to find her place to stay of rent one. As it hard to get meal and pay rents, students get troubles and finally dismiss themselves. So establishing a hostel could cater the problem

Start-up fund for KIWAMWAKU groups, as KIWAMWAKU foundation members these groups are actively engaging in farming, poultry, basketry and livestock keeping. These groups need to expand their business and market their produce and products however their not stable economically hence need some help. We engaged them to access fund through government on one groups out of 11 managed to get the main reasons is competitiveness and small budget from the government.

Limited fund to establish a garage as income generating mechanism and employing among our graduates. We have 10 graduate who are now ready for this project, in our budget 2024 we identified some machines to be bought and enquired some budget from EVU as it was limited however it did not cover all machines needed. We are working on this initiative to fund more sources to begin our project this September.