



PAMOJA PROJECT

FINAL REPORT

2023

Tai Tanzania

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1 Introduction

1.1 Project description

The Canadian embassy to implement a one-year project to Tai Tanzania. The project funded was the Pamoja project with an overarching goal of promoting the accessibility of education among young people living with disability in Tanzania. The effort to implement such a project was spearheaded by the negative attitudes faced by People Living with Disabilities (PWDs).

To uproot these negative attitudes from the communities, Tai Tanzania employed Human Centered Design (HCD) to design compelling yet edutaining stories in 3D animation. The 3D animation was intended to raise awareness of the effect of negative attitudes towards PWDs and influence positive behavioural change supportive of people living with disabilities.

1.2 Project outcome

The goal of this project is to promote accessibility of education among young people living with disability in Tanzania. The specific outcomes of the project include the following.

Objective 1

To provide information related to inequality, stigmatisation, and discrimination of people living with disability through 3D animation technology.

Objective 2

To raise awareness regarding challenges faced by physically impaired young people concerning accessibility of education.

1.3 Beneficiaries

In addressing issues relating to the rights of people living with disability, Tai Tanzania collaborated with the key organisation working on disability issues, including Under the same sun and Peace Life Disability Foundation (PLDL), the government and other stakeholders. Specifically, the project aimed to reach the following groups of people

- 4,000 girls and boys under the age of 18 years in 10 public schools in the Dar es salaam region
- 500,000 girls, boys, men, and women below and over the age of 18 through our social media channels
- 5,000 community members travelling through public transport buses

2 Key results and achievements

2.1 Production of the animation

2.1.1 Production process

The development of the 3D animation took several steps while observing the footsteps driving the HCD approach. To produce relevant and compelling stories, gathering the stories from the target beneficiaries and key stakeholders was necessary. In this initial stage, three public schools out of 10 project schools were reached to collect the stories. To clearly understand the challenges faced by students with disabilities, 82 students were reached. Of these, 18 had a different type of disability, and 64 did not have any disabilities. To gain a further understanding of the problem, six adults living with disabilities were also reached.



2.1.2 Animation's theme

Najiamini is a 7 minutes short animation film that encourages young people living with disabilities, advocates for the infrastructural needs of students with disabilities and to raise awareness of the challenges faced by young people with disabilities and how all people can be a part of the solution.

Najiamini is a story inspired by real-life events showcasing the struggles of Mira. This girl loves basketball and lived most of her life without a disability but became disabled after a tragic accident. Faced with a physical disability, her dreams of becoming a professional basket player seemed far-fetched. With the lack of infrastructure to support students with disabilities and stigma and bullying, Mira strived to rise above all odds. The support she received from her close friends and family and her self-motivation allowed her to dream again. Her dream was to make it to the Paralympics and represent her country in wheelchair basketball – she made it.

2.1 Dissemination of the content

As per the project work plan, multiple dissemination channels were envisaged to reach different types of targeted primary and secondary beneficiaries. This section presents the achievement related to the expected dissemination outputs that were committed by the project. The animation was disseminated through the following methods.

- Launching
- School outreach programme
- Social media
- Traditional media
- Regional public buses

2.1.1 Launching

The official launching of Najiamini animation was done on the 3rd of December, 2022, at Century Cinemax, found in Aura Mall in the Dar es salaam region. The animation launch was honoured to host various members of the SHIYAWATA Community, the National Wheelchair Basketball Team and have the High Commission of Canada, Mr Kyle Nunas, and special guests Mr Ipyana Mwaipaja, City Cultural Officer and Mark Bryan, the Representative of UNFPA Tanzania. Again, at least 100 people participated during the launch, including 30 students.



2.1.2 School dissemination

The Pamoja project reached ten public schools in Temeke and Kinondoni municipalities in the Dar es Salaam region. From the reached school, a total of 4,015 students were reached. About 1,854 (46.18%) were males, and 2,161 (53.82%) were females. For the beneficiaries, age averaged 14.67 years ranging from 8 to 19. Regarding the level of education, 3,187 (79.38%) and 828 (20.62%) were in secondary and primary school, respectively. See Table below for more summary.

Table 2.1: Number and per cent of students reached through school dissemination

Attributes	Counts	Per cent
Kinondoni MC	2,829	70.46
Temeke MC	1,186	29.54
Males	1,854	46.18
Females	2,161	53.82
< 10 years	58	1.44
11 - 14 years	1,912	47.62
15+ years	2,045	50.93
Primary school	828	20.62
Secondary school	3,187	79.38



Given that, the animation aimed to impart courage and determination to young people with disabilities. The project needed to reach a substantial number of young with disability. On this note, the project reached 989 students living with disabilities.



2.2.2 Social media reach

The upsurge of social media platforms has multiplied the bargaining power to catch people's attention, especially youth. More importantly, people consume social media more than ever to share their ideas and form communities. Tai Tanzania is an agency that provides easy access to information affecting the lives of young people; Tai has created its very own social media communities.

2.2.2.1 Social media platforms

At least 140,612 audiences were reached through Tai Tanzania's Facebook and Instagram. This shows a good output since this number was reached within ten days after the animation was officially published. Additionally, within that timeframe, the animation accumulated 226,286 impressions in total.

Facebook and Instagram

140,612

Reach

Facebook and Instagram

226,286

Impressions

As for Twitter, 18 tweets related to the Pamoja project were made during the entire project period. With these Tweets, Tai could engage with 846 audiences, with a total of 9,939 impressions made.

More efforts were made to push the content through social media influencers and partners. Through Elimika wikiendi —Tai's social media implementing partners, at least 47.9 million audiences were reached interactions across social different social media platforms.



Through Elimika wikiendi and social media influencers

Sample of Tweets from Elimika weekiendi and influencers



Another social media dissemination was done through YouTube. Being published on the 24th of January 2023, the Najiamini animation was watched by at least 82 people on its first date. In just ten days, the animation recorded 5,483 viewers; 69.1% were males, and 30.9% were females. As for the age of the viewers, most (41.4%) of them were between 25 and 34 years old (See Figure below). Again, another helpful metric was the watch hours, average watch time, and impression. Since its publication, the animation has been watched for 169.4 hours with an average view duration of 1.57 minutes. Likewise, the animation -

recorded 4,490 impressions, equivalent to 6.8% impression rates in just ten days of its publication.

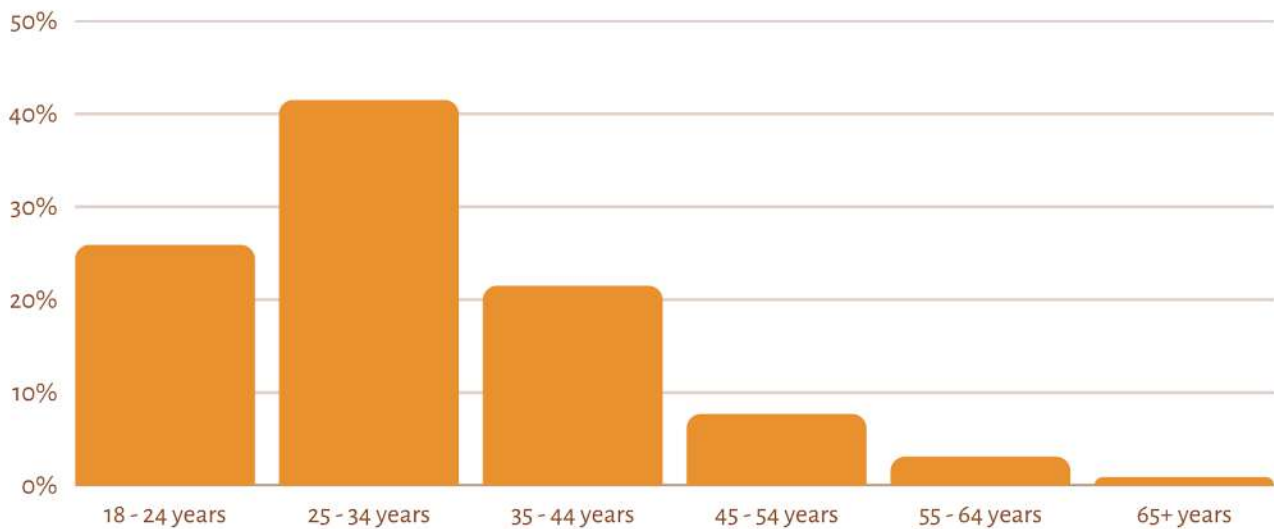


Figure 2.1: Audience age distribution from Tai studio's YouTube channel

Another social media dissemination was done through paid google ads. Under this strategy, 11,311 clicks and 21,964 interactions were recorded within ten days. Regarding gender, most audiences were male, accounting for 66.45%, while the female audience was 33.81%. The project managed to reach an audience of different ages, from adolescents, and young people, to adults and senior citizens. As per the age of the audience, more of the audience engaged through google ads were aged between 25 – 34 years, followed by 18 – 24 years. Also, the animation caught the attention of adults and senior audiences. See the below Figure for a detailed understanding.

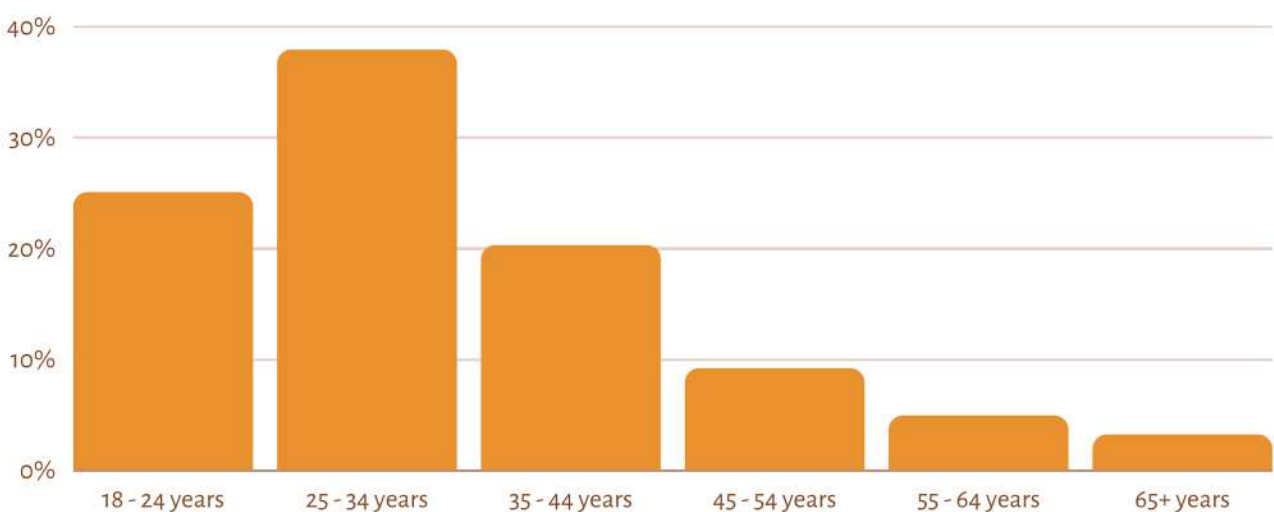


Figure 2.2: Audience age distributions from google ads

2.2.3 Traditional media

Moreover, a billboard was improvised to raise awareness about the project. The billboard was posted on a congested traffic road - Mwai Kibaki road around the shoppers' plaza in Mikocheni, Dar es Salaam. The billboard was estimated to reach at least 418,500 people.

418,500

*Estimated number of people
of have watch the billboard*



2.2.4 Public buses

To expand the reach by physically reaching community members across the country, the project aimed to disseminate 3D animation through regional public buses. This was done in partnership with Dar Delivery Services. Under this partnership, the animation was showcased in 55 public buses (110 for a go and returned) and reached more than 6,118 people across 16 regions in Tanzania. See the Table below for more details.

Table 2.2: Number of people reached through regional public buses

Region	Buses	People reached
Arusha	12	1,328
Dodoma	9	990
Geita	1	110
Kagera	2	224
Katavi	1	114
Manyara	1	110
Mara	1	114
Mbeya	9	1,006
Mtwara	3	334
Mwanza	2	224
Njombe	1	114
Ruvuma	2	220
Shinyanga	2	220
Songwe	3	338
Sumbawanga	1	110
Tanga	5	562
Total	55	6,118



3 Evaluating project

3.1 Relevance

About 78.89% of participants who evaluated the animation strongly agreed that the storyline was relevant, and 15.56% agreed. Whereas 3.33% did not agree nor disagreed, 1.11% both disagreed and strongly disagreed. The relevance of the environments was also measured 71.11% strongly agreed that the environment used was relevant, 23.33% agreed, 3.33% did not agree nor disagreed, and 1.11% both disagreed and strongly disagreed. See Figure below.

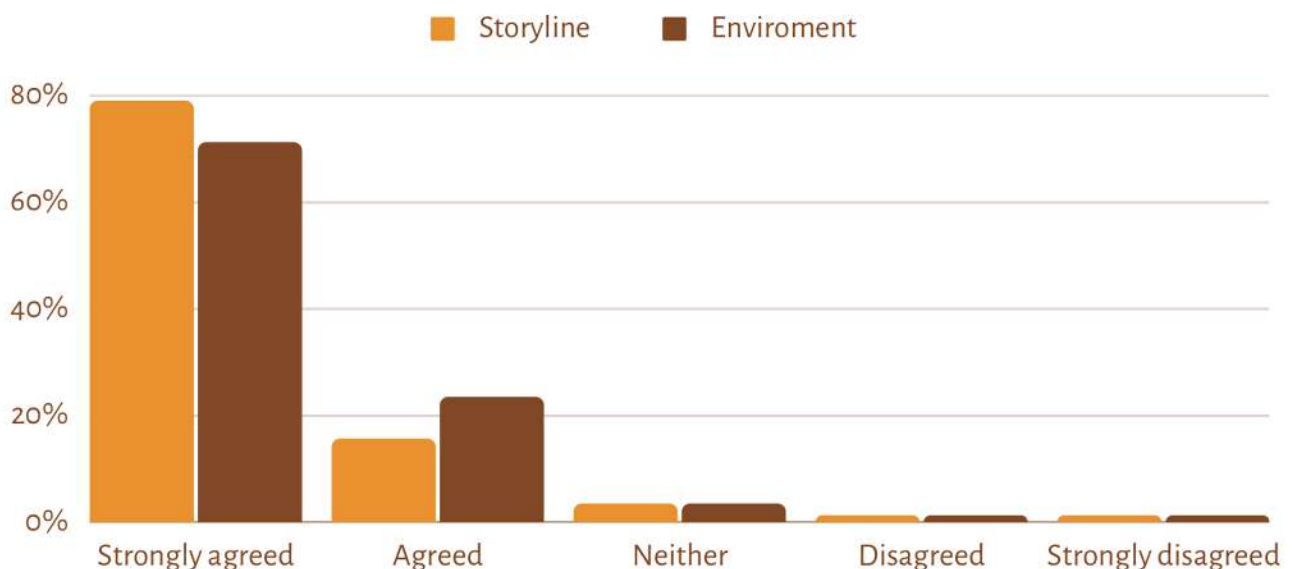


Figure 3.1: Beneficiaries' perception of the relevance of the animation

These results showed that most young people have seen what has been portrayed in the animation and how PLWDs face different challenges, including negative attitudes.

The long-embedded negative attitudes towards PLWDs spearheaded the implementation of this project. In most, if not all, communities, PLWDs are most marginalised, discriminated against, and undermined to the extent that they stop believing in themselves. Again, fast-growth economies witness the increase of vehicles and the pace of technological advancement that glued people to screens – smartphones and social media. There is an increase in accidents which could have been easily avoided. Surprisingly, despite the -

technological and economic growth, there are poor supportive infrastructures for PLWDs.

The problems have been plainly shown in the animation on how reckless drivers put in danger the lives of others. Also, the animation portrayed the discrimination and infrastructure challenges faced by PLWDs. Nonetheless, the animation has succeeded in showing that despite being disabled, if unswerving, determined, and courageous, anyone can achieve their dreams. Mira (the main character) has proven most people wrong.

On the other hand, those who reported that the animation was irrelevant were further asked for the reason behind their response. It came to light that they had not seen physically disabled people playing basketball. So, for them, that part of the animation could have resonated more with their experiences.

3.2 Effectiveness

Two specific objectives governed the project include providing information about inequality, stigmatisation, and discrimination of people living with disability through 3D animation technology. While the second objective was aimed at raising awareness regarding challenges faced by physically impaired young people concerning the accessibility of education.

Regarding the first objective, this project was achieved as the project saw the production of 7 minutes short animation films tackling the inequalities, stigmatisation, and discrimination of people living with disabilities. The second objective of raising awareness was imperative for the information presented by the first objective to be comprehended by the targeted audience.

During school dissemination, the project measured whether students understood the animation while considering three aspects: identification of the intended message, simplicity of the language, and non-verbal use of the animation. More than 80 per cent of the students interviewed strongly agreed that the messages are quickly identified, and the verbal and non-verbal languages used are simple to be understood. See the Table below for more summary.

Table 3.1: Percent of beneficiaries' perception of the effectiveness of the animation

Attributes	SA	A	N	SD
Message easy to identify	85.56	10.0	3.33	1.11
Verbal language easy to understood	87.78	5.56	3.33	3.33
Non-verbal language easy to understood	80.0	13.33	3.33	3.33

To better understand the beneficiaries' awareness, after watching the animation, students were asked to mention the critical messages portrayed in the animation. The following are the critical messages mentioned by the students as they recall the scenes from the animations.

- **We should not give up, as Mira did not give up.**
- **Being disabled is not the end of life and is not the end for you to show your talent.**
- **Drivers should stop using phones while driving because it is the source of accidents that cause disabilities and death to people.**

Even though the animation was found to capture key messages that would influence positive behaviour, the beneficiary thought it was important to show how the community would receive Mira after her accomplishments. One student commented the following on showing how Mira was received.

— “ —

We want to see how his community will receive him and his classmates after he succeeds.

— ” —

3.3 Efficiency

The Pamoja project achieved the expected results from the project's activity plan and advocacy plan submitted to the Canadian Embassy, with a few reported missing targets. Specific challenges are highlighted. See the Table below for achievements on the project activity plan.

Table 3.2: Achievement of the project's activity plan

Activities	Expected	Achieved
One-day inception meeting with government officials	<ul style="list-style-type: none"> • Project approval 	<ul style="list-style-type: none"> • Project approved
Story development	<ul style="list-style-type: none"> • Baseline report • Script developed 	<ul style="list-style-type: none"> • 1 baseline report shared • 1 script developed
Animation production	<ul style="list-style-type: none"> • 1 animation 	<ul style="list-style-type: none"> • 1 animation produced
Procurement of IEC -branded promotion materials & dissemination of contents	IEC materials <ul style="list-style-type: none"> • 1 roll-up banners • 1 wall-banner • 80 T-shirts • 50 caps • 40 bags 	IEC materials <ul style="list-style-type: none"> • 1 roll-up banners • 1 wall-banner • 60 T-shirts • 30 caps • 60 bags
	<ul style="list-style-type: none"> • 100 people reached through the launching of the animation 	<ul style="list-style-type: none"> • 100 people reached
	<ul style="list-style-type: none"> • 10 schools • 4,000 students 	<ul style="list-style-type: none"> • 10 schools • 4,015 students
	<ul style="list-style-type: none"> • 500,000 people were reached through dissemination in traditional and social media 	<ul style="list-style-type: none"> • 157,406 Tai's social media and 47.9 millions through influencers

Activities	Expected	Achieved
	<ul style="list-style-type: none"> • 100 public transport buses. • 5,000 people were reached by bus 	<ul style="list-style-type: none"> • 55 buses (110 go and return) • 6,118 people reached through buses
	<ul style="list-style-type: none"> • M&E tool developed and • The final project report Submitted 	<ul style="list-style-type: none"> • 6 M&E tools developed • 1 final project report (This current report)

Again, during the project implementation, an advocacy plan was put into motion. The rationale of this plan was to create awareness about the project for different audiences. The targeted audiences included; government officials, local NGOs, students, and community members. The achievements of the proposed advocacy plan are presented in the Table below.

Table 3.3: Achievement of an advocacy plan

Communication medium	Expected	Achieved
Tai portal	<ul style="list-style-type: none"> • 3 blog posts on the progress and launch of the project 	<ul style="list-style-type: none"> • 2 blog posts
Social media platforms (Twitter, LinkedIn, Facebook, and Instagram)	<ul style="list-style-type: none"> • A minimum of 20 posts on each platform 	<ul style="list-style-type: none"> • 29 posts on Twitter • 1 post on LinkedIn • 12 posts on Facebook • 11 posts on Instagram
Digital influencer	<ul style="list-style-type: none"> • A minimum of 5 posts from social media influencers with at least 2 million followers and 4 million viewers on YouTube. 	<ul style="list-style-type: none"> • 10 posts
Television	<ul style="list-style-type: none"> • 2 hours of airtime on a national wide television channel showcasing the animation. 	<ul style="list-style-type: none"> • Not achieved

The main reason behind failing to reach some of the targets, such as television dissemination, was the power cuts due to the electricity shortage in the Dar es salaam region. As a result, some animations needed to be included for the animation screened during the launching phase. Those adding the reminder scenes took extra time. Hence, it was impossible to disseminate the incomplete animation to the general public. In addressing this shortcoming, Tai Tanzania has partnered with Azam media to disseminate the contents through a specific programme dedicated to the organisation.

Lastly, the delivery of project funds is essential to the project's efficiency. The overall understanding of this report on the delivery of funds is that the value for money can be traced back to the relevance and needs of the community. It is an obvious observation that PLWDs are faced with several challenges. However, all the challenges related to attitudes and behaviour seemed worse. Thus, addressing the use of storytelling to influence positive behavioural change in the communities proves to have value for money, given that project beneficiaries intend to change. However, it may take some time, but the immediate results are promising. The below section on the impact of the animation further explains this.

3.4 Impact

The project's first objective was to raise awareness regarding challenges faced by physically impaired young people regarding the accessibility of education. It is fair enough to argue that the project has successfully raised awareness of the challenges faced by young people living with disabilities. This is anchored on how the animation was received. The students mentioned two primary challenges faced by PLWDs, including discrimination and infrastructure challenges.

After seeing the animation, measuring the perceived impact or benefits someone might gain from watching it was imperative. It was reported by the students that, when watching the animation, it caught their attention and triggered their emotions to change their behaviour when they encountered with PLWDs positively. At least 85.66% of the students suggested that. Other perceived benefits were influencing community support (83.33%) and educating PLWDs (80.0%). See the Table below for more information.

Table 3.4: Percentage of beneficiaries' perception of the impact of the animation

Attributes	SA	A	N	D	SD
Influence positive behaviour change	85.56	12.22	2.22	-	-
Community support	83.33	14.44	1.11	1.11	-
Education PLWDs	80.0	14.44	3.33	1.11	1.11

The above Table implies that the animation calls for people to change their attitudes towards PLWDs and leave no one behind. With PLWDs facing constant constraints to exhibit their potential and pursue their dream endeavour, it reaches the point that they stop believing in themselves. Inversely, the animation showed how PLWDs could reach high heights of their potential when supported. This can be seen clearly from the results gathered during Q & A session.

During the Q & A sessions, which were done after the animation screening, beneficiaries had a chance to share their view, opinion, and comment on how and why the disseminated animation will impact their lives and those of others. Most beneficiaries felt the animation would bring positive change to them and the community. For instance, one student living with a disability commented the following.

— “ —

Most people will understand that it is crucial to help disabled people. It is essential not to give up and reach our dreams.

— ” —

Generally, the beneficiaries shared several desired positive behaviour changes when asked what will they change or improved after watching the animation. Some of the most mentioned desired behavioural changes by the beneficiaries included but were not limited to the following;

- I will not exclude PLWDs
- I will respect human rights
- Obey road signs, rules and regulations
- I will not give up
- I will start to believe in myself
- Talk and discuss PLWDs issues
- Take care of PLWDs
- Encourage people not to discriminate PLWDs.

Cementing on the reason for choosing some of the behaviour above to change. One student was convinced that even Mira, who was physically disabled, overcame all the constrained she faced and persistently pursued her dream. Thus, any student, whether disabled or not, could mirror the courage showed by Mira and excel in whatever they do as young people. This finding could better be understood when reading the remark below;

— “ —

Let's not give up, as we have seen Mira; we should not give up on our difficulties because they build us and become strong like Mira was.

— ” —

Concomitant to the above, students felt it was essential to change their negative attitudes towards PLWDs. To fully grasp this, one student, after watching the animation, recalled that in their class, they have a student who is living with a disability. And this student living with a disability is the constant victim of negative attitudes from fellow students. The animation touched the student. Subsequently, calling for others to stop teasing and laughing at PLWDs. See the below passage shared by a non-disabled student.

“

I will tell my fellow students not to laugh at people living with disabilities. In our class, there is a student with a disability of hands, and people usually laugh at her; through this animation of Najiamini, I have learned not to laugh at people living with disabilities.



Another student said that the animation possesses compelling information that provides awareness and knowledge and influences and educates society to change their behaviour and treat PLWDs equally and equitably.



“

I think this animation educates society on the rights of children with disabilities and those without disabilities and that all children have the same rights and should be treated equally while prioritising the needs of those in need [PLWDs].

3.5 Sustainability

3.5.1 Access of information

One of the objectives committed by Tai Tanzania was to provide access to information regarding the challenges faced by PLWDs in the country. The information is available by the mode of delivery that needs to be more questionable as most of the available information is written documents such as academic formats. While on the other hand, the community demand content which is easily understood and easy-to-access information.

Through the use of simple and compelling stories (i.e., animation), which is published on YouTube channel. Community members can access the information at their convenience and learn more about PLWDs and their associated challenges.

More importantly, it has come to the attention that Tai Tanzania has entered into a partnership with the Azam media to air its content; among them is the Najiamini animation which is envisaged to be aired throughout 2023. This benefits the project immensely as the Azam media is accessible across all the regions in Tanzania; thence, it is anticipated that the Najiamini animation will reach many people, at least not less than 4 million.

3.5.2 Project ownership

Ownership has thus been at the heart of this project. With complete attention during project design given to young people, including those living with disabilities, has created a sense of ownership for the project beneficiaries. Since the stories came from the project beneficiaries, it is predictable that the intended behavioural change will effortlessly be comprehended, embraced and prolonged.

3.5.3 Institutional capacity building

The project's sustainability does not end only for beneficiaries and impact but also for Tai Tanzania as an organisation. Through the implementation of this project, Tai Tanzania has improved its organisational capacity. It is understood that Tai Tanzania is working on the foundation of capitalising on the power of storytelling and technologies. Through production, the project has impacted the animators to explore and magnify their creative and innovative ways of producing compelling content to catch the audience's attention.

Again, implementing the Pamoja project has also bettered Tai Tanzania and strengthened its relationship with the government, implementing partners, school management, and the community. Lastly, the content under this project broadens the repository of social-behavioural change content for Tai Tanzania.

4 Conclusion & recommendations

4.1 Conclusion

Promote accessibility of education among young people living with disability depending on understanding the challenges which inhibit young people living with disability in the first place. These challenges can be related to structural, policy, or behavioural. When the latter is well addressed, it becomes second nature to address the former two challenges. Equipped with this understanding, it is clear that Tai Tanzania, through the implementation of the Pamoja project, has creatively and innovatively highlighted the attitudes and challenges faced by young people living with disabilities and how those challenges inhibit their potential. When there is supportive behavioural, these young people, despite their disabilities, can excel to high heights and realise their dreams.

This project is very relevant and has the potential to influence positive behavioural change when disseminated to large communities. The success of this depends on the modality of how the content will be disseminated, with the challenge mode dissemination being somewhat questioned. This is because social media and television can be expensive to some of the audience, especially those in village areas. It is understood that the project was implemented in Dar es Salaam, where utilising television and social media is acceptable. But if the project is to scale the impact and reach more people in the village area, then the accessibility of the project content will not be viable.

4.2 Recommendation

To promote accessibility of information while raising awareness on the challenges faced by young people living with disabilities. The findings of this project point to the importance of the following:

- To increase easy accessibility of the contents, it is recommended for a radio drama or comic books versions of the animation to be produced. This will enable the project to reach more people in remote areas with challenges related to the internet and electricity.

- Regular monitoring of the behavioural change of the project beneficiaries since behavioural change takes time.
- It was noted that there were interferences in production due to power cuts which delayed the completion of the final animation. Consequently, it affected the timely dissemination of the animation to the general public. Based on this observation, it is recommended that the organisation have automatic backup generators, or the production stations could be connected with Uninterruptible Power Supply (UPS) devices.