

**Isle of Man Government  
International Development Committee Project Report 2017/18**

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Charity: Thare Machi Education (Isle of Man) Project: Technology For the Poor  
Reference: MYG011.15



*The practicalities of getting life-saving messages out to remote communities in Rwanda*

## 1. Aims and objectives

Please include a short narrative on how well the original objectives were met. This was the final year of the three year funding grant running from August 1<sup>st</sup> 2015 through to July 31<sup>st</sup> 2018. The original objectives were:

- To capacity build 8 organisations
- To create 300 new digital lessons
- To provide resources for 80 local partners to distribute and monitor TME lessons
- To facilitate 100,000 lesson viewings per year (total 300,000)
- To host a learning conference
- To create a web-based forum for low cost replication of lesson viewing model.

Not all of these objectives have been achieved but others have been completely surpassed. As reported last year, following the striking results from the Isle of Man funded research project in Rwanda, an opportunity arose to collaborate with the government in training health workers at clinics throughout the country in the use of TME DVDs. This resulted in approval being given to use funds from other country budgets in order to leverage the advantage that had been obtained. This inevitable diverted focus from those other countries – mostly Liberia and Sierra Leone but as a result we could argue that a whole country has been impacted. In addition the World Health Organisation reports that globally cases of malaria were slightly up in 2017, but not in Rwanda where there were 430,000 fewer cases. Although there is no evidence to support our contribution, it is notable that Avoiding Malaria was one of the DVDs distributed throughout Rwanda in the local language of Kinyarwanda.

More details of the activities and outcomes are covered under the individual countries but as a summary of progress against objectives:

**To capacity build 8 organisations:** 8 attempted (1 per country) 3 spectacularly achieved, 2 partial, 3 on-going.

**To create 300 new digital lessons** 133 standard DVDs achieved, a further 133 in non-interactive format (for use in waiting rooms) and all those titles also playable on-line. So a total of 399 individual products and 133 new lesson/language combinations as a result of this project. A further 30 are in production which will triple up as non-interactive and online versions become available.

**To provide resources for 80 local partners to distribute and monitor TME lessons** It has been hard to collate actual data on the number of uses of the resources in the 8 countries but it is estimated at 63 as a minimum.

**To facilitate 100,000 lesson viewings per year** (total 300,000)

As reported under Rwanda we expect viewings during the project and viewings in the future of DVDS supplied under this project to exceed 5 million representing at least 1 million beneficiaries. (assuming 5 viewings each)

**To host a learning conference**

Funding was not received for this and so it could not be held.

**To create a web-based forum for low cost replication of lesson viewing model.**

An on-line download facility has been developed and works for the majority of devices. There are now 833 on-line lessons available. In addition an active closed facebook group connects partners in different countries and allows them to share experiences and learn from each other.

Although not funded by this three year grant (it was funded under a small grant award the year before) research carried out in Rwanda comparing clinic data from two adjacent districts where the TME DVD on basic hygiene was used in one but not the other was published by Biomed Central. The paper's title was *Educational intervention to reduce*

*disease related to sub-optimal basic hygiene in Rwanda: initial evaluation and feasibility study* and can be found by copying and pasting this link:

[https://link.springer.com/epdf/10.1186/s40814-017-0155-6?author\\_access\\_token=y79EBPhwDTLCis1ChL0AN2\\_BpE1tBhCbnbw3Buzl2ROuz0WfkoE2e0L5Q86Wtai0QQCG8uiSNdZoG1OXEF-3cGHN\\_QZ2DRzfHPHwcEMfBO4coZgls1RihTGb1rT0w16\\_lpgDbfJvWb8JRqCHQkR0SQ==](https://link.springer.com/epdf/10.1186/s40814-017-0155-6?author_access_token=y79EBPhwDTLCis1ChL0AN2_BpE1tBhCbnbw3Buzl2ROuz0WfkoE2e0L5Q86Wtai0QQCG8uiSNdZoG1OXEF-3cGHN_QZ2DRzfHPHwcEMfBO4coZgls1RihTGb1rT0w16_lpgDbfJvWb8JRqCHQkR0SQ==)

This multiplies the learning and potential impact of the collaboration and records the efficacy of TME interventions for co-donors and supporters.

Taking the original project proposal to IDC we report on each of the Country programs as follows:

### **Sierra Leone**

TME's lead partner Alpha was moved from Freetown to Juba, South Sudan for work. He was able to introduce us to a colleague who was tasked with completing the outstanding translations and recordings and who did a slow but thorough job on the Temne language. However, securing Mende translations remains a challenge; with so few people able to read and write in both English and Mende, they are much in demand.

At the beginning of the year, following exceptionally heavy rain, torrents of water rushed through the streets of the capital city Freetown. The deluge caused catastrophic mudslides that killed 200 people and trapped hundreds more in their homes and vehicles.



*Disaster response teams prepare to respond to flooding in Freetown* (credit Jane Hahn NY Times)

A large number of people were displaced from their homes and so our discs on Basic Hygiene and Cholera in the local Krio language became part of a life-saving disaster response.





*Regent village Freetown:*

*Lessons on Basic Hygiene and Cholera (Krio language) for over 50 displaced children*

For many years there has been a civic link between Leamington Spa where TME UK is based and the Bo district of Sierra Leone. This year a small team from Leamington took DVDs funded by the Isle of Man as part of an exchange visit and left them in three places:



*The One World Link exchange team in Bo*

1. The One World Link centre. Here they will be a teaching resource and a seminar for 45 teachers was held to introduce them to the topics available in the local languages. In addition the team met with an education inspector from the Deputy Director of Education's office who gave his permission for the DVDs to be promoted in schools. They also showed "Healthy Eating" in Krio to 5-6 year olds in UBC Lower primary school. A small part of the same lesson was also shown in Mende to demonstrate the versatility of the products available much to the delight of the teaching staff.

2. Jonathan Christian Centre Orphanage and School. This institution cares for 28 children, runs a school for children from the surrounding area and also has outreach programmes to

the surrounding villages. Full sets of DVDs in Krio and Mende were left here for the staff to use in all areas.

3. Panguma Mission Hospital. The DVDs were demonstrated to with Dr White and Matron Josephine and Full sets of DVDs in Mende and Krio were left for use in the hospital and in their outreach programmes.



*Demonstration to Panguma Hospital staff*

This small initiative demonstrates once again the power of this project: The only cost to TME was the supply of the DVDs and as a result three new areas will benefit – who knows perhaps for years to come. It also added real value to the Leamington civic exchange visit adding momentum to the initiatives being discussed between the two communities.

Here is what Alpha wrote in a communication from Freetown before he moved to South Sudan.

*Frankly, working on the production of the lessons has also enlightened some members of the team. As Monjama our Mende female translator puts it “I have learnt how to eat a healthy diet. Thanks to these lessons.*

*This means, if the translator who is a bit educated can understand these lessons, it is highly likely that the issues discussed in the lessons like malaria, Ebola, sexual reproductive health, planting trees etc will be understood by the communities. As we move on to that education phase, my advice is “No one is too young or old to learn something new”. I hope these lessons will help Sierra Leoneans especially in the provinces to acquire knowledge that will save them from future health and environmental problems”*

### **Liberia**

For much of the year, we struggled to find a reliable local partner. Our former partners had been Tearfund local partners, many of their officers had moved to other roles or geographical areas and were not able to help us. In addition, national elections caused widespread shutdown and loss of focus. However, we eventually identified a local freelance worker (who was known to team members personally). Having worked with Tearfund and with some of the local partners, and she introduced us to a dynamic and enthusiastic partner who began the work of translating lessons. However, the risk of having a partner with such potential is that others recognise this too, and to our disappointment (in terms of the project) this partner soon travelled to the US, where for several months he was studying through the

Mandela Washington fellowship, part of the Young African Leaders Initiative. This has caused significant delay to the translation process, our local freelancer has identified other potential translators and the work is on-going, but much more slowly than it might otherwise have been.

### **Lesotho**

As reported in 2017, The main challenge has been the local infrastructure, particularly electricity supply, for those working on translations and recordings. This was exacerbated by a bad rainy season, generators being knocked out by thunderstorms.

Team members were badly delayed to complete the work but of late there has been a renewed effort, 14 lessons are completed and the vast majority of the rest have been recorded and are in the production pipeline, they will be distributed to the partners on completion and locally there are continuing conversations with government ministries with regard to wider distribution.

### **Kenya**

Following the breakdown of the relationship with our major local partner in 2017 activity has been limited. However the DVD authoring studio in Nairobi continues which can make new DVD titles locally and strong links have been developed with the Masaai Warriors Cricket Team who use our lessons as part of their outreach programme. Their mission is to empower youth in the community through cricket development, while enhancing their participation in community development, allowing them to become healthy, productive and well adjusted members of society. Their goals include:

- Stamping out Female Genital Mutilation (FGM);
- End child marriages;
- HIV/AIDS awareness amongst youth;
- Combating gender discrimination in our male dominated societies;
- Reducing alcohol and substance abuse;
- Raising awareness of environmental and conservation issues;
- Contributing to peace building efforts and local development.

So there are strong overlaps and the TME lessons add value and interest to their programme.

### **Uganda**

Sonia Akareut continued to develop the DVD resources and operate a monthly outreach programme showing the lessons to schools and clinics in the area surrounding Kumi town.

Her monthly reports indicate average viewings of 1,000 people who are the direct beneficiaries during the reporting period. The lessons were mostly shown via DVD portable players supplied during earlier periods of this project and included inter class discussions with personal testimonies of how the topics covered had impacted their lives. Popular topics were:

- Healthy Eating
- Basic Hygiene
- Becoming a man
- Becoming a woman
- How to take you HIV medicine
- The Dangers of smoking
- Avoiding Ebola
- Safe Water
- Human Trafficking
- When to have a baby

During the project the scope of the impact was analysed by our local partner by exploring outcomes amongst the 41,000 total beneficiaries. 439 people with HIV were prompted to

adhere more stringently to their HIV medication protocols and the creation of school health clubs resulted in a reduction in the incidence of sexually transmitted infections. Clinics report a lowering of morbidity in areas where mothers and children have viewed TME DVDs and other families report improved financial security due to reduced expenditure on travel and consultation costs for visits to medical facilities.

More translation and recording activities were carried out during the year but communication with our local partner became increasingly difficult during the year and has now broken down completely. This highlights the difficulties of implementing a programme such as this where cultural differences and logistical challenges combine to make collaborative working very difficult.

The local partner reported continuous difficulties with internet access via mobile dongle technology and excessive use of her data allowance through apparently simple internet operations (email and sms). Her laptop computer often failed to perform as required and at one point she was investigated by the police as a potential security risk due to her work with external agencies. In addition we have learnt that she had a baby during the year which accounts for her reluctance to report on visits to local villages.

There is no doubt that she was under a lot of pressure but all of the above created a atmosphere where there was a loss of confidence and in the end a doubt about her ability to implement the programme as planned. However on balance over the three year period we have been able to produce new lessons in three languages and tens of thousands of beneficiaries have watched the lessons. We know from the Isle of Man funded research in Rwanda three years ago that when people watch the lessons they learn and also when they learn their behaviour changes to create positive health outcomes. So in spite of the problems at the end, the overall impact has been amazing.

## **Democratic Republic of Congo**

The TME partner Mugishu and his wife Valerie of COFAPRI are based in Kigali but operate out of the very neglected Bukavu area of DRC. Once again they have more than fulfilled the expectations generated by our partnership. At the beginning of the year we received a report from Mugishu requesting funds to purchase new equipment for showing the DVDs. As it gives an authentic background and illustrates beautifully how the DVDs attract great interest we reproduce it here unedited in full.

### **COFAPRI Overview**

*Congolese Females Action for Promoting Rights and Development (COFAPRI [www.cofapri.org](http://www.cofapri.org)) was created in 2009. The organization aims at promoting the rights and the development of rural women and children in the villages of DR Congo. COFAPRI involves women in income generating activities such as sewing, animal rearing, small business and cultivation. The children are helped to enroll in a local school and from there, they are paid school fees and supplied with school equipment. Again the women are also involved in basic reading and writing in order to break the barriers of illiteracy. This kind of education helps them conduct their sewing activities and small business to satisfaction.*

*This said, and in connection to education, COFAPRI has been collaborating with Thare Machi Education (TME), as we use their educative DVDs. Both organizations had been in touch via emails for a good period of time. It is in October 2014 that COFAPRI started working with TME; at that time TME sent to COFAPRI a small portable DVD player together with 12 DVDs to start with. It was not an easy task. It is only a year later; that is in October 2015 that COFAPRI was then effectively using the DVDs in the villages and in primary and secondary schools in the villages. At that time, TME helped COFAPRI acquire equipment to use for screening DVDs.*



*The first tool we used was a very small portable DVD recorder. It was so small that its screen could only allow between 3 and 5 people to watch a video at a time. The videos we started with at that time were sent to us by TME. The videos were recorded either in English, French or Kiswahili. Most of the members of our organization can hear and speak Kiswahili; in case a DVD was necessary to use but it is in English or in French, languages unfamiliar to the women, we had to involve an interpreter. Pupils in schools had no problem with French since it is the medium of education in the DR Congo. None of them, women and pupils are good at English.*

*The following year, things were going well and COFAPRI had been sending reports with short videos and photos to TME showing how things were going. The number of people coming to watch the DVDs was increasingly and surprisingly growing from month to month, and also from village to village (school to school). The small DVD player had lost its value. COFAPRI suggested TME to help with more appropriate equipment that could fit the audience at that time. We got funds to purchase the equipment, and again the DVD viewers kept growing beyond our expectation. The room we basically used to use became very small. We had to start renting a wider room where a big number of the audience could fit.*

*The equipment we have been using was purchased in 2015, and it has never been replaced. As it has been in use continuously, this has affected it a lot so that some could not function properly, or simply stopped working. Damaged equipment that needs urgent replacement includes 2 flat screens, 15 m extension cable, one power generator and one voltage regulator. We had informed Rachel of this, and she helped us replace them. We are still facing a challenge as the number of the viewers is growing from time to time. The bigger the number the more equipment and more screenings we will need, which makes the equipment to be used more than before. This will certainly cause it to often get damaged or fail. For this reason, it would be better to have enough spare money that can be helping in replacing any failed or damaged tool, or pay a technician for reparation.*

As a result of this request we were able to release funds from the project for the required purchases of screens and a generator plus cabling which amounted to \$983. Given the potential use of this equipment in the future this must rank high amongst the most cost effective investments of IOM overseas aid.



Equipment purchased in 2017 in use in DRC.

In March 2018 TME received a renewed request for \$1,800 more funding to purchase more equipment and extend their operations to a new area of 10 villages but at the time of writing this is not possible from resources available.

COFAPRI has recently sent a report on the 3 year tri-partite collaboration with TME and the Isle of Man. The full report is available on request but once again we copy unedited their executive summary together with a personal reflection from the Director.



## **EXECUTIVE SUMMARY 2015-2018**

*COFAPRI operates in the Province of South Kivu, DR Congo. The organization is working in the Groupements (Conglomeration of several villages) of Nyangezi, Katana and Kabamba, whose population combined is approximately 146 000 (Nyangezi: 45 000; Katana: 53 000 and Kabamba: 48 000)*

*Over a period of three years, from October 2015 to June 2018, COFAPRI has been working with TME and using its DVDs. A fund of 14 601 US\$ was issued to COFAPRI over the three years' period in order to carry out well the different activities of DVD screening in the villages of the DR Congo. This amount was issued in different installments, which helped a total number of 36 029 individuals (villagers and children in school) to watch the DVDs. This implies that an average of roughly 692 people watched the DVDs per week. The main aim of each screening is to spread basic health education throughout the villages of DR Congo through interactive DVDs. This, among others, helps the people to learn how to change their negative behaviours into positive ones and learn about basic health and hygiene. In targeting villagers, we hope to help them increase their understanding of how negative behaviours and lack of hygiene that are rampant in the area are dangerous and destructive for their lives and those of their families. In order to make this effective, eight screening centres have been created for various village people meet and watch DVDs. In each of the eight centres, there are organized two screening sessions a week. In most cases, activities are supervised by our coordinators. After watching a theme in a given DVD, the audience sit in groups where they exchange on what they learned from the DVD and then after they take a quiz. Once done with this step, they are then distributed items to use at home in case the theme needed so. These DVDs are very much appreciated by the viewers at all levels, as well as the leaders (see their stories).*

### **Personal Overview of TME DVDs in the villages of Congo**

*COFAPRI has been working with Thare Machi Education since 2015. The Funding received from TME over the three years has been very much helpful in the success of the DVDs screening in the villages of Congo. COFAPRI has been screening TME DVDs in the villages and in schools in different villages of DR Congo. The attractiveness of the themes in these DVDs has made the audience unexpectedly and increasingly grow. Currently, we cover more than 40 villages grouped in seven screening centres. The total number of the people who have watched the DVDs is 29 029 (villagers and pupils combined). Such a big number infers the impact of these DVDs on the lives of the people. The DVDs are highly appreciated because they contain clear and helpful messages; people's verbatim, videos and photos strongly show it better. The people who watch the disks as well as local leaders, teachers and school headmasters appreciate this activity and wish it to continue sustainably.*

*In each session, DVDs are screened and later on a quiz is taken. Then the audience is split into groups and discuss about the theme in the DVD and what they got as take away. Then we have a share out from the discussions. After this, we give them some practice materials if needed. We are aiming at reaching out to all local institutions such as health care centres, hospitals, churches, NGOs that are located in the area. These DVDs remain an unquestionable tool that is changing the behaviours of local people of DR Congo, they also allow people come together. The screenings take place at different screening points. Here, people from various villages meet and it becomes also an opportunity to know and learn from one another.*

*All this has been a great achievement thanks to the support provided by TME. The continuous support included moral, financial and material support, which has make the screening be as popular as it is today.*

**Mugisho Ndabuli.**

As part of their thanks for the collaboration a certificate of appreciation was sent to the Chief Minister:



## Rwanda

As reported last year, the direction of the programme in Rwanda developed during the course of the project in ways that could not have been anticipated at the beginning. As a result the impact of the work in Rwanda is far higher than can be imagined for the investment. A little bit of history: In 2014 the IDC funded a study looking at how effective TME DVD discs are in Rwanda by comparing health outcomes in two districts – one where the DVDs had been used and an adjacent one where they had not. This demonstrated highly significant results with a 26% reduction in the numbers of children presenting with intestinal worms, as well as a 10% reduction in cases of diarrhoea. What is perhaps most striking is that worm infestation is not mentioned in the Basic Hygiene DVD shown during the research. So a reduction in worm infestation is a proxy better hygiene as a result of viewing the DVD.

There are at least 2 things which emerge from the evidence of a 26% reduction in worm infestation and a 10% reduction in the incidence of diarrhoea:

1. Watching the interactive lesson on basic hygiene results in not only learning but **behaviour change** causing the reductions demonstrated.
2. As diarrhoea is a disease which commonly kills vulnerable children, lives are likely to have been **saved** as a result of the DVDs being shown.

The dramatic results of the intervention led to a request from the Rwandan government to train health workers throughout the country in the use of the DVDs as well as the supply of DVDs to show in the clinics. They particularly requested non-interactive versions which could be shown on a loop in clinic waiting rooms.

As this was entirely consistent with the initial objectives of the programme, in consultation with the IOM extra funds were re-allocated from other budget lines to support this amazing opportunity. As a result to date our local partner has trained health workers in 26 out of a total of 30 districts in Rwanda which comprises 11,356 villages out of a total of 14,837 equating to 25,936 individual health workers.

Given that each health worker is now equipped and motivated to use the technology with their patients and as part of health outreach programmes, the impact of this activity can only increase in the future – long after the closing date of the three year funding.

Quite apart from this unexpected opportunity to work with the Rwandan government to train health workers, the DVD lessons were screened as planned in all 26 districts. Although it is hard to be certain of the numbers of direct beneficiaries who viewed the lessons, collating actual and estimated reports of attendance indicated an average audience of 87 people per showing. Multiplying this estimated average by the number of known sessions gives a figure of over 2.25 million viewings. If we also guess that people watched 4 titles each then this still

implies a direct beneficiary caseload of over 500,000. It is not overstating the impact to say that this partnership has in fact contributed to changing the health of a nation and will continue to do so in the months and possibly years ahead.

Looking at another measure, the funding contributed to the supply and duplication of 37,000 individual DVD discs. Most of these were duplicated within Rwanda at a cost of 30p/copy. From our experiences elsewhere we estimate that during its life a DVD might be shown on average to 200 people. This is a conservative estimate as, although some may immediately get scratched and not be shown to anyone, others are shown (in Rwanda as cited earlier) to over 80 people at a time so five showings to that number immediately doubles the estimated audience for one disc. Nevertheless if those 37,000 discs are each shown to 200 people that equates to nearly 7.5 million viewings.

This resonates with experiences in South Africa (unrelated to this project) where unannounced visitors to a project after 5 years without any meaningful contact in between discovered DVD players and discs supplied years earlier still in weekly use by the school involved. In a separate incident, a buyer for the commercial tea company Taylors of Harrogate discovered TME DVDs in use on a remote plantation in Assam in India long after contact had been lost and we assumed activities had ceased. He was so impressed to find plantation workers using the equipment to view lessons during their breaks that he returned to UK and sent a corporate donation. These examples indicate that there is something about the perceived value of the technology that means very diverse communities protect and maintain it so we can reasonable expect the project benefits to continue maybe for years ahead in Africa.

To finish here are two comments made during discussions after viewing lessons.:

Claudine said

*“we knew that feed breasting is good but we ignored it as we wanted to have breasts of small size to stay young, we preferred to give powder milk to babies instead of breast feeding”*

Frederic said:

*“Talking to my daughter about sex, it is a curse because it is not Rwanda traditional, but after seeing the DVDs being a woman, I change my mind, I start immediately arriving home.”* (Frederic has a daughter of 16 years.)



Health Worker Training



## Burundi

Thare Machi Education have been working with our partners the [Association for Solidarity, Health and Social Assistance \(ASASS\)](#) across Burundi since 2016.

ASASS uses TME's lessons to teach life skills and encourage behaviour change, reaching hundreds of communities through their Learn Per View and Listening program. Led by the enigmatic Jean Claude Kamwenubusa, his team have managed to show TME's lessons to 90,000 people across 4 districts, in just two years. Jean Claude who works with ASASS writes about micro credit groups – one of the networks used during the year for showing DVD lessons. He gives a heart breaking analysis of why the knowledge given through watching TME DVDs is needed so badly:

*The clients of microcredit groups are usually the farmers and small traders, particularly women and adolescents girls, who are even less likely to be educated as they are married off due to high school costs and university dropout. The ignorance makes adolescent girls in schools and women in families suffer, and are unable to delay marriage. They are likely live with ignorance of the fundamental human rights and cannot say —NO! to exercise their rights to refuse unwanted sexual advances. Many of them ignore their roles in family planning and many other related issues on gender equality; sexual reproductive health and rights service. This situation makes them vulnerable to much illness, mental diseases and to poverty. Unfortunately, they can't afford the costs of consultancies offered by highly qualified medical doctors, costs of medical examination or treatment fees and costs of medicines in a pharmacy. Many of these families, their children have very bad health situation and have started developing signs of malnutrition and other health problems. Sadly, the banks lack innovative policies into their loans businesses, said one attendee. The banks' collateral limits the poorest families and youth from accessing to loans. To qualify for a loan, a bank request applicant to meet some criteria and prove has a land, or a house, the treasures the poorest and young people cannot afford or do not have. Nevertheless, these families cannot afford costs for education of their children and feed them as normal. Their children regularly drop-out-schools after secondary education and cannot attend undergraduates and graduates degrees programs due to that high lives of poverty, thus women and girls are limited chance to employment and are mostly exposed to several risks.*

TME's lessons use simple language to explain important issues to children and vulnerable adults who wouldn't otherwise get access to such vital information. The lessons use clear photographs, are translated into local languages (in this case, [Kirundi](#)) and feature interactive questions to ensure that viewers have understood the key points. ASASS helped to translate 32 lessons into Kirundi, and have been showing the DVDs to up to 3500 people at a time. The lessons cover a wide range of different health and social topics, including healthy eating, the importance of planting trees, safe water, HIV/AIDS, and avoiding malaria. All of the lessons help men, women and children to make positive choices and live safer lives, allowing them to break the cycle of poverty.

The project worked across 4 different provinces, Bujumbura, Bubanza, Gitega and Cibitoke of Rugombo, in both rural and urban communities. The team worked with a wide range of people, from teenagers and their parents, to unemployed young people and university students. ASASS's work was hugely successful, not only reaching thousands of vulnerable people, but positively changing their lives for the better.

Burundi is still suffering in the wake of two civil wars and an attempted presidential coup in 2015. It is one of the world's poorest countries, where 80% of people live in poverty and 56% of children under 5 are seriously malnourished. While Burundi has comparatively high literacy rates, the opportunity for further education is very limited, especially for girls, who are expected to marry young and are limited in their economic independence. ASASS and TME

are working hard to improve the basic health of Burundians, helping them to stay in school and work, and become economically independent.

*“LPVL workshop helped me and parents to learn by watching and listening to lesson in Thare Machi Educational DVDs burned in Kirundi language. We discussed, listened to each other and we communicated better. Through this session, I really did activities and I discussed issues which gave me the chance to voice my opinions and share my worry.” Participant, learning per view workshops with parents and their children”.*

A full report covering six months of the year can be found on the TME website under the headline: “90,000 beneficiaries reached in Burundi” or by following this link: <https://tme.org.uk/wp-content/uploads/2018/11/90000-Beneficiaries-Reached-In-Burundi-Report.pdf>

## **2. Project activities**

Please include a short narrative about each activity set out in the original proposal and how these were implemented.

This has been covered in Section 1

## **3. Timeframe**

Completing this entire project in the three years allowed has simply not been possible because of the challenges of gathering the resources to produce the new languages. Each new local language version of a lesson requires obtaining a written translation into the new target language and having a second person who also speaks and reads English record the script as a soundtrack. This second person then acts as a cross check on the initial translator. Because of the production software requirements, the recordings have to be done in a specific way - getting our local partners to understand this was a lot more challenging than anticipated as they simply could not understand the importance of these specifications.

Our local translators faced a number of challenges with local infrastructure, and their own existing commitments, additionally we found for some languages it is actually difficult to find two people who read and write both English and the target language. Despite these challenges and delays the team were able to complete 266 new lessons on DVD and a further 30 are in the final stages of production. This in turn made it difficult to really build distribution partnerships but we are confident that those who have invested time in the translations and recordings have done so because they want eventually to use the finished project, so the reality is that this project will be helping thousands of beneficiaries, at very low ongoing cost, for years to come.

## **4. Replication**

How are the lessons from the project and its success going to be used elsewhere?

The closed facebook partner forum group allows the good news to spread within and between countries of the region and even further afield. Local initiatives between partners have occurred without TME being involved in any way - success breeds success as people who have never met, motivate each other to continue against sometimes, challenging odds.

Unfortunately as funding was not secured for the proposed learning conference the major replication to other levels has not been achieved. The original idea was to attract President Obama as a key note speaker to the learning conference as TME is one of the very few

groups producing digital materials in Dho Luo – the language of his family. Immediate Obama family members were known personally by our Kenyan partner but unfortunately this link was lost at the breakdown of relations with this partner during the second year. A letter of invitation to president Obama subsequently was drafted by TME Patron Cherie Blair for hand delivery but it is not certain that this was ever sent. In addition proposed hosts for the conference were reluctant to engage with the perceived risks (financial and security) and the conference as originally envisaged became unviable. Without that international draw, a more modest conference was unattractive to donors.

However there is extensive collaboration between the local partners – even across national boundaries and the availability of the lessons free of charge is continually being passed on by word of mouth. The fact that value is attached to the TME digital lessons by users all around the world means that benefits continue to accrue without any external input. This is extremely unusual in international development collaboration.

All the new titles produced under this project will remain available as catalogue items for future user groups in those language areas

The experience of the last few years has demonstrated it is easier to create new lessons where there is funding attached i.e. Paying for translations. Going forward, TME plans to be more strategic in working collaboratively with local foundations or organisations to offer them the opportunity to fund and then have and use the lessons in their language, to ensure that more responsibility is taken locally for the completion of translations and recordings to the required specification. TME also will look to build on the experience in Rwanda of working with government/national bodies in order to provide a distribution platform, for example we are in discussion with NAPTIP in Nigeria to collaborate on their anti-trafficking education.

## **5. Development education**

Through the One World Development Centre in St John's TME has participated in the Charity Challenge on the island and has attracted a school team each of the three years. Initially equipment was provided for school students on the island to produce new DVDs and although it had some success, in the end the logistics of coordinating what is a somewhat complex computer process could not be sustained in the long term. In the meantime however some 25 students engaged with the project, what it is trying to achieve and the need for basic knowledge in other countries. The One World Centre was an incredible support for these activities which represented a real bonus outcome for the collaboration.

## **6. Beneficiaries**

Please set out the estimated number of direct and indirect beneficiaries in the proposal compared with the actual number of direct and indirect beneficiaries at the end of the project.

Defining direct beneficiaries as people who have actually viewed one of the lessons we assume that of the 5 million projected viewings people will watch an average of 5 lessons each or an estimate of 1 million individual viewers

## **7. Community involvement**

Please see previous reports concerning community involvement but the whole idea of the digital lessons is based on collaboration. Many of the language skills just don't exist outside



the user communities and so we rely on them to help with the translations and audio recordings of the soundtracks. With some languages it is very difficult to find many people who read and speak English and in these cases the translation goes through a third language. This highlights how difficult it is for speakers of minority languages to learn – they may have to learn another language before they can access modern resources. The availability of the TME Digital lessons directly in their own language then becomes a highly valued resource empowering and enabling individuals and communities better to fill their potential.

In return the communities receive the DVD lessons for use in existing and new projects. They are supplied free of charge carriage included creating a real symbiotic partnership. We also rely on the communities to trouble shoot and accuracy check the lessons so the products can be improved if errors creep in.

#### **8. Liaison with relevant authorities**

Please set out a short narrative on how relationships with the relevant authorities were maintained and how the project helped with local or national plans for development. Our model is to work with local individuals and organisations that are registered to operate with their local government. The messages contained within the lessons are compatible with most national health policies as they are very simple and signed off by a professional with international experience and qualifications. In addition we encourage our partners to collaborate with their own governments and usually the digital lessons add kudos to their project proposals. Clearly in Rwanda this has worked in a very striking fashion with the government approaching the partner to train health workers in the use of the DVD lessons throughout the country.

#### **9. Sustainability**

How will the communities maintain this project after the end of the funding? And if possible please provide follow up information on how they are a few months later.

The project is about the transfer of knowledge – something that can never be taken away. The knowledge that has actually been transferred during the 3 years of the project will continue to impact the lives of the direct beneficiaries and their immediate community. The IOM funded research project demonstrated that the TME lessons change not only knowledge but behaviour and health outcomes as well so individuals and communities will continue to be healthier in the months and years following the end of this project. In addition as stated elsewhere, the DVDs created with this funding will continue to be available and supplied free of charge extending the impact and the existing DVDs distributed during the project are likely to continue to be used by the recipient groups until they become damaged beyond use. No further funding is needed to continue the activities at this level although more funding would allow more communities to be impacted.

In addition more than 800 DVD titles have been converted for use online or as a digital downloads and this provides the possibility for millions of new users to access the learning as smartphone availability sweeps across the developing world.

#### **10. Monitoring and Evaluation**

Please provide a short summary of any monitoring and evaluation of the project, addressing

impact as well as outcomes.

Monitoring of the project has been through regular reporting via email from the individual local partners, field visits by interested supporter groups from the UK the local partners forum. Partnerships in two countries (Kenya and Uganda) broke down leading to a loss of confidence and suspension of support but others in DRC and Rwanda exceeded all expectations.

This is the daily drama of working cross culturally and there remains a challenging balance to be struck between supporting partnership groups to realise their vision whilst not be seen as a never ending supply of resources and being taken advantage of.

## 11. Millennium Development Goal

Please state how the project has helped to address achievement of the Millennium Development Goal(s) listed in the proposal.

Although the SDGs were still being developed at the time of submitting the proposal, the flowing drafts were included and the relevant DVDs addressing each one is noted in blue.

Goal 2 - Ensure improved nutrition: [Healthy Eating, Making Compost, Breastfeeding](#)

Goal 3 - Ensure healthy lives and promote well-being for all ages: [Avoiding Malaria, HIV/AIDS, Basic Hygiene, Safe Water, TB Can be cured, Having an HIV Test, Living with HIV, Caring for Someone with AIDS, Diarrhoea, Immunisation, Breastfeeding, When to have a baby, Becoming a man, Becoming a woman, Looking after your teeth, You and Your new Baby, Bednets Save Lives, Cholera, High Blood Pressure, Dangers of Alcohol, Dangers of Smoking, Say No to Glue and Drugs, Human Trafficking](#)

Goal 4 - Promote lifelong learning for all [The accessibility of all titles due to language availability.](#)

Goal 6 - Ensure availability and sustainable management of water and sanitation for all [Basic Hygiene, Clean Water, Diarrhoea](#)

Goal 15 - Sustainably manage forest: [Planting Trees is Good](#)

**More details about how our lessons support the SDGs can be found by copying and pasting: <https://tme.org.uk/sustainabledevelopment/>**

## 12. Budget

Please provide a report on the budget setting out any changes over the course of the project including details of any underspend.

The overall programme budget for the year is underspent although the IDC component of the programme has all been expended. We requested the IDC to allow the re-allocation of funds for Lesotho to the opportunities that had developed in Rwanda and as a result £6,000 was transferred. The Uganda budget line is well underspent but this was not funded by the IDC and resulted from the breakdown in trust with the local partner resulting in suspension of the support. As reported earlier the international learning conference did not take place due to lack of funding so that budget line remains unspent.

The grant of £38,805 received from the IDC in 2017 for this final year has been completely spent matched with TME funds of £9,598 giving a total expenditure of £48,403. The overall budget for this year (subject to funding) had been £62,500.

It is true that the some of the emphases envisaged at the beginning of the project shifted reflecting the difficulty of predicting 3 years in advance. However the IDC demonstrated great flexibility in allowing funds to be transferred between budget lines allowing us to take advantage of the health worker training opportunity in Rwanda. Arguably this will have been one of the most cost effective grants awarded by the IDC in recent years. Whilst Lesotho proved very slow to get going, there are now three local groups working on getting new lessons and using the products and they are likely to continue and develop their interest beyond this project. The same is true of Liberia where local interest remains high but post ebola inertia has limited the actual outcomes during the project timeframe. Our local partners there propose to continue with the production of new translations in Mende on a voluntary basis.

**THARE MACHI EDUCATION (IOM) MULTI YEAR GRANT EXPENDITURE SUMMARY  
JULY 2017 - AUGUST 2018**

<b>ITEM</b>	<b>Budget 2017/18</b>	<b>Received from IDC</b>	<b>Spend</b>	<b>%</b>
Partnerships	38,750		32,045	83
Capital Items	7,400		4,382	59
Production	7,350		7,476	102
Monitoring	2,000		2,000	100
Administration	2,500		2,500	100
<b>TOTALS</b>	<b>62,500</b>	<b>38,805</b>	<b>48,403</b>	<b>77</b>

Please see APPENDIX I for more details of the expenditure

**13. Additional Information**

Please provide any additional information you feel the IDC would benefit from. Any changes to the project, which have not been communicated to the IDC, should be recorded here.



## APPENDIX I

### EXPENDITURE DETAILS TECHNOLOGY FOR THE POOR JULY 2017 – AUGUST 2018

	BUDGET	SUBTOTAL	SPEND	SUBTOTAL	VARIATION
	£	£	£	£	%
<b>Sierra Leone</b>					
Production					
Partnerships	2,500		4,400		
Equipment	2,200		300		
DVD discs	600		600		
		<b>5,300</b>		<b>5,300</b>	100
<b>Liberia</b>					
Production					
Partnerships	3,500		3,500		
Equipment	1,400		282		
DVD discs	1,250		1,250		
		<b>6,150</b>		<b>5,032</b>	82
<b>Uganda</b>					
Partnerships	6,000		2,643		
DVD discs	300		300		
		<b>6,300</b>		<b>2,943</b>	47
<b>Kenya</b>					
Partnerships	5,000		200		
Training for local production					
		<b>5,000</b>		<b>200</b>	0
<b>Lesotho</b>					
Production					
Partnerships	2,750		2,750		
Equipment					
DVD discs					
		<b>2,750</b>		<b>2,750</b>	100
<b>DRC</b>					
Production					
Partnerships	5,000		4,552		
Equipment	2,000		2,000		
DVD discs	300		300		
		<b>7,300</b>		<b>6,852</b>	94
<b>Rwanda</b>					
Production	4,000		3,526		
Partnerships	10,000		10,000		
DVD discs	600		1,200		
		<b>14,600</b>		<b>14,726</b>	101
<b>Burundi</b>					
Production					
Partnerships	4,000		4,000		
Equipment	1,800		1,800		
DVD discs	300		300		
		<b>6,100</b>		<b>6,100</b>	100
Monitoring and Evaluation		2,000		<b>2,000</b>	100
Learning conference		4,500		<b>0</b>	0
Administration		2,500	2,500	<b>2,500</b>	100
<b>Total</b>		<b>62,500</b>		<b>48,403</b>	77

## APPENDIX II:

### Numbers of DVDs Distributed This Year

Country	Discs Sent	Discs made locally
Burundi	295	
Kenya	184	
Lesotho	24	
Rwanda	1142	12,000 (estimate as 37,000 total made during the three years))
Sierra Leone	371	
Uganda	933	
<b>Total</b>	<b>2,949</b>	<b>12,000</b>

## APPENDIX III

Thare Machi Education (IOM) is an independent registered organisation on the Isle of Man. It has access to the resources of the One World Centre in St John's and through that to the schools on the island which have been involved in the project. However the implementation of the programme is carried out by Thare Machi Education in the UK through the provision of a grant which contracts them to carry out the activities and fulfil the objectives of the proposal approved by the IDC.

All DVDs sent out through this programme have the IOM government crest and the words "supported by the government of the Isle of Man"



Three of the IOM Funded DVDs Created in 2017/18 for Sierra Leone, Lesotho and Liberia