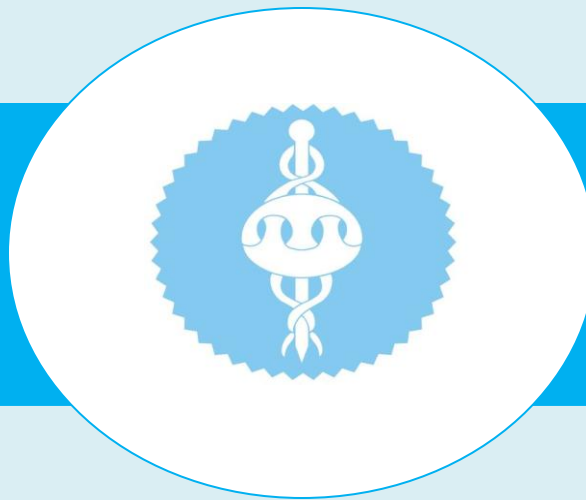


THARE MACHI EDUCATION AND SUSTAINABLE DEVELOPMENT GOALS BURUNDI PROGRAMS

6 MONTHS REPORTS

**ASSOCIATION POUR
LA SOLIDARITE ET
L'ASSISTANCE
SOCIO-SANITAIRE
(ASASS) asbl**



**ASSOCIATION FOR
SOLIDARITY, HEALTH AND
SOCIAL ASSISTANCE
(ASASS) non-profit**

HEALTH EDUCATION TO FARMERS CLIENTS OF MICROCREDITS GROUPS:

“AMAGARA ARUTA AMAJANA”

Funds for Saving and Loans Groups of Solidarity with Families for Parents and Youth-on Agribusiness and Activities of Income Generation for Access to loans for Healthcare, Education and Habitat for Sustainable Developed Cities

FEBRUARY 2018

LEARN PER VIEW AND LISTENING WORKSHOPS IN SCHOOL

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TABLE OF CONTENTS

I.REPORT DESCRIPTION **4**

INTRODUCTION

Definition.....	4
Letter to the readers.....	5
Executive Summary.....	6
Background.....	7

II.SUMMARY OF REPORT

History of TME Burundi Programs.....	8
Learn Per View and Listening (LPVL) workshops	10
Awareness campaigns for behaviour change.....	11
Training Workshops, School of the Travellers.....	14
Topics of course in LPVL workshops.....	15

I.ACCOMPLISHED ACTIVITIES **16**

III.OUTCOME OF TME PROGRAM

How awareness campaigns and training workshop were developed.....	16
Selected Provincial Representatives.....	17
View of ASAS provincial Representatives.....	16
Received and Distributed Thare Machi Education Kirundi DVDs.....	22
Studio for duplication and distribution of TME DVD in Burundi.....	23
Total Viewers of Thare Machi Education Kirundi Lessons in 6 months.....	26
Viewers Summary.....	27
Where does Learn Per View and Listening campaigns and workshop take place?...28	
Farmers Funds for Saving and Loans Group on Agribusiness and Income.....	33
View of farmers in a saving and loans group of TME Burundi.....	34
Strategies used in workshops with Parents and Teens.....	36
Direct impacts of DVDs in Awareness and training workshops.....	38
Product 1-Health Care Card Gift.....	39
Product 2-Loans for Income Generation	41
Product 3-Career Training Grants and Scholarships.....	42
Career Courses: Health care, busines, art&design, Tech, early childhood education....44	
Costs for Career Courses.....	48
General Admission Criteria in Career Programs.....	49
Taught topics in workshopsd.....	50
About ASASS nonprofit: mission, vision, goal, partnership,.....	51
Appendix: Useful documents and photos.....	51

DEFINITION

AAAFA: Amagara Aruta Amajana Funds

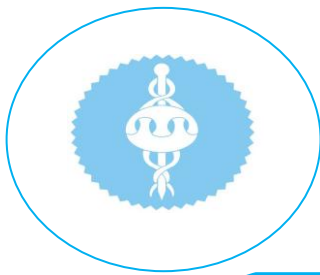
LPVL: Learn Per View and Listening

TME: Thare Machi Education

JEUC: John and Elie University Campus.

ASASS: Association pour la Solidarite et l'Assistance Socio-Sanitaire

SDGs: Sustainable Development Goals



LETTER TO READERS

Dear supporters,

I am very happy to present you this report **“Health education to farmer clients of microcredit groups: Amagara Aruta Amajana, funds for saving and loans groups of solidarity with families for parents and youth on Agribusiness and Activities of income generations for access to loans for health care, education and habitat for sustainable developed cities.**

We send our thanks to Thare Machi Education (TME), a charity based in the United Kingdom, a partner of Association pour la Solidarité et l'Assistance Socio-Sanitaire (ASASS), a non-profit association established in Burundi.

The Executive Committee of ASASS non profit is satisfied by the outcome of 6 months activities in Burundian communities.

Your support helped us to save live and promote health education to the poorest communities and people. Contents in the DVDs or Lessons were much appreciated by trainees and experts who viewed them.

If you read this report and need a partner or collaborator in East African Community, particularly in Burundi, let us know. We can end poverty, illiteracy and human suffering or save lives of million children and women together.

We foster developing a sustainable partnership with organisations like yours and promote youth and women participation into this charitable work.

We hope that this report will meet your favourable expectations and will always inspire others to join this effort and take action toward a quality health care, food security, education, welfare and sustainable development.

Thanks you once again for your cooperation. We appreciate your endless support to the less assisted people and the poorest districts around East African and Great Lake Region, particularly in Burundi.

ASASS non-profit

Jean Claude Kamwenubusa
Founder and President

EXECUTIVE SUMMARY

In 6 months ago, the Association pour la Solidarité et l'Assistance Socio-Sanitaire (ASASS) non-profit established in Burundi, run “Learn Per View and Listening (LPVL)”, a rural and urban community-based training workshop on life skills courses in DVDs lessons by TME and public awareness campaigns for information and communication to promote adoption of positive behaviour change.

During this period, our campaigns and workshops used technologies and Kirundi language DVDs of lessons donated by Thare Machi Education Burundi (TME). They were done in 4 provinces of Burundi, respectively in Bujumbura, Bubanza, Gitega and Cibitoke of Rugombo, from August 1st, 2017 to February 1st, 2018. 30,832 people viewed lessons including family viewers in villages such as parents or women and their children. Other group is made by adolescents, youth in schools and unemployed young adults in university clubs and schools group. Note also that in a period of two years, 90,358 people have viewed the lessons from January 2016 to February 2018.

Health Education to Farmer Clients of Microcredit Groups: Funds for Saving and Loans Groups of Solidarity with Families for Parents and Youth-on Agribusiness and Activities of Income Generation for Access to loans for Healthcare, Education and Habitat for Sustainable Developed Cities is therefore a report outcome of our 6 month campaigns and workshops with the poorest families and the at risk adolescents girls in colleges groups and young adults in university clubs and unemployed youth trained. Our motto was “AMAGARA ARUTA AMAJANA” which can be translated as “health and life the precious wealth more than everything.

You will learn about direct impacts of DVDS through awareness campaigns, the effectiveness of LPVL workshops of training among the at risk adolescents and vulnerable groups, because 800 persons out of 30,832 viewers of TME DVDs lessons have formed 32 small groups with 25 members in each group and have started saving and loans groups Funds for agribusiness and income generation Activities, of Solidarity with Families for Parents and Youth as their sustainable employment options and for youth and women to access to loans for health care, education and habitat for sustainable developed cities.

These persons want to continue using TME DVDs in their groups on saving and loans for doing agribusiness and small trade activities as their businesses income to save money to be used as credits for access to health care, to build a house, or invest in a new business. They also want to continue learning health issues, improving skills in family planning, HIV/AIDS prevention, Address gender and rights issues, promote health education, sustainable development goals (SDGs) and economic empowerment through agribusiness, income generations businesses (IGB), microfinance and health.

In background you find out why we have targeted the villages with poor families of parents and the adolescents with youth-adult graduates and students in members of university campus clubs and colleges groups.

This report is how Thare Machi Education (TME), a charity based in the United Kingdom is undertaking a great project with ASASS not only in Burundi, but also in East African Community (EAC): Burundi, Tanzania, Kenya, Uganda, Rwanda and DR.Congo through the partnership of collaboration with other NGOs established in the regions. We will therefore let you know contacts of ASASS's mentors in those countries of EAC.

We thank you for your endless support and help to our community and people.

BACKGROUND

Burundi is a beautiful and a developing country among the 56 African countries. Poverty can private people from accessing to health care, but also, the inadequacy of health education campaigns and shortage of knowledge in gender, sexual, reproductive health and rights services put the adolescents girls in schools and the women in villages microcredit groups to the risks of early unintended and repeat pregnancy, sexually transmitted infections and HIV, Poverty, malnutrition and gender-based violence. They end by dying from illness because of lack of financial aid or loans to pay the costs of their health care, medicines and or start income business.

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.

In 2016, Thare Machi Education in United Kingdom along with ASASS nonprofits, undertook programs in Burundi to solve the global health, social and economic problems already identified. In this report of 6 moths activities, we present you how DVDs lessons in Kirundi helped adolescents and women to make a sustainable plan just after viewing TME DVD lessons, to overcome their global problems by starting agribusiness as an income generation activities and with loans for health care , education and habitat for sustainable developed cities.

III.HISTORY OF THARE MACHI EDUCATION (TME) AND SUSTAINABLE DEVELOPMENT GOALS (SDGs) BURUNDI PROGRAMS



STEP 1.History of TME in Burundi

From January 2018, Jean Claude Kamwenubusa started volunteering part-time abroad in Thare Machi Education, to link the United Kingdom and Burundi board, write reports and produce the stories, translate documents, record educational materials in audio, produce reports and support local team in Burundi, which work on integration of Thare Machi Education (TME) in East African Community program of a non-profit charity named, Association pour la Solidarite et l'Assistance Socio-Sanitaire (ASASS) nonprofits, which is registered in Burundi, since 2006 and works toward achievement of its 3 years action plan for the achievement of the United Nations Sustainable Development Goals (SDGs) in Burundi, in East African communities and wherever it is necessary.

He designed a public awareness campaign and training workshops program named Learn Per View and Listening (LPVL). This program in the East African Community and in other African countries is a solution to many social and economic problems.

To do so, he starts with presentation of history of TME in Burundi. Thare Machi Education (TME) in Burundi started in December 2015 by Jean Claude Kamwenubusa who entered in contact with Rachel Butt, CEO of TME. After long conversation through email, TME in United Kingdom agreed with Jean Claude on a volunteering in TME and start to translate 32 scripts of 32 DVDs lessons.

TME programs on DVDs were developed first in the United Kingdom by Thare Machi Education (TME) charity. Later June 2015, Jean Claude moved to Makamba Province but he kept working on his duties and completed the translation of 32 scripts of approximately 1030 pages, from English to Kirundi by December 2015.

January 2016, Jean Claude undertook a job for TME. He recorded in studio of Burundi all lessons into audio format in national language, (Kirundi) and collaborated with UK Board to produce final products "VIDEO" or "DVDs" lessons. Thare Machi Education UK finalised producing lessons on DVD version and Jean Claude collaborated to make sure every word match videos and the images. The same year, Jean Claude undertook HEALTH EDUCATION AND SUSTAINABLE DEVELOPMENT GOALS PROJECT AIMED AT PROMOTING FAMILIES

WELFARE, LEADERS AND DEVELOPMENT THROUGH VOLUNTEER SERVICES AND YOUNG PROFESSIONAL PARTICIPATION IN LOCAL PROJECTS.

To achieve this, he worked in established two semesters (12 month) certificates course program on teaching and learning management by JOHN AND ELIE UNIVERSITY CAMPUS (JEU CAMPUS) a non-profit club online careers course teaching and learning management system on behalf of members of university campus clubs and college groups under establishment in day-care centres, nursery schools, college groups and university clubs located in 56 African countries and international communities through support of Hecleadoritaci University Foundation. He trained teachers, young professionals and farmers. He built contacts with parents of children in out-of-schools, empowered headmasters and Personal Support workers (PSW) in hospitals, clinics, in schools, and social service centres.

By training and experience, Jean Claude learned how to use media and technologies to bring poverty rate to zero, end women and youth unemployment, reduce HIV/AIDS rates and malnutrition prevalence, while promoting Agribusiness as a sustainable employment and development option for women and youth clients of saving and loans groups, build capacities and, increase access to information in rural areas through campaigns in various topics related to our works in Sustainable Development Goals (SDGs) and TME DVDs materials, not only for access to information, but also to advocate for the adoption of positive behaviours and train the staff with other human resources, in career skills or vocational professional fields, to use their certificate and diploma to get employment in various social and economic sectors in school, hospitals, campuses, day care services and in social enterprises.

Little by little, Thare Machi Education Burundi Learn Per View and Listening Campaign and training workshop (LPVL) became popular. He attended several socio-cultural events in East African Region. Later Kamwenubusa Jean Claude undertook to promote technologies and volunteerism for peace and development of personal mentorship experience by identifying and training leaders online in African communities, districts and in the NGOs, guiding them on how to use LPVL program to achieve their desired goals related to SDGs.

He finally created basic manual guide for international representatives of LPVL in developing countries and outside Africa, to run the campaigns and workshops in their respective countries, regions and continents and provide send back the reports made by photos and narrative reports.

2. Learn Per View and Listening (LPVL)

2.1. Program overview

Learn Per View and Listening (LPVL), is a rural and urban-based training workshops and awareness campaigns of information, and communication campaign and training workshops in national and regional programs run through funds part of a 3 years granted project by Isle of Man International Development Committee as health education programme through Thare Machi Education (TME), a charity registered in the United Kingdom. In a period of two years, 90,358 people have attended LPVL campaigns and workshops and have viewed the lessons from January 2016 to February 2018. LPVL campaigns and workshops program was developed by Jean Claude Kamwenubusa, Founder and president of ASASS non-profit, for people wherever they are and everywhere they go, especially in East African Community and other African countries, and through power of technologies and media and it is run by the selected winners of Hecleadoritaci University Foundation micro grants and scholars at JEU CAMPUS to help people learn life skills courses in Thare Machi Education DVDs through LPVL workshops which are organised as the School of Travellers on life skills courses, to not only promote new information and communication technologies, increase access to information related to topics of lessons in DVDs of Thare Machi Education (TME), advocate for the improved access to internet for the non-profit organizations promoting health, child home care, education and development and fundraise for the adoption of positive behaviours, and also develop their volunteering experience in a school of the travellers (SOT) as the volunteers explorers of the world to make local and regional or international trips and meet with new families (women and husbands and their children) in workshop training and for dialogue after watching out video and after listening to audio in the lessons and then, help the participants families to develop an action plan according to their community pressing needs , and bring the reports with photos to ASASS.

Thare Machi Education support LPVL program with micro-scholarships £ 96 per a student in 8 weeks career certificate course to enable ASASS to uses technologies and internet to train new the staff with other human resources in the career courses in vocational professional program for a certificate or diploma to end gaps in skills and knowledge, by producing human resources qualified in Medical office administration, addition and mental health worker, community support workers, book keeping, customers care, accounting, secretary, public speaking, event management, photography, Arts and in design, Child and youth Service worker, addictions recovery support for youth and families, Medical Laboratory Assistant, Pharmacy Assistant, technologies analyst, programming, software engineer, cleaning, farmers, loan officer and Personal Support worker to work in various projects supported by Thare Machi Education in Burundi, East African community and in other 56 African countries and community hospitals, medical and health care canters, and in other social services for sustainable development worldwide. Since 2016, (LPVL) program was in development phase. LPVL workshops and campaigns were tested and its curriculums of courses were introduced to over 90, 0000 people including the children, youth and adults, both men and women, with family in East African Community (EAC) and to the immigrants groups in developing countries and outside Africa. In Burundi, ASASS selects the provincial representatives and mentors in East African community who apply for LPVL grants to host their own awareness and training workshops to use TME DVDs as regional and national partners. It is effective and very necessary campaign and workshop program as it used DVDs to learn by watching out video and listing to the audio or voice.

2.2. LPVL Awareness campaign for behavioural change

LPVL awareness and workshops are essential in behavioural Theory. LPVL awareness campaigns are derived from behavioural theory principles of motivational interviewing, stages of change, appreciative inquiry, and social learning theory. In addition, we draw upon the health education model of reflection whereby participants revisit previous experiences to better understand their own actions and the impact of those actions on others. LPVL recognizes that motivation to change behaviour is elicited from the person, not imposed from the health worker. You cannot make someone else change their behaviour. This technique was used with interpersonal communication approach for increasing a person's inner motivation to change by exploring and helping them resolve any ambivalence they have about adopting a new positive behaviour. This can be accomplished at an individual or group level in a community. In this technique the health worker asks permission to engage in a dialogue and through open-ended questions tunes into the person's readiness to adopt the desired behaviour. Affirmations, reflective listening and summarization are also tools for the health worker to identify and support the person in discovering for themselves what they would like to be doing, why they are stuck where they are, and how they can move forward to adopt the desired positive health behaviour. This interpersonal communication technique requires much more listening than talking on the part of the health worker and often uses positive role models from the community as promoters and examples of doable change. The participants learn to reflect upon their own behaviours with the intent of guiding their future actions and conversations with community members/clients/patients about adopting positive health behaviours associated with public health prevention, treatment, and care programs. This paradigm shifts from a scolding or didactic approach to one of engaged personal and community participation for problem solving. The use of adult learning principles takes into account that adults learn differently than children and therefore respond more to practical problem solving than being told what to do.

2.3. Training sessions, LPVL

Training sessions at LPVL workshops used Thare Machi Education DVDs in local languages to promote interactive teaching and learning model. Participants watch out video, listen to audio materials in video. In order to transform or shift a current practicing paradigm one must actually engage in and practice the new process themselves. LPVL is transmitted through one day to five-day facilitated learning session to enhance traditional health education practices and communication strategies for public health practitioners, educators, NGOs leaders and entrepreneurs in resource-poor settings. Participants better understand how people change behaviour by examining their experiences and attempts to change their own personal behaviours.

During the session personal self-efficacy is enhanced as participants learn and practice new skills of focused watching out video lessons and truly listening, providing affirmations, summarizing what is seen, what is heard, and problem solving with others. These skills provide the foundation for participants to engage in transformed community dialogue for behaviour and social change. Content is driven by the needs of the participants and includes such public health topics, health nutrition through business of processing foods products to sell for health eating, planting trees is good, safe water practices for the prevention of cholera, condom use

for HIV/AIDS prevention, and bed nets for malaria prevention. Translation of these techniques across health topics strengthens real world applicability.

There are no pen and paper, no desks, no mobile phones, one must stay for each session in its entirety, and the learning sessions are limited to approximately 350 participants in wide rooms of conferences or classes and minimum of 25 persons in other small rooms. The learning sessions are experiential and the participants work individually, paired with others, or in small groups. The sessions focus upon the health related areas that the participants currently work in and all exercises are based in behaviour change theories made practical. The international field experiences of the facilitator as well as the field experiences and needs of the participants guide the direction and coaching for each session. Reference materials are provided but it is the behaviour change in each person that occurs over the week long session that creates the lasting impact on ones abilities to engage differently with the community.

Day 1

Learn Per View and Listening (LPVL) emphasizes the basic concepts of Prochaska and DiClemente's Transtheoretical Stage of Change Model and promotes an understanding of how and why people change a behaviour and what gets in the way of them changing. In Week 1 participatory partner and group activities are used to demonstrate the stages of behaviour change within the local cultural context and identify critical behaviour change principles. Through interactive exercises participants establish a base of knowledge on the behaviour change process, what motivates people to change, and what gets in the way of people changing. Reflective thinking for learning encourages participants to make sense of their own situations, relationships and behaviours, and to develop practical knowledge for working with their community based upon these experiences which are forever changing. The cultural context of behaviour change is explored

Day 2

The application of LPVL methodology, based in principles of Miller and Rollick's motivational interviewing principles and communication for social change approaches, is the focus of 2 weeks. Distinctions are drawn between traditional health education and promotion, social marketing, and LPVL. Role play vignettes are introduced and participants' actively engage in structured observation which focuses the participant's attention on the process of what is happening, taking an active rather than passive role during the exercises. These observational exercises are coded by participants in such a way to determine the fidelity to the LPVL approach. Participants explore the use of new principles and tools to identify a person's readiness to adopt a specific behaviour and engage in a dialogue for encouraging a person to engage in the self-change process

Day 3

In day 3 participants develop their own individual role play vignettes and receive coaching to enhance skills related to implementing LPVL with an individual. Directive techniques for exploring ambivalence and encouraging change talk in each stage of behaviour change are discussed and practiced through role-plays of health worker and community member. The purpose of these role plays is to give the participant practice at identifying a person's readiness to change, the person's expectation that change is possible, and their thoughts on how change might occur along with a plan for next steps in the change process. This is the basis of the LPVL encounter. It is

the role of the participant to create a nonjudgmental, supportive environment that is conducive to self-exploration by community members or groups in a conversational manner. When resistance occurs the participant learns to roll with that resistance, backing off and not pushing more onto the community members. The applicability of this methodology in Chief's meetings, community meetings and other social venues is discussed and strategies for adaptation identified.

Day 4

In Day 4 participants learned to identify positive deviants and role models from the community and use them to assist in community engagement, create a social profile of a community member, and identify new avenues of community engagement for maximizing limited resource through social mobilization. Principles of appreciative inquiry are used to explore what is working in a community, facility or group. Participants move from problem focused encounters to identifying existing solutions in order to amplify what is working. Participants also begin to develop their own community engagement LPVL role-play vignettes. In Day 4 social mobilization is also revisited using principles of Bandera's social learning theory. Participants identify current social mobilization activities and discuss their effectiveness within the current culture context. Participants are engaged in various exercises to identify the strengths and limitations of their current social mobilization and sensitization strategies for current public health prevention activities. In addition, participatory exercises expand upon their current activities to reveal methods for enhancing community engagement and providing data and feedback to the community. The social ecological model is discussed to allow for a contextual understanding of the role of social networking in maximizing limited behaviour change resources and exposures to messages and behaviour change activities. Participants continue to practice their skills in the LPVL engagement technique in Day 4.

Day 5

Day 5 is LPVL at the community-level with group exercises and group coaching. Participants in small groups present their own stage-based community engagement role-play vignettes. The small group acts as a team that is working on a specific public health topic that needs to be discussed in a Chief's meeting or community setting. Each small group role-play is stage-based with identifiable open-ended questions, affirmations, reflective listening statements, summarizations and a key change question. Each group acts out how LPVL will be operational in the field upon their return home. Coaching and feedback from participants are provided for all groups. Each team of participants conducts their role plays and is critiqued using the LPVL encounter checklist which provides immediate feedback for revisions. To avoid confrontation, feedback is given in a coaching style with positive comments, a critical comment, and a second positive comment. Each role-play can last up to approximately 30 minutes, with an additional time for participant and facilitator feedback. Participants are given time later in the day to make suggested revisions. Ownership of this new methodology of behaviour and change engagement is typically manifested by participants sharing transformation of personal change efforts in their own life since the beginning of the workshop.

Training Workshops, School Of the Travelers

The training workshop seminars are organized as the School of Travelers. Through grant support by Thare Machi Education, we develop world explorers' experience (WEXP) in a school of the travelers (SOT). We recruit candidates for SOT from another community (neighbour district, village, commune, province, country, or region), to make trips (Locally, nationally, regionally and/or internationally) in countries of ASASS non-profit programs such as in Burundi, Tanzania, Kenya, Uganda, DR.Congo, Rwanda, etc, collaborate with team in the destination so that the traveler meet with new families (women and husbands and their children), explore a new community in the world (district, commune, province or country) to run LPVL training workshops and host meeting for dialogue with participants after watching out video and after listening to audio in the lessons, explorer or traveler during workshops helps the participants or trainees to develop an action plan according to their most community pressing needs and is responsible to produce reports with photos and videos for ASASS. ASASS continues supporting the new project and explorer with his new family (trainees), by helping with finding local volunteers to join board of directors to run their own community-based project. During the school of the travellers or during LPVL workshops seminars, course animator makes sure our life skills course or modules are prepared to be effective for ending poverty and bring what people and community need.

We therefore undertook certificate course program at JEU CAMPUS with the career training program is in category of technologies and all-in-one-web-education via online Teaching, Learning and Management System (LMS). Courses are delivered using a variety of instruction modes, the 8 week career course will be offered in the classroom or lab, entirely online or in a hybrid mode which combines classroom sessions with online learning activities. Upon registration, each full-time student is provided at JEU CAMPUS email account which is used to communicate important information about program or course events. We train new the staff and other human resources in the career courses for a certificate or diploma, a solution to Africa's gaps in skills and knowledge and brain-drain movement.

Course at JEU CAMPUS are free. A student needs only £96 fees and a diploma of secondary school to be admitted in 8 weeks career certificate course. Fee will cover costs of certificate and course administration at JEU CAMPUS. Our class regularly start with minimum of 10 students admitted in certificate course and we can accommodate 1000 students in both online and or traditional classrooms in ground for 8 weeks learning only.

Alumni at JEU CAMPUS are qualified to work in Medical office administration, addition and mental health worker, community support workers, book keeping, customers care, accounting, secretary, public speaking, event management, photography, Arts and in design, Child and youth Service worker, addictions recovery support for youth and families, Medical Laboratory Assistant, Pharmacy Assistant, technologies analyst, programming, software engineer, cleaning, farmers, loan officer and Personal Support worker and assistants in various projects supported by Thare Machi Education in Burundi, East African community and in other 56 African countries and community hospitals, medical and health care centers, and in other social services for sustainable development worldwide. We also promote internship to travelers in TME Countries but we ask to take course to learn about our methods. Only the alumni of JEU CAMPUS can be placed in employment post for internship or volunteer.

We place Alumni of JEU CAMPUS in to internship job. They travel to join local board of Directors to work in various projects supported by Thare Machi Education in Burundi, East African community and in other 56 African countries and community hospitals, schools, cooperatives and in other services for sustainable development worldwide.

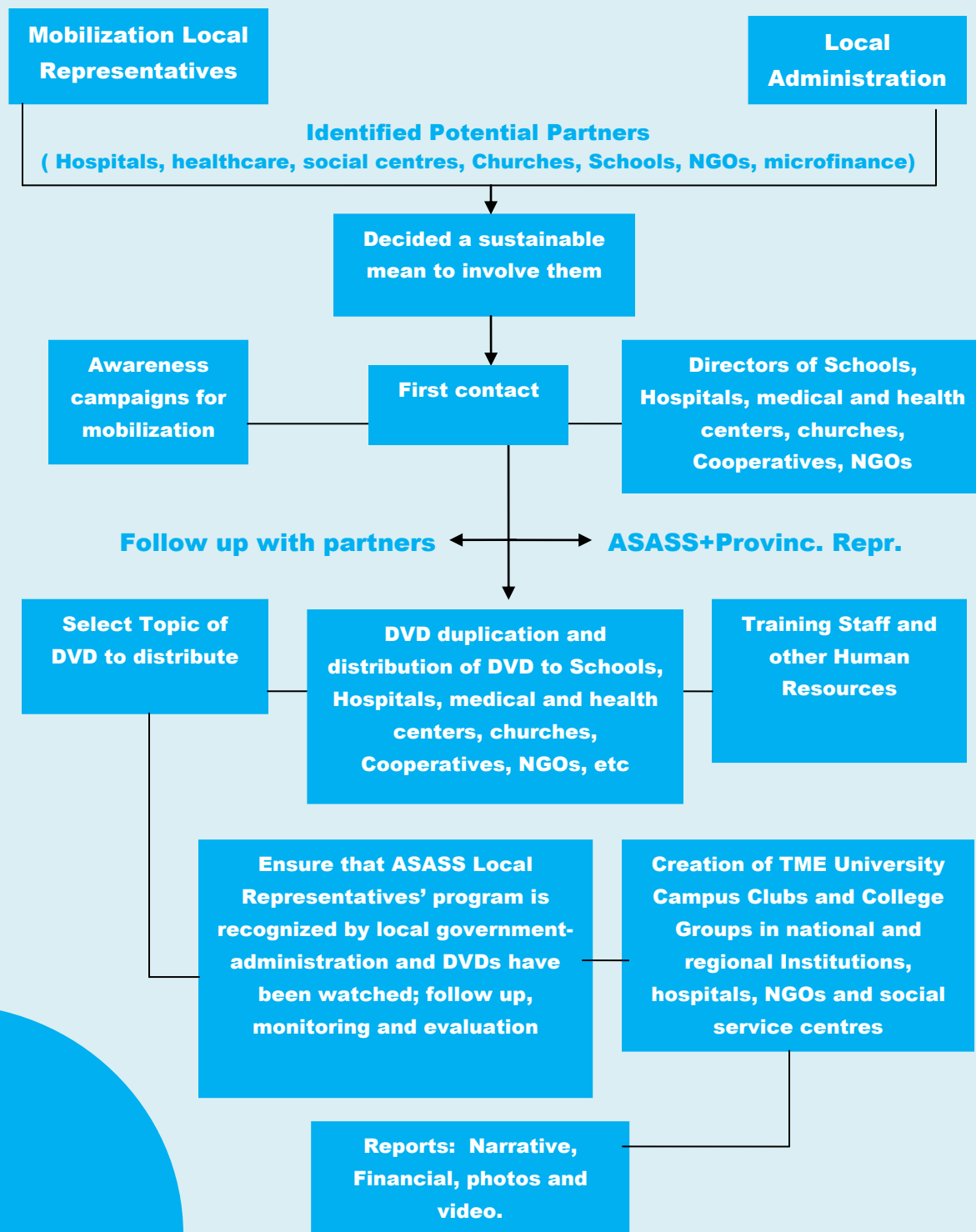
**TOPICS OF COURSES AT LEARN PER VIEW AND
LISTENING (LPVL) WORKSOPS:
CURRICULUM OF THARE MACHI EDUCATION DVD_s**

BE AWARE OF LANDMINES	SAFE SEX FOR TEENAGERS	BECOMING A WOMEN
BECOMING A MAN	SAFE WATER	MAKING COMPOST
HAVING AN HIV TEST	BASIC HYGIENE	SAFE WATER
BED NETS CAN SAVE LIVES	AVOIDING MALARIA	AVOIDING EBOLA
DIARRHEA	CHOLERA	HEALTH EATING
CARING SOMEONE WITH AIDS	CARING SOMEONE WITH AIDS	YOU AND YOUR NEW BABY
BREASTFEEDING	HOW TO TAKE YOUR HIV MEDICINES	LOOKING AFTER YOUR TEETH
DANGERS OF ALCOHOL	DANGERS OF SMOKING	HIGH BLOOD PRESSURE
PLANTING TREES IS GOOD	LIVING WITH HIV	SAY NO TO GLUE AND DRUGS
IMMUNIZATION	HIV/AIDS	HUMAN TRAFFICKING

HOW (LPVL) AWARENESS CAMPAIGNS AND TRAINING WORKSHOPS WERE DEVELOPED, ORGANISED AND DONE IN 6 MONTHS AGO (AUGUST 2017, FEB 2018)

STEP2. Sensitized DVD public in networks on Sustainable development Goals topics of TME DVDS lessons: health, education and development in EAC

(ASASS'S EXECUTIVE COMMITTEE)



STEP3. Selected Provincial Representatives

To be able to distribute and coordinate network of national and regional NGOs which received our TME DVDs through ASASS to run awareness and workshops via LPVL

We wished to stimulate the usage of Thare Machi Education DVDs lessons in local programs. There is a need to guide organising campaigns and workshops on various topics and train people through ME DVDs. ASASS wished the harmonisation of actions, to avoid losing energy. We wanted to start monitoring activities and assess the impacts.

In next few months, we will evaluate the impacts of TME Kirundi DVD lessons, therefore we appoint the representatives to provide them lessons, and ask the reports and they will participate in research or evaluation. These are active provincial representatives:

- 1) **ASASS Bujumbura urban Province:** Covered by Firmin Manirakiza,
- 2) **ASASS Bubanza Province :** Covered by Ariane Kaze
- 3) **ASASS Cibitoke Rugombo :** Covered by Apostle Roger Tubanyembazi
- 4) **ASASS Gitega Province:** Asman Ntiranyibagira

The role of the Provincial Representatives (PR) of ASASS:

- Work under an agreement,
- Report directly to Director of Technical Commission of ASASS non-profit,
- PR represents ASASS in his province,
- Mobilise people and organise campaigns and workshops,
- Provide reports with pictures, and videos.
- Coordinates activities, develops new and /or strengthens existing programs.
- He identifies beneficial and supporters,
- Develops partnerships,
- Makes sure ASASS is working in legal way.
- He does other duties as much as required by ASASS non-profit.

3.2. Process of screening and appointment Provincial Representatives (PR)

To identify PR we based on basic criteria of experience and qualification:

- 3 of experience in nonprofit sector or in social services,
- Passion of volunteering in non-profit, in community or in a social service
- Has a long term vision
- He is passionate about ASASS and its programs,
- He is willing, ready to volunteer to help people and community
- At least has Diploma of Secondary School
- Can write, speak French and knowledge of English is advantage,

We used the following strategies:

- Meetings,

- Emails,
- Social network and media.
- We created the campaign “**BECOMING WOMEN, BECOMING A MAN**” (**BWBM**), the awareness on Gender, Sexual and Reproductive Health and Rights issues to mobilize viewers.

Eligibility to become Provincial Representative:

- ✓ Interest to use TME DVDs and collaborate with ASASS nonprofits
- ✓ Request DVD and tell us the preferred topics,
- ✓ Receiver of DVD in model of LPVL campaign and workshop program,
- ✓ We follow up his activity, and ask him to email us photos with narrative report,
- ✓ We activate discussion, email exchange, consultancy, meeting, group chat,
- ✓ Help him in application for small grants
- ✓ We let him learn about mentorship and provide the necessary documents

We encourage Provincial Representatives (PR) to become independent in running DVD view workshops and campaigns through:

- ✓ Helping them to register their ASASS branch in local administration,
- ✓ Developed develop project and action plan related to TME DVDs
- ✓ Encourage to inform local administration about his campaigns and workshops
- ✓ We showed them how to run campaigns and workshops
- ✓ Event management skills
- ✓ Photography skills
- ✓ Leadership and Communication skills
- ✓ Reporting skills

3.3. A plan to expend LPVL Workshops on TME DVD View via ASASS in EAC

In dates of 01 to 20 March, 2018, Apostle Roger Tubanyembazi, ASASS representative of Cibitoke province, was on a pastoral mission trip to Kenya and Tanzania in East African Community (EAC). Founder and president of ASASS asked him to find contacts of volunteer candidates who may be interested to receive TME DVDs and collaborate with ASASS on campaigns and workshops. The mentors were found in Mombasa Kenya and in Alusha Tanzania. Here the names and countries:

1) **Kenya, Mombasa:**

- ✓ *Dr. Cosmas Mwazighe Mwamburi*
- ✓ *Rev.Agnes Chaoa Mkala,*
- ✓ *Rev.George Tsuma*

2) **Tanzania, Arusha:**

Pasteur Samuel Mmasi

3.4. Methods of the public awareness

We used person-to-person awareness, emails, designed and printed materials, T-shirts, banners, posters, brochures, visit cards, letters, flyers, news stories, social network and media. Language tool for effective communication was Kirundi, Swahili, French and English. We also created the campaign named “BECOMING WOMEN, BECOMING A MAN CAMPAIGN” (BWBM), sensitize adolescent girls and women around the motto “AMAGARA ARUTA AMAJANA” which means Life and health, a very important wealth than everything.”

3.5. Effectiveness and necessity of Awareness campaigns on LPVL workshops topics

Awareness campaigns helped to spread information and message.

- ✓ Helped to deliver key Information to the people,
- ✓ Introduced to people about Thare Machi Education lessons in Kirundi,
- ✓ We clarified our goal, methods and importance of attending our workshops
- ✓ We increased numbers of NGOs which need to use TME DVDs
- ✓ Local authorities in Government office are aware about TME Kirundi program
- ✓ University Clubs and college groups were created and empowered
- ✓ Many people wish to volunteers with ASASS to help run campaigns
- ✓ We collected many recommendations:
 - Request to create a grant in ASASS to support national NGOs which received TME Kirundi DVDs to cover costs: Materials for workshops, basic communication fees via internet and telephone cards, basic transportation facilities and educational materials costs (projector, TV screen, generator motor, Flip shirts, book notes, pens, etc).

VIEW OF ASASS BURUNDI PROVINCIAL REPRESENTATIVES

1.ASASS BUBANZA



FUP /GL mean United Women for Peace in Great Lake Region is Women Deptmt of ASASS asbl. Members of FUP/GL are active in culture of Peace.

Started and Registered by Deputy-President of ASASS asbl, today FUP/GL is led by Madam Kaze Ariane and at Muzinda district in Province of Burundi, FUP/GL lead Peace projects in enter province.

Madam KAZE Ariane

2.ASASS GITEGA



ASASS GITEGA is a made possible by faculties of Asman Ntiranyibagira, a valuable volunteer and Provincial Representative, who is also president of “TUJEHAMWE” non-profit association which can be translated “BE TOGETHER”. He has been receiving ASASS small grants to run ASASS activities in Gitega since 2016. ASASS Gitega Program on Farmer Cooperative is a priority. It goes with foods production, Business training and ASASS GITEGA Village Association of Saving and Loans (VASL) Group for economic empowerment of 25 women and young adults. Help ASASS achieve that plan. They viewed “PLANTING TREES IS GOOD”, “they want to plant 1,000 trees, apply their skills and manage their GARDEN, You can give seeds to ASASS’s VASL groups in Mpanda, Bujumbura, and in Nyanza-Lac.

3.ASASS CIBITOKÉ RUGOMBO



Since 2015, Association ASASS asbl works in CIBITOKÉ, with Apostle Roger Tubanyembazi, CEO and President of Association Montage Eclairée et d'Aide de la Population (MEDAP), a non-profit association with office in Bujumbura at Mugha Commune of Zone Kanyosha. ASASS CIBITOKÉ Program has been empowering more than 600 people via DVDs lessons view, including members of religious organizations. In ASASS asbl, Roger Tubanyembazi Facilitates ASASS’s National and Regional activity on Training pastors, evangelists via ASASS asbl’s program for Transforming Lives and Raising Leaders in Sub-Saharan, Great Lake Region and East African Community, Burundi, Tanzania, Uganda, Kenya, and DR.Congo. From his office in Kanyosha, Roger Represents ASASS asbl and coordinates our activities on Family Leadership and Home Child Care.

4. ASASS MAKAMBA



Started in Nyanza-Lac district, ASASS asbl Makamba Local Representative is Mr. Innocent. ASASS Nyanza-Lac activities of 2016 with 25 women Village Association on Saving and Loans (VASL), introduced the members to interactive DVDs and trained them on two lessons “Planting trees is Good” and “Making Compost”. Innocent joined ASASS asbl in 2017 with desire to follow-up ASASS Nyanza-Lac VASL group, to learn and empower them with economic skills. He volunteered much in 2017 to develop ASASS Makamba plan with a branch in Nyanza-Lac commune. Innocent is in process to make ASASS Nyanza-Lac a vibrant charity, to help let authority recognize his project in Nyanza-Lac. He was assessed and meets ASASS Volunteer criteria. He has submitted his proposal and ASASS NYANZA-LAC will plant a centre for adult’s education, alphabetization, business training and day child care. ASASS envisages opening farmer’s cooperative with nursery classroom there.

5. ASASS BUJUMBURA



After helping people with health care and social services needs in Buterere via Buterere Community Development Centre (BCDS), ASASS opened a day-care and kindergarten and primary school programs, one in Kamenge and another in Buterere, for the children and their parents in the North of Bujumbura Province. ASASS asbl had no ambition to establish offices in the towns as a grassroots-based small charity, but its actions were opened and help youth, children and families in various needs and disabilities in communes of Bujumbura. In 2006 ASASS helped people with mental illness in Bwiza. Saved lives, trained Kids via Jeancka School 2010 and saved lives of patients via Kanyosha Community Health Centre (KCHC) project. Today ASASS help and inform more than 8000 children in more than 13 private schools via DVD view of lessons, coordination of Executive, collaboration with Diane Dusabe, school coordinator in north and Director of Technical Commission led by Firmin Manirakiza.

6. ASASS BUJUMBURA RURAL



ASASS asbl is proud of ASASS Bujumbura Rural program Facilitator, a change maker, Leonidas Nzigamasabo. He worked with ASASS in a project of campaigns by mobilised youth and NGOs via World Merit, an organisation he represents in Burundi, to implement ASASS awareness and workshops in schools and cooperatives. 40,000 people in Bujumbura rural, at Gitaza Lycee, were trained via DVDs programs on sexual and reproductive health

STEP4. Received and distributed TME Kirundi DVDs

We appointed volunteer to go to Postal office to pickup DVDs sent by TM from UK.

- TME shipped good quantity of DVDs, but they were insufficient,
- ASASS had big number of NGOs and leaders who needed the DVDs. But we did not get enough DVDs.
- The problem of shortage of DVDs needs to be ended.
- If the shortage of TME Kirundi DVDs persists, people will die by preventive disease, HIV/AIDs, hunger, malaria, poverty, malnutrition, etc. And ASASS will fail to its goal to show them to more than 500,000 viewers by 2021.
- We also faced problems of receiving DVD later due to postal arrangement or shipping issues and customer duties in postal office.
- The quantity of DVDs we received was not sufficient. Only 4 provincial representatives received DVDs, but in those provinces there are many sub-Collins which were not also covered.
- Furthermore, there is a growing number of DVD demand in other many provinces of Burundi and in East African Community and great Lake Region.
- Using the shipped TME DVDs it cannot help to solve health and development problems in Burundi.

Therefore we have a new suggestion

4.2. To establish a studio for duplication and distribution of DVDs

- ✓ Duplicate and distribute TME DVDs in our Burundi and in other country,
- ✓ Use the studio to engage volunteers to achieve other tasks
- ✓ Facilitate access to learning materials ,
- ✓ Distribute educational materials : booklets of TME Burundi reports, photos, etc
- ✓ Create public library of DVDs, book and educational materials for kids and adults
- ✓ Promote arts and culture of learning per view and listening, (LPVL)
- ✓ To spread awareness on health and education for sustainable development in the region through TME DVDs in many Languages of the world

4.3. Studio for duplication and distribution of TME DVDs

We started establishing “**LEARN PER VIEW AND LISTENING MULTIMEDIA STUDIO**” to duplicate and distribute DVDs and other education materials resources which will be used by TME Burundi in public awareness and workshop. Why this service is needed?

- Duplication of DVD enable us to have enough DVDs and other materials,
- Reduce DVD costs related to shipping, post services, taxes, duties customer
- Save many that can be expensed in the high expensive duplication services
- Use our studio is less expensive option than paying company to duplicate for us
- ASASS has big number of NGOs and leaders who need more DVDs,
- We can never get enough DVDs to distribute if we use shipping or paying duplication service in a company
- Installing our small studio we avoid time constraints

To complete this process of installation we need following equipments and materials:

Needs

1. Purchase of Duplicator DVDs

A duplicator will be used to make copies of DVDs used in learning Per View Workshops activities of Thare Machi Education Burundi programme. To buy our DVD Duplicator is one option to avoid continuing paying fees for TME Kirundi DVD duplication. Duplicating DVDs services in Burundi is high cost service. In our studies, **to duplicate a DVD in other services of Bujumbura, the lowest price is 3500 BIF about £1,5 GBP per a DVD** (based on today currency). If we purchase this machine TME Burundi program will save money for next duplication needs to be used in distribution.

2. Desk Top Computer

We will buy a Desktop Computer, Intel Core i5-3470 3.2GHz Quad-Core, 8GB RAM, 500GB SATA, Windows 10 Pro 64-Bit, USB 3.0, Display Port. This will be used by a volunteer graphic designer for public awareness: Flyer, brochures, covers, Reports, photo editing, printing. We have been delaying to send reports because of lack of computer for this program.

3. Purchase Studio Monitor

Studio Monitor will help to record high quality audio products for awareness purpose and workshops presentation, interview, dialogue with journalists, etc. This studio equipment is a pair of KRK RP8G3- ROKIT 8 Generation3 Powered Studio Monitor with cables XLR to XLR18ft ea. The monitor will help to work on recording voice, or sound..

4. Studio Microphone and sound card

A studio microphone and sound card will be used to be used in audio recording department of the audio. We envisage big campaigns and workshops we will need the treatment of audio or vocal sounds as we need to

focus on family (FOF) leadership and home child care awareness through audio and DVDs.

5. Purchase new DVS materials

In order to start burning DVDs of TME Burundi, we will buy new DVDs to use.

6. Room for a studio

We will use a rented room. We will need to deposit 3 months fees, and continue paying one month fee.

7. Camera Nikon D3200

A professional camera, a 5D MARK III CAMERA IS PREFERRED is needed. But, meantime Nikon D3200 will be purchased as contribution of ASASS to provide basic quality image to report about our works with ME Burundi. We can also use camera to train volunteer in reporting department. During these 6 months we faced problem of lack of professional camera (VIEW OF CURRENT PHOTOS, WE EXCUSE OURSELVES FOR BAD QUALITY OF IMAGES).

8. Guardian and Studio manager Fees

The studio needs two personals. They will be recruited.

Fabien Hakizimana

He is a professional sound engineer expert in audio recording and production service. He is expert in using software like Cubase 5, Fruit roots Studio and others voice Over software for a studio. Fabien will be manager studio of ASASS. He will also care activity of DVD duplication and Languages translation. Fabien is a pastor, and then a vocalist singer, leader of Ministries of Workshop and Praise in ASASS youth Department.

Johnson Prince Nshimirimana

This is a highly experienced in DVD services in Burundi. Johnson is a Journalist in youth radio station. He has bachelor's degree in Communication. He was young man trained by ASASS; he will work in studio. He will work for ASASS in Media to help Fabien to duplicate many DVDs s possible.

9. Services of this studio

- ✓ DVD duplication
- ✓ Voice over /audio recording, production, sound engineering,
- ✓ Languages Translation Service
- ✓ Photography
- ✓ Design: Cover, Flyers, Brochures, banners,
- ✓ Editing photo
- ✓ Printing service,
- ✓ Training
- ✓ Distribution of DVDs and other educational materials

SHARE OF CONTRIBUTIONS	
TME UK'S CONTRIBUTION	ASASS BURUNDI'S CONTRIBUTION
✓ Buy a duplicator machine ✓ Desk top computer ✓ KRK Monitor for Studio ✓ Guardian fees	✓ Studio Sound Card ✓ Studio Microphone ✓ Cubase setup software ✓ Nikon D3200 Camera ✓ Studio manager fees ✓ Photographer & graphics designer ✓ Volunteer to work in distribution unit ✓ Cover costs of electricity and water ✓ Pay a technician user of a duplicator machine, sound engineer, ✓ Buy All-In-One-Printer ✓ Pay a technician for installation ✓ Fees for room of studio ✓ Software fees ✓ Purchase New DVDs material ✓ Studio manager fees

NOTES: Find attached estimated cost related to Duplication of DVDs. Check TME contribution required and what ASASS will contribute.

**“LEARN PER VIEW AND LISTENING”
TRAINING WORKSHOPS**

Total Viewers of TME Kirundi Lessons

TOTAL

**30,832 people
viewed TME Kirundi
lessons**

From August 1st 2017 to February 1st 2018

VIEWERS SUMMARY

Workshop Localization, number workshop sessions and total viewers

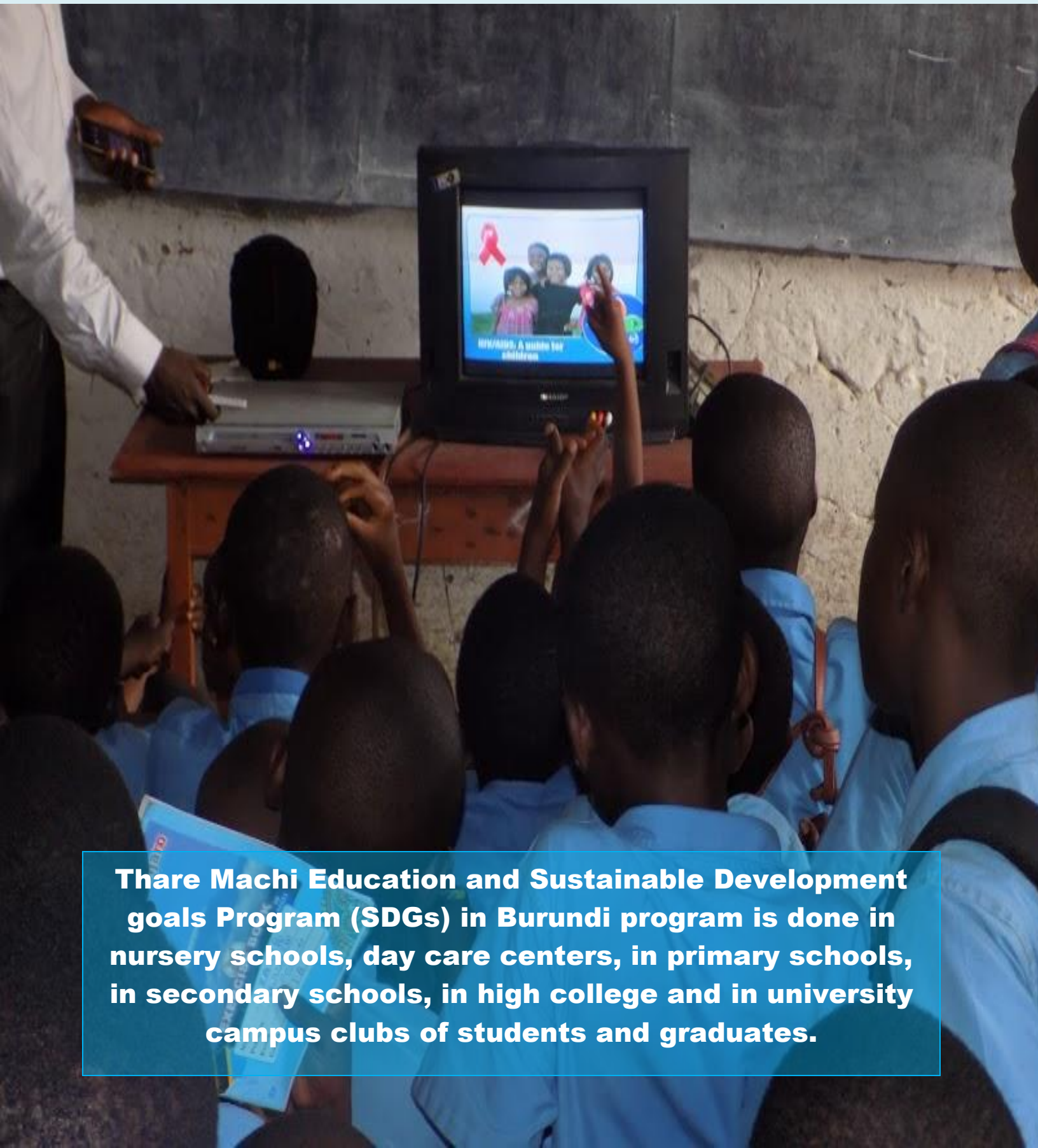
PROVINCE	NUMBER OF SESSIONS	UNIT OF VIEWER PER SESSION	TOTA VIEWERS
BUJUMBURA	13 sessions	805 person /session	9,652 viewers
BUBANZA	4 sessions	2167 persons/session	8,668 viewers
CIBITOKÉ-RURAL	3 sessions	2234 persons/session	6702 viewers
GITEGA	2 sessions	2905 persons/session	5810 viewers
TOTAL	22 sessions of workshop		30832 viewers

Province and commune names and number of viewer with list of lessons

Our viewers came from different communes of Bujumbura, Cibitoke, Bubanza and Gitega. Check the name of communes, and numbers.

PROVINCES	COMMUNE	NUMBER OF VIEWRS	LESSONS
BUJUMBURA	Gihosha	3021	Avoiding malaria, safe water, HIV/AIDS :Guide for children, Becoming women
	Kamenge	3041	
	Buterere	2222	
	Kanyosha	1368	
		9,652 viewers	
II.CIBITOKÉ	COMMUNES		Avoiding malaria, safe water, planting trees is good,
	Mugina	2340	
	Murwi	2653	
	Buganda	1709	
		6702 viewers	
III.BUBANZA	COMMUNES		Be aware of landmines (A CD of French version were used), Avoiding malaria, and planting trees is good.
	Bubanza	2598	
	Mpanda	1691	
	Rugazi	4379	
		8,668 viewers	
IV.GITEGA		3600	Becoming a women, Becoming a man, Safe Water
		2210	
		5810 viewers	
TOTAL OF VIEWERS		30,832 people viewers of Lessons	

1. In the schools



Thare Machi Education and Sustainable Development goals Program (SDGs) in Burundi program is done in nursery schools, day care centers, in primary schools, in secondary schools, in high college and in university campus clubs of students and graduates.

2. Learn Per View and Listening Workshops in Hospitals, clinics, Medical and Health care Centers.



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Thare Machi Education Burundi programs in ASASS nonprofit, promote Water, Hygiene and Sanitation Education (WASH) in HOSPITALS, CLINICS, MEDICAL AND HEALTH CENTERS to train nurses, staff, and cleaners on basic hygiene lessons and through several modules and



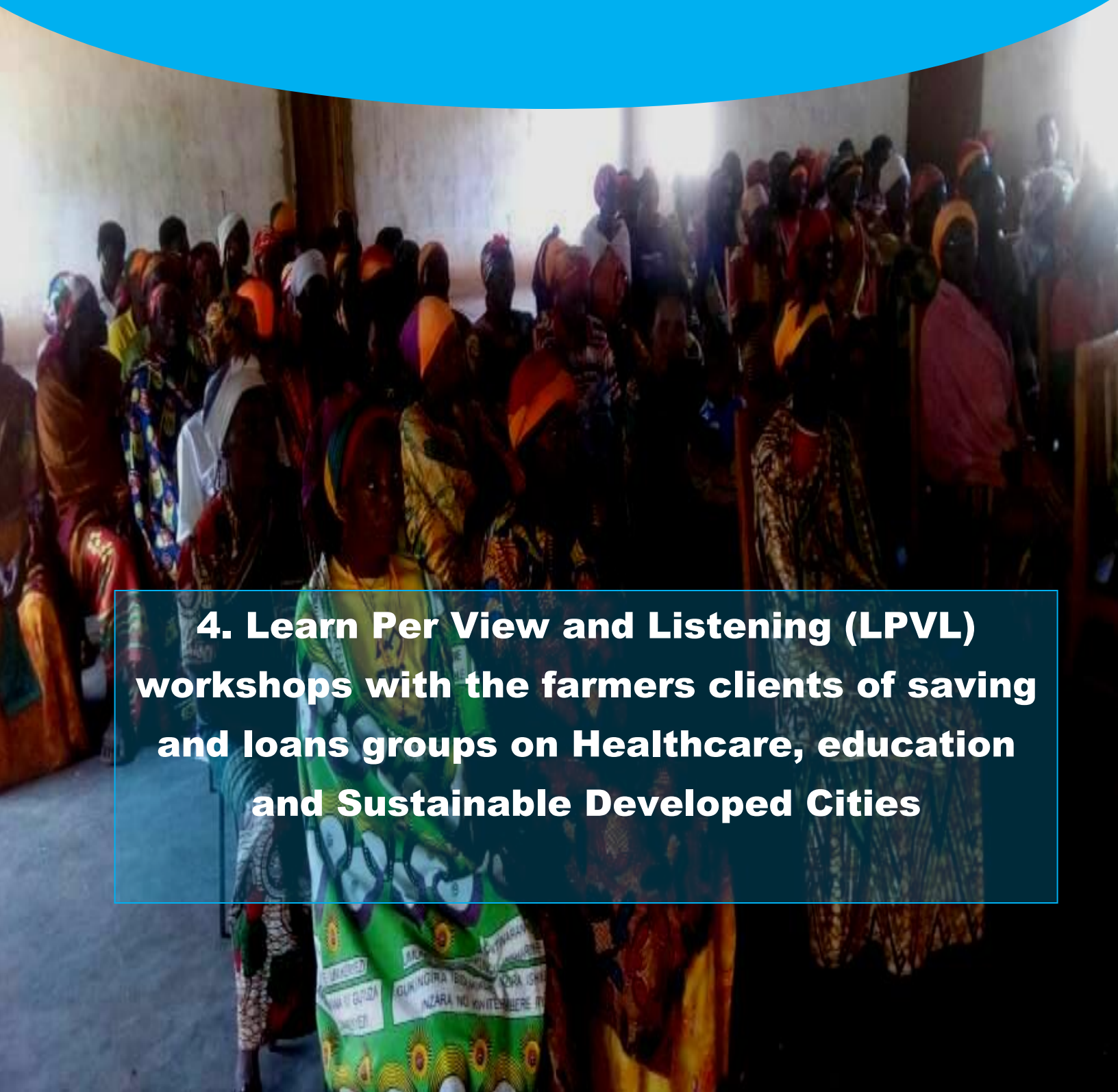
Internship students, nurses, medical staff and patients benefit from Thare Machi Education Burundi Learning Per View and Listening Workshops (LPVL) in Hospitals.

3. Learn Per View and Listening Workshops in Community Teaching and Learning Centre



ASASS non-profit has introduced Thare Machi Education and Sustainable Development goals (SDGs) projects in Burundi Learn per View and Listening in National Youth Centers.

4. Learn Per View and Listening (LPVL) workshops with the farmers clients of saving and loans groups on Healthcare, education and Sustainable Developed Cities



**4. Learn Per View and Listening (LPVL)
workshops with the farmers clients of saving
and loans groups on Healthcare, education
and Sustainable Developed Cities**

5. LPVL workshops with Farmers Funds for Saving and Loans Group on Agribusiness and Income Generations Business for Access to Loans for Health Care, Education and Habitat for Sustainable Developed Cities

Making compost and Planting trees is good DVDs Lessons were viewed in workshop with Farmers clients of microcredit groups named “Amagara Amagara Aruta Amajana” Funds for Solidarity with Families for Parents and Youth on Agribusiness and income generation business for access to loans for Health, education and Habitat for Sustainable Developed Cities. Few students, the representatives of university campus club and colleges groups attended the activities. The families without lands and access to formal financial services also attended the trainings as the women chief of families and guardians of orphans, vulnerable children (OVC).

Workshops focused on **Agribusiness and Income Generation businesses as a sustainable employment options for access to loans for healthcare, education and habitat for Sustainable Developed Cities of families for parents and youth.**

Those workshops were organized because most of Burundi’s 10.4-million strong populations survive as subsistent farmers. Unfortunately, only 33% of the county’s land is actually arable. This means that an individual family’s farming space is incredibly limited. If something were to happen, they might find themselves in a situation they can’t get out of.

Knowing that Young people and Women from the ages of 14 to 35 years in Burundi consists a category of people which need attention in term of active participation in social and economic development and unemployment reduction, ASASS sensitized, empowered and developed small 32 groups of 25 members in Gitega, Bubanza, Bujumbura, Cibitoke Rugombo, and Makamba in Nyanza-Lac. Village Association of Saving and Loans (VASL) group is designed to give them the support network they need to ensure that they not only have food security, but are also less vulnerable to the unexpected gender issues, sexual and reproductive health and rights matters.

Youth and women in the targeted ages in Burundi are most likely to be at risk of early marriage, sexual exploitation and early pregnancy. Yet, the rate of unemployment for young people in Burundi is high. The vast majority of the labour force in Burundi is engaged in subsistence farming, but many young people do not see agriculture as a “career choice” that can lead them out of poverty.

Before the campaign, Misigaro, a young lady in Bubanza, said that in their village, agriculture is viewed as another kind of poverty. No rich man or a graduate with the higher degree can sustain his life through agriculture activity as his own job.

Her reason is that few peoples wish to exploit agriculture sector and then farmers remain unemployed and die poor, but a nurse or a trader of cloths can become rich and survive the family, added Misigaro.

Thare Machi Education Burundi Workshops used **PLANTING TREES IS GOOD AND MAKING COPOST LESSONS** to empower them and help to increase their understanding about the importance of farming, business ideas related to agricultures, on how agriculture remains the best option for employment not only in Burundi, but also in Africa and worldwide.

All participants declared they decide to promote agribusiness and income generation businesses as employment option for youth and women in Burundi. Workshops **introduced Family leadership and home child care** and campaign named **“BEMING A WOMEN, BECOMING A MAN”** to promote education of participants on gender, sexual reproductive health and rights (GSRHR). In these workshops they explored topics of lessons “Safer sex for teenagers”, “Traditional Birth Attendant (TBA) or “DVD Ubumenyi K’Umwakirizi”, which is very important skill to give good advice to pregnant women. Pregnant women and nurses with unemployed medical doctors, the young people graduates with degrees and secondary school diploma, were interested by DVD lesson TBA pregnancy skills.



VIEW OF FORMERS IN SAVING AND LOANS GROUP

BENEFICIALS	EXPECTED	NUMBERS	NEEDS FOR THIS GROUP
Tailors	membership	86	2500 Grant for 800 clients of 32 groups to start income business on farming /garden and raising chicken to sell meets and feed family. Profits will be saved on ASASS's VASL Account and be managed in a Pan African bank or in a microfinance cooperative in Burundi. Active members of VASLA of ASASS will ask loan pay medical bills, education of the orphans each member adopted and for their children. They will also request loans to pay career courses for employment or start a business for income.
Women with physical disabilities willing to learn sewing skills and arts crafts	membership	88	
Street traders	membership	63	
Women sellers of foods in markers,	membership	91	
Cloths traders	membership	49	
Beauty salons owners	membership	38	
Owners of transportation business (bicycle, motor)	membership	53	
Families owners of kiosks	membership	67	
Adolescents at risks of dropping-out-university campus and colleges clubs,	membership	86	
Women and girls with need of counselling in sexual and reproductive health and right services and in education.	membership	88	
Farmer/gardeners	membership	91	
TOTAL MEMBERS	membership	800 members	

STRATEGY USED IN THE WORKSHOPS WITH PARENTS AND TEENS

The workshop discussed the essential topics included in the DVDs lessons. Purpose was to improve health-related outcomes for young people and adults as well. Topic included the child marriage; sexually transmitted infections including HIV, unintended and repeat pregnancy. We conducted a 6-month workshop to study by experience (workshops, interview, evaluation texts, recommendations of organisers and attendees and local authorities, etc), the impact of our DVDs in Kirundi, how they are appreciated and if we can collect detailed suggestions to make sure we have a final results of 32 DVDs in Kirundi language.

1 Sexual and Reproductive Health Awareness information:

ASASS newsletter of information and Awareness produced 2 news stories per month which were sent to 200 subscribed to its groups and fans. Feedbacks were productive. Health worker and teachers were motivated to join. Our writer and editor of news stories got the invitation from the schools and colleges. And our team members also going and also participating this program.

On what did we focus on?

The early unintended and repeat pregnancy issues

The DVD lessons use discussion as the high quality and consistently effective intervention strategies. We explore topics and distribute information in DVDs centered on issues around the contraception, peer education, and a mass media campaign. All these workshops and discussion contribute to reduce unwanted pregnancy, contraceptive use is arguably essential. Interventions with direct provision of contraceptive methods worked to increase contraceptive use in a community of Bujumbura, Gitega, Buzanza, etc, increase use and offer more effective methods to contraception seekers and reduce missed opportunities to reach young women following an abortion.

Preventing the spread of sexually transmitted infections and HIV

Many interventions focused on outcomes related to reducing risky sexual behaviors, such as decreasing the number of sexual partners and encouraging condom use. Half of the high quality interventions that significantly reduced STI diagnosis or STI symptoms were mass made during view of lessons in DVDs. We also used ASASS social network, website and Medias to reach many readers and fans. Because of collaborative work with some health centers, ASASS orientated some persons to the Hospitals to do the low-cost and non-invasive HIV test. These interventions have been fruitful to contribute to the public health and enabled workers in healthcare or laboratory to do tests to accurately measure STIs diagnosis and provide a better measure of intervention impact. This is a model of how TME Lessons should be used by others.

Ending child marriage

ASASS started Interactive Learning program in schools in order to prevent early marriage. It is an intervention aimed at returning girls to schools and ensures that school attendance is more advantageous for girls' families than marriage. It is the most common high-quality strategies which need to be supported. Here we come up with recommendations of participants. In order to achieve goals of this strategy, the high-quality interventions and evaluations identified included financial incentives given to families such as scholarships, the provision of school uniforms which are part of the expenses of sending children to school, and buying award materials to distribute to attendees in TME Burundi Workshops when they give a true answer to a question during a discussion or evaluation test.

STRATEGY WE USED IN LEARNING PER VIEW WORKSHOPS WITH PARENTS AND THEIR CHILDREN

Learn Per View and Listening training workshops with women and children took a 'whole family' approach that helps parents and teens to develop trust and mutual respect. In the first hour, all participants enjoy a healthy family introductory lesson together. In the second hour, parents and youth participate in separate sessions where they discussed a range of topics after viewing HIV/AIDS and Safe Sex for Teenagers lessons. In the last hour, all participants came together again for a session where they built on the topics and skills they've explored separately.

(1) PARENTS

- ✓ Learn to understand where their teen is coming from.
- ✓ Improved communication.
- ✓ Find fresh approaches to old problems.
- ✓ Set the stage for positive discipline.
- ✓ Ensured a consistent approach to guiding their teen's behaviour.

(2) TEENS

- ✓ Learning and understanding their parents' concerns.
- ✓ Improved communication.
- ✓ Built social skills in positive behaviour, positive thinking to help them make good decisions that will support their well-being and mental health.

Impacts of LPVL workshops, can you tell us how it helped you?

Collected Feedback 1:

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.

Collected Feedback 2:

LPVL workshop allowed me to express myself, find out more about each other and have fun.

Collected feedback 3:

It is enjoyable program as it provide scene-based on television view learning method as a group focused on family learning with parents and teens, to interact in a positive way, to engage in activities on an equal footing and to participate in thoughtful dialogue on challenging topics.

DIRECT IMPACTS OF DVDS IN AWARENESS CAMPAIGNS AND THE EFFECTIVENESS OF LPVL WORKSHOPS OF TRAINING AMONG THE AT RISK ADOLESCENTS AND VULNERABLE GROUPS.

800 persons out of many others trainees, were sensitized and trained by TME Burundi Learn Per View and Listening workshop. They formed 32 saving and loan small groups of 25 in each and their groups named is: **AMAGARA ARUTA AMAJANA FUNDS FOR SAVING AND LOANS GROUPS OF SOLIDARITY WITH FAMILIES FOR PARENTS AND YOUTH ON AGRIBUSINESS AND INCOME GENERATION BUSINESSES AS A SUSTAINABLE EMPLOYMENT OPTIONS AND FOR ACCESS TO LOANS FOR HEALTHCARE, EDUCATION AND HABITAT FOR SUSTAINABLE DEVELOPED CITIES.** The Amagara Aruta Amajana is a Kirundi word which can be translated like “Health and Life the most important wealth more than everything”. They convened to start **Agribusiness activities and Income Generation businesses in their group and communities. They will start saving profits into their saving and loans funds account so that active members of this Funds will access to credits for health care, education of their children and for building home for Sustainable Developed Cities of families for parents and youth.**

Difference Amagara Aruta Amajana Funds from other microfinance services and funds programs in East African community.

Our innovation products and strategies on leadership in family for parents and youth:

- (1) Health Care Card Gifts
- (2) Loans for Income Generation Business (Small trades or agribusiness)
- (3) Alumni Funds for Employment and sustainable development
- (4) Career Training Scholarships
- (5) Loans for sustainable developed cities

Vision:

One family health on one world

Mission

Focus on leadership for family of parents and youth in Agribusiness and Income Generation businesses as a sustainable employment options and access to loans for health care, education and habitat for Sustainable Developed Cities.

We do it by:

Empowering 800 clients of our saving and loans Groups with business training skills and distributing loans for small income business in agribusiness and small trade activities of members.

PRODUCT 1

“HEALTH CARE CARD GIFT”

TOPIC1:

Health education and saving micro-credits for access to loan for health care

Very few women and youth who attended Learn Per View and Listening workshops of TME Burundi were in good health and they said their kids have very bad health situation. They added family don't have medical insurance. They came up with an idea of a **HEALTH CARE CARD ID GIFT** and they request financial aid from Thare Machi Education so that they can use the health care card gift as their medical card for access to doctor and medicine. They are very poor, can't afford cost of medical consultancy, treatment service and medicines in pharmacies. They have a plan to start an income business to generate revenue and save money in their microcredit account. However, 800 women in 32 groups of 25 members in each don't have capital. They asked if TME UK can fundraise or sponsor ASASS with Health Care Cards ID Gift. We discussed about this project of Health Care ID Card Gift in deep to understand their desire. A Health Care Card Gift whose value is £30 will be owned by a family of 3 persons (2 children and woman manager of a card for a family). 3 persons will have access to quality health care for entire year if someone donates that gift of £30 grants per year. This is what they called Mutuality of Solidarity with Family for Parents and Youth Group for health and education. We have 800 persons who wait for health care card.

I.METHODS FOR CREATION OF A HEALTH CARE ID CARD GIFT:

- ASASS collected Passport photo of vulnerable children and women
- ASASS screened Names and Surnames of 75 vulnerable persons, (women and kids)
- National Identify Card Numbers
- Ages of a beneficial,
- Vulnerabilities
- Number of children

II. FIND A NATIONAL MEDICAL CENTER TO PARTNER WITH ASASS

- ASASS find gift givers of 8 £ annual medical fees
- ASASS submit names of owners of Health Care Card ID Gift to a partner or sponsor of Health care card
- They get regular health care services and access to pharmacy

Find a national Medical center to partner with ASASS

- ✓ ASASS find gift of 8£ annual medical fees from TME
- ✓ ASASS submit names of owners of Health Care Card ID Gift to a partner medical center
- ✓ They get regular health care services and access to pharmacy

Sponsor /donate one health care Card gift to one person to save lives

- ✓ One Health care card cost £30 per year and per a family of 3 persons

Total of people looking for a Health care card Gift in 2018

- ✓ In 2018, ASASS needs 150 Health Care Cards Gift, this is £45000

SITUATION OF BENEFICIAL OF HEALTH CARE AID	NUMBER OF GROUP AND TOTAL MEMBER	TYPE OF GROUPS	UNIT OF COST OF A CARD	TOTAL OF NEEDED MONEY FOR HEALTH CARE CARD
150 poor women and children with emergency need of health care aid.	6 solidarity groups with 150 members	Farmers micro-saving and loans groups on Health, education and development	£30 per year for a family of 3 persons (2 children and a women manager of card)	£4500 per year for 50 people are in need of Health Care card Gift

PRODUCT 2

“LOANS FOR INCOME GENERATION ACTIVITIES”

TOPIC1:

Health education and saving micro-credits for access to loans for income business and agribusiness activities with family and youth was discussed. £30 loans per person will be offered to a group of 25 farmers or small traders. This will be £750 per a group of 25 entrepreneurs' farmers or small traders. At the end of 2018, 4 groups and be granted. We need £6000 to grant 4 innovative agribusiness projects. Our Funds can grant a project on foods growing, Income business like Restaurant, Food Story Market, Cloths stories, public transportation, web money remittance and mobile payment business, public transportation business, foods processing and trades, tailoring, dairy farming, poultry, Bee keeping, art and craft, fruit tree project, agriculture and carpentry will be established to avail revenue to the implementing team to be used to sponsor other children. Our funds will ensure a Sustainable Livelihoods through youth and women groups on economic empowerment activities.

PRODUCT 3

“CAREER TRAINING GRANTS AND SCHOLARSHIPS”

Sponsor a student, one a time.

Sponsor one student a time, give him chance to employment opportunity. Our online certificates in career courses are free, but a student in 8 week certificate has to pay £96. The £96 fee covers certificate, application processing, educational software, resources materials; course development and program administration costs. Our first online class target 50 students, unemployed graduates with master or bachelors' degrees, out-of-schools students with secondary school diploma, young professionals and adults who need career certificate, especially members of African university clubs and college groups, to be admitted in our online 8 weeks programs from Burundi, Tanzania, Kenya, Rwanda, DR. Congo, and Uganda. Our online teachers are volunteer experts provided by United Nations Volunteering Organisation (UNV). But, students in developing countries, being poor students they cannot afford costs of career training. ASASS's career training will work through donations of £96, the sponsor for one student. Donations from supporters are made directly to TME in UK. Your donation will enable one student to follow online career course at the low-cost price. Career training program was developed because ASASS face real shortage of the trained staff and other human resources to work in some project or on posts. Since 2016, ASASS started using TME Kirundi DVDs and we have an increased need trained staff because we partnered with national and regional NGO in developing world, in East African Community (EAC) and great lake region (GLR), especially in Burundi, we work in collaboration with hospitals, medical centers, day-care centres, nursery schools, orphanages, primary schools, and social services centres for short-term and long term care of People with Disabilities (PWD) and persons with mental illness.



School of Travellers Scholars ©Photo Alumni ASASS Burundi 2007

We need alumni with certificate in health care aid, accounting, book keeping, medical office administrator, community support worker, secretary, public speaking, event management, photography, Arts and in design, patient service associate, customer serve, early childhood educator and assistant. Together we need the trained staff and human resources with a diploma in careers programs. Alumni in Burundi will be placed in an internship in Thare Machi education programs.

CAREER COURSES

Careers training and adult's education

Through the generous scholarships donated by a philanthropic to the Hecleadoritaci University Foundation, a non-profit, grant making foundation opened for universal access to post-secondary education scholarship, career training grants and funds alumni enterprise for zero poverty and zero unemployment international program registered with ASASS non profits,

We started 8 weeks career training students locally on certificate program as part of our two semesters (12 month) career training program in our teaching and learning management centre JOHN AND ELIE UNIVERSITY CAMPUS (JEU CAMPUS), a bilingual, Africa's first, tuition-free, private, not-for-profit care training and adult's education centre, built on four models: (1) advancement of African career potential, (2) early child care and adult's education, (3) online courses teaching and learning management system, (4) reputation as international independent university campus club and college group empowerment centre of Liberal arts and designs, health, business, sciences and technologies to meet the vocational and intellectual needs of adult students in developing countries and immigrants worldwide through two semesters (12 months) to 3 years diploma for employment. The 8 weeks certificate careers courses were offered to 11 members of Africa-international independent university campus club and college group empowerment centre in 1) ARTS AND DESIGN, IT & COMPUTER, SCIENCES, HEALTH CARE AND BUSINESS MANAGMENT. This year, our career training for certificate and diploma in professional programs are adapted training and adult's education course developed and adapted to the grants of our 3 years project funded by Thare Machi Education (TME) UK.

We have partnered with Spain-based Technology Foundation and has developed a website for our new university Foundation Program. We will link to it our career courses here at this [website for university foundation](#) To add online professional courses and link to scholarships for post-secondary and professional careers skills course to train staff and other human resource to work with us in TME Burundi programs and in other projects.

ASASS non-profit faced problem of shortage of the trained staff and other human resources to work in some project or on posts, to run awareness campaigns, health education workshops, office administration, book keeping, accounting, secretary, public speaking, event management, photography, Arts and in design. Furthermore, since year we started using TME Kirundi DVDs, ASASS increased number of local partners—We worked in collaboration with local schools, medical centres, religious NGOs, hospital, orphanage and social services centres for short-term and long term

care of People with Disabilities (PWD) and persons with mental illness. In term of staff and human resources, those partners have similar need of trained persons. Together we need the trained staff and human In many countries of developing world, in East African Community (EAC) and great lake region (GLR), especially in Burundi.

I.HEALTH CARE:

Studying in one of our many Healthcare programs at Jeu Campus for teaching and learning careers and adult's education is a great way to kick-start a new career in one of the fastest-growing sectors in the economy. With East African community and great lake region facing the same aging demographics as the rest of Africa continent, healthcare workers are needed to staff all levels of the system. Our various healthcare training courses in Jeu Campus centre for teaching and learning Management – offering both diplomas and certificates – will train you for in-demand careers with a future. If you're looking to gain an additional certification or are interested in changing careers, Jeu Campus centre for teaching and learning Management's healthcare programs are the perfect place to get hands-on training. Certificate will make our trainees to qualify to work with Thare Machi Education Program which is a great way to kick-start a new career in one of the fastest-growing sectors in the economy. Healthcare workers are needed to staff all levels of the system. So, participating in online learning, health course will prepare student for in-demand careers with a future. If you're looking to gain an additional certification or are interested in changing careers, Apply for career to get your healthcare career certificate to use it in Health education programs which is required in Thare Machi Education DVDs view workshops in your village:

ADDICTIONS & COMMUNITY SERVICES WORKER

COMMUNITY SERVICES WORKER

ADDICTIONS RECOVERY SUPPORT FOR YOUTH AND FAMILIES

CHILD & YOUTH SERVICES WORKER

MEDICAL LAB ASSISTANT/TECHNICIAN

MEDICAL OFFICE ADMINISTRATOR

PERSONAL SUPPORT WORKER

PHARMACY ASSISTANT

PHYSIOTHERAPY ASSISTANT - OCCUPATIONAL THERAPY ASSISTANT

II. BUSINESS

A career education in business will take your career to the next level. Change the course of your life by training at Jeu Campus centre for teaching and learning Management's Business programs. You can earn a diploma or certificate in business sectors such as business administration, accounting, finance, or management. The skills you learn in your business program can be applied to almost any industry or field of study. Explore the listings below to learn more about our business programs. Our admissions representatives can help you choose the right career path in the following programs:

ACCOUNTING & PAYROLL ADMINISTRATOR
ACCOUNTING ASSISTANT/BOOKKEEPER
BANKING AND FINANCIAL SERVICES
BUSINESS ADMINISTRATION
BUSINESS MANAGEMENT
COMPUTER BUSINESS APPLICATIONS SPECIALIST
EVENT MANAGEMENT
OFFICE ADMINISTRATOR - EXECUTIVE
OFFICE ASSISTANT
SOCIAL MEDIA MARKETING
SUPPLY CHAIN MANAGMENT

III. ART AND DESIGN

Got a flair for creativity? Want to work in an industry that's constantly on the cutting edge of visual technology? There's a growing demand for creative professionals who also possess a solid technical foundation and well-honed professional skills. Because the Art & Design programs at Jeu Campus teaching and learning centre are designed with input from key employers within the industry, your program will prepare you for a successful career in one of Burundi's most exciting and creative employment sector You'll acquire a strong foundation in creative studies like drawing, colour and design, along with hands-on training with the most innovative and up-to-date software used in the industry. If you've got a strong desire to build marketable design skills that are relevant in today's hottest industries, then Jeu Campus centre for teaching and learning Management is for you. You'll acquire an expansive understanding of issues and trends within the industry and you'll develop the skills and practical knowledge to build a successful career that's fuelled by your own creativity.

AVAILABLE PROGRAMS

3D MODELING ANIMATION ART AND DESIGN
COMPUTER-AIDED DESIGN AND DRAFTING SPECIALIST
GAME DEVELOPMENT AND DESIGN
GRAPHIC ARTS SPECIALIST
GRAPHIC DESIGN

IV. TECHNOLOGY

A career education in technology is the first step towards your dream job. Begin your career as an IT professional through Jeu Campus teaching and learning centre's Technology programs. Earn a diploma or certificate in a variety of information technology programs including web development, network and database, computer business applications, internet security, and computer programming. These technology programs are suited for students who are interested in pursuing a new career path or upgrading their skills at a technology career college.

AVAILABLE PROGRAMS

INFORMATION SYSTEMS SUPPORT SPECIALIST
NETWORK & DATABASE ADMINISTRATOR
NETWORK & DATABASE ADMINISTRATOR WITH INTERNSHIP
NETWORK SYSTEMS ADMINISTRATOR
NETWORK SYSTEMS ENGINEER

EARLY CHILDHOOD EDUCATION

You can count on Career to get the skills and knowledge you'll need to get started in a rewarding career in Early Childhood Education. You can make a difference in your own life and in the lives of young people. Get started on the path to a great new career as an TME Mentor! You will be asked to use your certificate to Train Teachers of Early child day care centres in your area and Headmaster of child schools which use Thare Machi Education DVDs in your country. Is not a good job? Here are topics:

- ✓ Early Learning Child Care Certificate topics:
- ✓ Child Growth and Development,
- ✓ Language Development,
- ✓ Health, Safety, Nutrition, and Well-Being,
- ✓ Theories of Child Development,
- ✓ Introduction to Program Planning,
- ✓ Philosophies of Play, Early Literacy,
- ✓ Art and Early Learning,
- ✓ Guiding Child Behaviour,
- ✓ Communication and Stress Management,
- ✓ English,
- ✓ Addressing Needs of Out of School Care Children,
- ✓ Introduction to Computers,
- ✓ Introductory Field Placement Seminar, Field Placement,
- ✓ Education assistant.

COSTS FOR CAREER CERTIFICATE

NEED	DETAILS	COSTS
Program development and administration	Administration cost	£70
	3 staff	£200
	Consumable	£70
	Office room	£170
	SUB-TOTAL	£ 510
Website costs	web template, LMS and features	£90
	Tools integration, development,	£50
	Adding courses, updating	£30
	Annual hosting fees	£30
	SUB-TOTAL	£200
Application professing	Application Processing	£70
	Relations with students	£14
	Forms design	£7
Training Materials & development	Courses development,	£30
	Educational resources	£25
	Curriculum integration in web	£30
	Translation service	£16
	Licensing curriculum	£12
	resources duplication	£23
	Library	£6
	SUB-TOTAL	£142
Certificate	Design	£14
	Print	£15
	Delivery	£11
	SUB-TOTAL	£ 40
Communication	Internet data	£43
	Telephone	£25
	SUB-TOTAL	£68
TOTAL		£960

Please make donation to TME for sponsoring a student in Burundi.

You make your student proud; open him a gate to employment. Your student will be admitted in 8 week career training at JEU CAMPUS.

GENERAL ADMISSION CRITERIA IN CAREER PROGRAM

CHECK THIS FOR ADMISSION

- ✓ You must choose a desired certificate program of study,
- ✓ Admission fees for your 8 week certificate course are **£96**.
- ✓ In order to be admitted to the graduate certificate program for professional development, **you must have earned a bachelor's degree.**
- ✓ In order to be admitted to **professional certificate for adults**, students are required **to successfully have Secondary School Diploma or African high school grade 12 or equivalent or a mature student.**
- ✓ Pass an entrance assessment administered by JEU CAMPUS or the partners foundation,
- ✓ Be interviewed in detail regarding interest in the field

TAUGHT TOPICS IN THE WORKSHOPS

1. Be aware of Landmines Course

United Women for Peace in Great Lake Region, or Femmes Unies pour la Paix dans la Region des Grands Lacs (FUP/GL) in Bubanza Province, hosted “ 16th Days of activism for prevention of armed violence Against Girls and Women”



In Bubanza Province, 8,668 viewers “BE AWARE OF LANDMINDS LESSONS” were sensitized about sexual violence and on topics of TME Kirundi Lesson. The 16 days of activism against gender-based violence is a campaign that began 26 years ago. The campaign

begins on 25 November (International Day for the Elimination of Violence against Women) and ends on 10 December (International Human Rights Day). The central theme of the campaign was "Real men do not need guns. End gender-based violence"

Activities planned

The following activities have been planned:

- ✓ Introduction to the Learning Per View Workshops on DVD lesson, " BE AWARE OF LANDMINES"
- ✓ Collection of testimonies of women victims of domestic armed violence;
- ✓ Broadcast interviews on the problem of the proliferation and misuse of small arms and light weapons on the radio station of Kamenge youth center; the radio "La Colombe";
- ✓ Demonstration march on the disarmament of men recognized as armed and violent.



ASASS BUBANZA REPRESENTATIVE, KAZE Ariane, president of FUP-GL

Promote the behaviour of breaking the silence on the sexual violence undergone through the collection of testimonies of the women victims of the domestic armed violence.



Allow widespread dissemination of the problem of domestic armed violence due to the proliferation of weapons. To do so, the ladies and women did a Radio interview on the issue of the proliferation and misuse of small arms and light weapons on the radio of the youth center KAMENGE, the radio "La Colombe"



BE AWARE OF LANDMINS Lesson, is all about how ladies and women in Bubanza are going to address peace "AMAHORO" and Sexual Reproductive Health in ASASS non-profit, added President of FUP/GL in red skirt with "O" paper.

MAKING COMPOST AND PLANTING TREES IS GOOD LESSONS

- Farming as a sustainable employment option for youth and women in urban and rural areas of Burundi.



ASASS was promoting TME DVD lessons in religious organization for its fellows. The church and Ministries leaders were so proud to use the DVDs. Roger Tubanyembazi; ASASS Cibitoke Rugombo Local Representative hosted workshops in Cibitoke. The churches were interested in topics for promoting agriculture and environment preservation. Making compost and Planting trees is good DVDs Lessons View Workshop were organized adolescents, (students in university, colleges and unemployed graduates) and for families without lands and access to formal financial

services, the women chief of families, formers of Village Association for Loans and Saving Groups (VALS). LEARN PER VIEW DVDs WORKSHOPS in Village Association of Saving and Loan Groups (VALS) of ASASS non-profit in Cibitoke Rugombo.



ABOUT ASASS

Association pour la Solidarité et l'Assistance Socio-Sanitaire (ASASS) in acronym, is a Burundian non-profit, non-governmental organisation which supports grassroots education, health, hygiene, rural development and sustainability initiatives in East African Community, Burundi. Since 2006, ASASS asbl has become the most important and most complete non-profit which provide health and social services to families and offer global care to orphan, vulnerable children (OVC), people with disabilities, mental people and the various groups with particular needs. It has Executive Committee charged with Management of ASASS and a general Assembly orient the Executive Committee.

VISION

One Family on One World

MISSION

Saving life & transforming experience of less fortunate people into sustained family,

Goal and Objectives

ASASS asbl carry out activities covering the national territory with pilot programs in 7 Provinces of Burundi. It intervenes much more in the United Nations 17 Sustainable Development Goals (SDGs) , particularly in:

- Objective 1-End poverty,
- Objective 2-Zero hunger and Malnutrition,
- Objective 3-Good Health, Social and Family Welfare,
- Objective 4-Quality Education.
- Objective 5-Gender and Equality,
- Objective 6-Clean Water, Hygiene and Sanitation,
- Objective 8-Decent Work and Economic Growth,
- Objective 11. Sustainable Cities and Communities,
- Objective 17-Partnership for Rural Development,

ASASS STAFF TEAM IN EAST AFRICAN COMMUNITY (EAC)

Responsibilities of the teams in Burundi, Tanzania, Kenya, and Uganda programs and activities are closely supervised by dedicated teams of on-site staff. Each staff in each country is made by the qualified persons, holders of degree in business, social and human services or related fields. ASASS non-profit is working in cultural and languages of East African region and of international communities, English and French. All of our team members in Burundi, Tanzania, Kenya and Uganda have expressed compassion and they desire to help throughout their local community and NGOs. Therefore ASASS non profit can achieve its vision “ONE FAMILY ON ONE WORLD” by viewing its EAC program in Burundi, Tanzania, Kenya and Uganda as solution brought to the local people and community by the Local Representative (LR) appointed in their Country, Provinces, district, and in each village by Executive Committee in accord with general assembly. ASASS non-profit and its programs are coordinated under support of Board of Directors, Officer of Technical Committee in an amazing small team of 5 dedicated peoples in Executive committee (EC), with guidance of Ewan Martim, director of program development, who designs and review programs and provide supports to local team on leadership needs. The Executive Committee is composed by:

Founder and President,
Jean Claude Kamwenubusa

Vice-President
Madame Yvette Citegetse

Executive Secretary
Dr.Aimable Ndabereye

Treasurer
Telesphore Niyokindi

Executive Coordinator, Director of Technical Commission
Firmin Manirakiza

TANZANIA



The Executive Committee of ASASS in Burundi has screened Sawil Pax Upendo Academy to serve as ASASS Tanzania Programme Representative from 2018. ASASS Tanzania Representative Team with SAWIL PAX UPENDO ACADEMY will save necessary funds to provide a better quality of life for 80 children in Magu District of Mwanza, Tanzania, to access to foods, a good shelter centre, and global care such as health services, water, cloths, education needs and through leadership of John William Ilembo Johnson. Contact our ASASS Tanzania Representative.

Save the Will (SAWIL) Pax Upendo Academy,
Bujora village/Magu District
P.O. Box 8067 Mwanza,
Tanzania – EA
Mobile tel: +255757526500
[Visit Tanzania here](#)

Email us: info@asass.org

KENYA



Burundian and Kenyan lady, along with a British citizen, came together with innovative idea to promote women entrepreneurship and create job. They registered Village Ventures International (VVI) social Enterprise in Burundi and in Kenya.

Contact ASASS Director of Technical Commission:

Village Ventures International (VVI)
P.O Box 35542 00200 City Square Nairobi, Kenya
Branch office
P.O Box 675 50400 Busia Kenya
info@asass.org

and copy to:

Email: villageventures.kenya@gmail.com Copy to Email: asassburundi@gmail.com

<http://www.villageventuresinternational.org>

UGANDA

In 2016 a program which aims to train 60 children was discussed and approved by Team of ASASS and a Local Representative of a church partner in Uganda. More than 31 children were supported in 2017. 2018, we will increase our support to children in that area of East African Community. Our goal is to achieve quality well being through health nutrition and health education for kids and their parents.

COLLABORATORS / PARTNERS

Thare Machi Education Kirundi DVIDs enabled ASASS to develop strategy on partnership with the national, regional and international organisations. ASASS's DVDs program seeks to harmonise national actions on using TME DVDs. We place in centre all action aimed at helping children and women. We work with adolescents and young people with parents.

1. THARE MACHI EDUCATION, UK



Workshops animators have identified national, regional and International charities with programs operational in Burundi. We are interested in collaboration with others because they have a project which focuses in Sustainable Development Goal (SDG) or a similar to ASASS objectives and projects. Team suggested that we list them here and we will contact them to ask for mutual collaboration or a sustainable partnership:

2.UNFPA BURUNDI



The United Nations Population Fund, formerly the United Nations Fund for Population Activities ([UNFPA](#)) is a United National Reproductive Health and rights Agency. Its mission is to deliver a world where every pregnancy is wanted, every childbirth is safe and every young person's potential is fulfilled.

3. CARE BURUNDI



1994, CARE office was originally established in Burundi to distribute emergency supplies to internally displaced people and returning refugees. In the years that followed, CARE was able to assist the refugee camps in Burundi and over the border in the Democratic Republic of Congo, provide the support to people, particularly women, to become active in peace making and economic security CARE's Women Empowerment projects, specifically in areas of Loans and improving health program are good. ASASS runs similar projects throughout DVD View Workshops.

Appendix

Useful documents and photos.

THANK YOU