

- Final Project Report -

Turn Hope Into Reality

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From the slums to self-sustainability

Empowerment and insertion program of young disadvantaged women through Education

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More Than A Drop Vocational Training Center, Moshi/Tanzania

More Than A Drop Foundation



1. Continuation and finalization of the Project in 2016

In our report of May 2016, we focused on the physical set-up of the infrastructure as well as the implementation of the school project. By the end of March 2016, almost CHF53K in capital expenditure was spent and we expected to spend another CHF37K till completion of the project, which is subject of this report as well as the achievement of the main objectives.

2. Completion of the infrastructure's set-up

By the end of Q1 2016, CHF 52'867 were spent (see intermediate report for more details). Until the completion of the project (Q3/2016), another CHF35'898 were spent, of which 24'780 for the solar power alone:

. The by far most expensive item was the solar power system (approx. USD26K). The installation took place in June 2016 and the system runs very smoothly. We now have solar power for the whole school, with the exception of the warm water (as planned - we may envision to add a warm water heater this



year for our B&B-guests). The independent source of power secures the operations of the school and its offices is invaluable for the operation of the school and its instructional B&B and restaurant. Both are the pillars of the teaching / pedagogical concept and do contribute to the financial independency and hence self-reliance of the school. The power system is extendable and modular, should there be a need to increase the energy load.

. The classroom got completed with additional tables and chairs; the dormitory's kitchen utensils needed to be replaced and additional furniture for the B&B/Restaurant bought (chairs, tables, mosquito nets)

. Some kitchen utensils such as freezers, kitchen aid materials, new pots, etc. were bought. Especially the freezer is an important equipment and allows us to operate in much more flexible way as well as to store food in more appropriate manner

3. Total project investment

Below the summary of the investments for the entire project:

Investment (in CHF)	Budget	Actual	Delta	Remarks
Computer/Office material	9'500	5'532	-41.8%	1
Equipment/Machines (gas-stoves, kitchen utensils students & school kitchen, etc)	10'000	14'903	49%	2
Furniture (classroom, tables, dormitory, etc.)	17'500	19'396	10.8%	
Alterations (toilets, bathroom, working area, veggie garden, fresh water access, kitchens, instructional restaurant, etc)	25'000	24'154	-3.4%	3
Solar Power Installation	15'000	24'780	65.2%	5
School Material/Library	2'000	0	100.0%	6
Total	79'000	88'765	12.4%	

Remarks:

- 1 We bought less computers and at better prices. Additional computers or tablets may be bought with the e-learning concept.
- 2 More and more expensive kitchen equipment bought
- 3 Access to fresh water less expensive than budgeted (economic solution found with neighbor) otherwise we would have spent approx. CHF5K more than budgeted.
- 4 Originally, we budgeted CHF 15K for the system. This was based on assumptions made 14 months prior to the start of the school's operations, with several unknown parameters. After 9 months of full operations of the school, we knew much better the energy needs in terms load consumption. The reason for the higher consumption are directly related to the several kitchen devices we use for the school, the instructional restaurant respectively instructional B&B.
- 5 We received books and material for free. The library concept was reviewed and will be realized with the E-learning project, if funds are found.

4. Overview of realized works

With the successful implementation of above-mentioned investments the project can be considered as completed. In total, CHF 88'765 were invested in the set-up of the following infrastructure:

- Total renovation of the students' dormitory
- New dry / composting toilets for the students
- New bathrooms for the students
- Kitchen for students as well as eating area
- Instructional kitchen, including equipment
- Instructional Restaurant (mainly outdoor)
- Instructional classrooms
- Instructional guest rooms (B&B), including furniture
- Instructional vegetable garden
- Access to independent power source
- Access to additional water source (neighbor's borehole)
- Compound's entrance
- Offices for teachers and administration, including equipment



5. Number and composition of students

In our first year, we had 33 students. The composition and mix of the students was as follows:

- 12 from the urban slums of Moshi
- 14 very rural / remote areas
- 7 from suburban / rural areas
- Over 50 % are orphans
- All very, very poor conditions (irregular income, < 30CHF / month)
- 2/3 have only attended primary school , the rest secondary school but none did complete it
- 3 are already mothers
- Average age : 19
- Balanced religious and tribal mix

We had three drop-outs; two because of lack of discipline, one due to advanced pregnancy.

6. School's operation

- Our concept, to combine theory and practical work on-site, is very successful and got refined in the second part of the school year. Especially the instructional B&B and Restaurant as well as the strong focus on the English language is of utmost importance, the students are exposed to the market, to the (paying) customers' needs and ultimately their satisfaction.

- Days at the school are long. Usually, the day starts at 5am and ends at 10pm, from Monday to Saturday (half day). Sunday is off and used for leisure and, once a month, for community/social work.

- Subjects taught:

- a) English: 2.5hrs/day
- b) Culinary Art: 3hrs/day
- c) Housekeeping: 1.5hrs/day
- d) Restaurant Service: 1.5hrs/day
- e) Sports (1.5hrs/3xweek)



As of February, the specialization courses started; every student had to select two subjects. The last three months as well as the field-work of three months were focused on these two subjects.

- Beside the main subjects, the following subjects were also taught:

- a) Soft and personal skills (40 lessons)
- b) Garden work / Horticulture (20 lessons)
- c) Personal hygiene and women's health (10 lessons)



7. Final exams and practical fieldwork

. All students passed the school's final exams and qualified for the practical fieldwork of three months. The graduation took place in September, together with the new intake.

. We were able to find for all students very good fieldwork places at reliable hotels. Most of the hotels are within 30km of the school.

. The students were very happy to start their internship. However, they had to be coached and supported very closely by our team, especially in the beginning. As a matter of fact, although they were very well prepared at the school, the new context and surrounding was challenging. Thanks to close coaching the students were able to adapt themselves pretty well.

. There were some harassment issues at four hotels that could be solved with the management.

. The performance of the student was very good. All hotels confirmed the high standard of work. As a consequence, most of the students received a working contract at the end of the internship.

8. From slums to a well-paid job – the results

All students were able to find a job, most already during the internship, some a few weeks after. The average salary is 75USD which is fair for a first job.

Both, the number of students who found a job as well as the salary level exceed our expectations. It is a strong proof and validation of the project's concept.

9. Instructional B&B

. The B&B offered five rooms, since a few months 10. After a slow start, and thanks to the good customer reviews helped a lot to get more customers.

. Students were taught how to attend a customer, how to clean a room, the toilets, etc. (Swiss Standard), how to prepare and serve the breakfast, or to have a basic conversation in English but also

to discipline and order

. We had approx. 900 overnight stays. The guest rooms are commercialized on Airbnb and Tripadvisor. We enjoy best reviews.

. The B&B is also a source of income for the school, which is important to achieve the long-term sustainability.

10. Instructional Restaurant

. The outdoor restaurant with its 35 seats is the ultimate (stress-)test for pretty much everything the students learn: From food preparation to serving to hygiene and English conversation but also stamina and self-esteem. Although the guests are forgiving, they also give straight feedback. The restaurant is a great learning place/instrument but is also demanding in terms of resources and planning.

. Compared to other restaurant, we are clearly more classy, prices are a bit higher but still very reasonable for the targeted customers (expats)

. The restaurant opened mid-September 2015 and because of the then limited know-how of the students, we decided to do a month of Swiss Chees Fondue. It was a big success; the customers were delighted to eat real Swiss cheese. It was not an easy thing though to import all the equipment and the cheese

. The restaurant is open four days per week, and usually for dinner only. We are planning to extend the offering though.

. In terms of food, the restaurant offers fresh, if possible organic labor-intensive food .We intend to focus on elaborated genuine, fresh vegetarian cuisine, if possible organic. We will keep the Cheese Fondue in our menu card though.

11. Team, Staff and Volunteers

. Finding qualified, motivated and English speaking local people (if possible women) was and remains a challenge. We had to strengthen/optimize our team several times, close controlling, coaching, support is mandatory, at almost all levels. We have so far 10 employees.

. Our managing director, Nicola, is very committed, motivated, hard working and trustworthy.

. So far, we had 17 experienced volunteers at the school. Most of them stayed one month at the school, a few three months. They were mostly involved in teaching the teachers.

. We had another 9 guests/volunteers that helped the school for 10 to 15 days. They were more involved in the teaching of students or performing general work. In the future, we will reduce the number of short-term volunteers though.

. The school made significant improvements on all levels, most importantly on the level of working attitude and delivering quality work.

12. New intake – second class

. April and May 2016 are also the months for the recruitment of the next school year's students.

. We applied the same selection process but changed/optimized the mix of the class by reducing the number of students coming from an urban context.

. The 34 students arrived end of June at the school and the course could start as planned in early July 2016.

. They are even more motivated than the previous intake, learning hard and also faster. This allowed us to compress the time and increase the number of lessons taught.

13. Outlook

With the successful completion of this project, a solid basis for a sustainable school was built. For the near-term future, our focus is:

- . To further improve and optimize our teaching and pedagogical concept
- . To substantially increase the number of students
- . To increase the impact of the training
- . To increase the revenues of the school
- . To further strengthen the organization

Zurich, May 8, 2017

