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INRODUCTION

This month has been a good month for our beneficiaries as we have worked with them more effectively, especially in empowerment and advocacy. It has been a great job in building awareness in our communities on various issues, so our dear reader we invite you to read this article with us so that we can enjoy our successes together.

DAY OF THE AFRICAN CHILD

On June 12, 2026, Nguruhe Village came alive with color, song and purpose as community members, schoolchildren and local leaders gathered to observe the Day of the African Child. The ceremony — attended by representatives from the Sponsor Office and IOP center and



The guest of honor looking at the posters held by the children

officially graced by the Kilolo District Commissioner, Hon. Estomin Kyando — highlighted the importance of protecting children's rights, strengthening community safeguarding systems and tackling malnutrition.

The celebration opened with an inspection of educational posters carrying advocacy messages on child rights and welfare. The posters, displayed around the

venue, provided clear, practical guidance on children's rights, the obligations of caregivers and ways to report concerns. The Guest of Honor personally reviewed the materials and commended organizers for making information accessible to families and learners.

Expressive student performances provided the heart of the program. Also, groups from local schools presented traditional dances, songs, poetry, circus acts and theatrical plays that dramatized the event's central themes: respect for children's rights, protection from harm and the role of communities in raising healthy, well-nurtured children. The creative presentations engaged the audience and reinforced learning through memorable stories and role-play.



Children singing in front of a crowd

Preparatory trainings held at Igominyi and Isagwa primary schools set the stage for the main event. Facilitators taught Rights and Responsibilities sessions that explained children's fundamental human rights while stressing everyday responsibilities at home and school. The sessions used participatory methods so learners could practice how to assert their rights respectfully and understand their role in maintaining a safe learning environment.

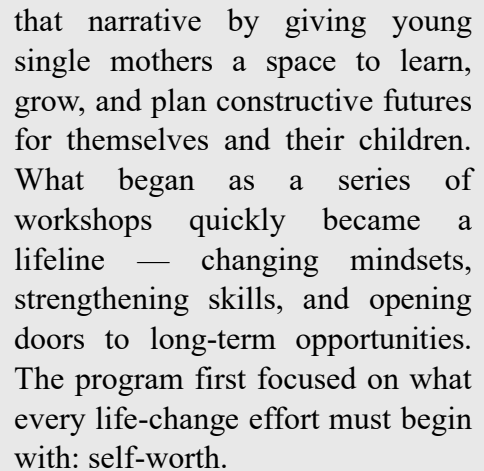
Child safety and protection training gave children practical tools to identify, avoid and report gender-based violence (GBV). Facilitators demonstrated simple reporting steps and described where to seek help locally, helping to demystify protective mechanisms and reduce barriers to disclosure. Concurrent parental empowerment sessions engaged caregivers directly, sharing actionable strategies for recognizing signs of abuse, creating safer home environments and supporting children's emotional and nutritional needs.



IOP has deepened its community engagement using this platform to provide targeted education that protects young children from various forms of violence. Recognizing that child abuse and gender-based violence are often overlooked, IOP focuses on raising awareness and shifting attitudes, so these issues are treated as urgent priorities. The program encourages children to form peer-led children's councils that offer mutual support, amplify young voices, and lead local prevention efforts. Through

these councils, children learn to identify risks, report abuse safely and reduce stigma for survivors. By combining education, peer leadership, and community dialogue, IOP helps create safer, more responsive environments where every child's rights are respected and protected.

When young women become mothers early in life, communities often respond with judgment, lowered expectations, and limited opportunities. In IOP a recent training program challenged



Trainers encouraged participants to love themselves, to stand strong in the face of stigma, and to move beyond self-pity. Through discussions, role plays, and peer sharing, mothers practiced asserting their needs, setting boundaries, and recognizing their intrinsic value. Many participants described this emotional reset as the most important step — once they believed in their own potential, they were ready to act. The training emphasized that individual change rarely happens in isolation. Mothers learned how to surround themselves with the “right people” — friends, mentors, and local organizations that support growth rather than reinforce shame. Facilitated networking sessions helped women swap contact information, form study groups, and set up informal childcare cooperatives so they could pursue learning or work. These new social ties reduced isolation and created practical, mutual support systems.

[illegible]

The training included pragmatic lessons in entrepreneurship and money management. Mothers learned how to spot small business opportunities suited to their circumstances, draft simple business plans, assess costs and pricing,

and test ideas on a modest budget. Financial sessions covered budgeting, saving, basic banking, and how to prioritize investments that grow income over time.

Beyond individual skills, the training tackled wider social barriers. Participants were encouraged to speak about their experiences and challenge stigmatizing attitudes that portray



young mothers as unworthy of life opportunities. As women grew more visible in community life, the social narrative began to shift in small but meaningful ways.

The training did more than teach skills — it transformed perspectives. By combining self-worth work, social connection, entrepreneurship, and financial literacy, it helped young mothers who are in the program to turn early motherhood into a

foundation for growth rather than a barrier. Their stories underscore a simple truth given the right support; young mothers can choose, create, and thrive.

VOLUNTEERS AND CABIN

Under the program for the month of June, we had different activities that included:

Farm visits and school visits. The Italians groups specifically visited the farms and the schools that are supported with meal projects. The purpose of the visits was to do follow-up on the projects also to give information to the schools and families on their departure.

- Goodbye party; this was held on the 23rd of June where the IOP staff team had a moment



to bid a farewell to the four Italians that have stayed at IOP for a year working in the different areas like sponsor program office where they visited students in the different schools where they checked the academic and physical status of the students and encouraged them with schooling, supporting poor families with farming and animal

keeping, and supporting schools with feeding initiatives though farming. The goodbye party did not mark the end of their program at IOP rather a new beginning to the program as we expect to have another group of the volunteers this year who will continue the good work that have been done.

- Welcoming party; on the 29th of June we gladly received a family of four people from the Netherlands who are here at IOP. And they have been helping with the cowshed maintenance, also maintenance of doors and windows at the Eigersund Cabin. Also, the family have visited different poor families in different villages around Ilula to see and learn the reality of African families. It was a great experience to hear and learn from the families.
- Eigesund Cabin maintenance; the cabin had a problem with leaking rainwater, so it was a nuisance for our guests, and we agreed it would be best to have it repaired so that it would be suitable for guest use. These repairs involve fixing the cabin's entire roof, which is already in progress, and we expect to finish in July.



YOUNG SINGLE MOTHERS LEARNING TRIP TO ISIMILA

The young single mothers under the program on the 19th of June enjoyed a unique and



empowering learning experience during a training trip held at the Isimila Stone Age. Organized to strengthen leadership, teamwork and self-awareness, the trip brought together the young single mothers and facilitators from the two exchange programs that were Communication for Change and Change Program, creating a lively intergenerational learning environment.

These facilitators led interactive sessions on topics that matter to everyday life and community development: team building, leadership, accountability and self-awareness. Rather than relying on lectures, the trainers used games and hands-on activities so participants could practice skills in real time.

The practical approach produced strong results. Through role-plays, group challenges and reflective exercises, women were able to identify and work through common obstacles. They dissected the meaning behind each activity, translating insights from the games into concrete ideas they could apply at home and in community groups. Participants reported gaining confidence in decision-making, clearer ideas about shared responsibility, and renewed motivation to take on leadership roles.



Beyond the training activities, the Isimila reserve itself added a powerful experiential element. Participants explored the reserve's striking landscape—where long-term soil erosion has formed varied rock pillars—creating moments of wonder and group reflection. The natural surroundings provided pauses between sessions where women could connect, reflect on lessons, and draw inspiration from the resilience evident in the land.

The sessions emphasized that leadership could begin in small daily choices and grow into broader community influence.

BLOCK MACHINE

Blocks produced were 4037 and sold blocks 6774, The high volume of brick sales was supported by utilizing leftover inventory from the previous month's production cycle.

SPOSNOR PROGRAM OFFICE

The sponsor program office has had various activities in June as it was a month in which all students were on holiday so there was additional work to serve them by supervising them in writing their personal updates to their sponsors, students were able to submit their various academic and personal updates and those who needed various advice were able to be given them in the office. In addition to these tasks, we carried out the following tasks;

- To commemorate the Day of the African Child by training students and parents on fundamental child rights, duties, personal safety, and the prevention of Gender-Based Violence (GBV). Where 38 Female, 36 students and guardian attended at Igominyi primary while 35 Female / 38 Male students attended at Isagwa primary.
- Students attending at the office where 104 students attended the reporting period. These students completed their community services around the orphanage and different areas, wrote self-letters to sponsors, took pictures and submitted their academic reports, also they filled their request forms for the school requirements as to when the schools will be opening in July.



Students at Igominyi posing with posters outside the school

- Students' payments were made where 8 students were able to receive various payments for school. These payments were a continuation of the January-June payments.

FINAL

We thank you very much for the good time that you have set aside reading our article. and we welcome you to the opportunity to volunteer in our organization where you can work in our schools, work with the children we serve as well as work in our community and learn a lot about our work and the communities we serve. Welcome to Ilula Orphan Program!

If you would like to be part of this big and unforgettable experience, kindly contact us through;

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