
BASELINE REPORT ENGISOMA II

Presented by

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List of Acronyms

AIDS	Acquired Immune Deficiency Syndrome
EWV	The Empowered World View
FGD	Focused Group Discussion
HIV	Human Immune Virus
MoEVT	Ministry of Education and Vocational Training
PWC	Pastoralist Women Council
SPSS	Statistical Package for Social Science
TACADECO	Tanzania Career Development Company
TANESCO	Tanzania National Electricity Supply Company
ToR	Terms of reference
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	The United Nations Children's Fund

Acknowledgement

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Executive summary

This report is structured into three chapters: chapter one presents the background of PWC and ENGISOMA II project, the purpose of the baseline survey, the scope of the assignment and the methodology of the survey. The methodology of the survey is further detailed into data collection method, sample size, sampling procedure, data analysis and report writing.

Chapter two of this report presents the findings of the baseline survey. The findings covered four major topics: the demographic characteristics of the surveyed respondents, the Empowered World View, the education and children protection.

The demographic characteristics includes the age, disability, orphan status and form level. The 55.8% of the student respondents were girls, 1.9% had disability of different kind and 2.8% were orphaned.

The Empowered World View (EWW) assessed the involvement of the students in decision making in the community, the students' sense of feeling safe in community, the student's own vision after five years, community supportive to the vulnerable children, existence of child abuse in the community and at schools. The findings about the community being the safe place for the children revealed that, 110 students (55.8%) feel their community is the safe place for the children while 71 students (36.0%) expressed the feelings that their community is not the safe place for the children.

With respect to education, the survey assessed the following parameters: students' views concerning the importance of education, availability of relevant teachers, teaching methods, corporal punishment, conduct of remedial classes, students timely reporting when opening school, students drop out and availability of scholar materials. While other parameters are reported in detail inside this report, here we have highlighted the contributing factors for the dropout of the students. The three major factors include: - assist with family business enterprise including farming (34.8%), to take care of livestock (18.8%) and to assist with household chores (15.9%). Though marriage being reason for drop out of girls was least mentioned (1.4%) but it still exists. According to student reading assessment 21.4% (24) of student are weak to read fluently and 36.1% (39) of student are weak on basic mathematic numeracy skills for both form one and form two classes.

Engisoma II Project should also seriously invest on the community awareness raising on importance of education so that to reduce the drop out cases, student poor school reporting and student class attendances.

CHAPTER ONE

1.0. Introduction

1.1. About Pastoral Women`s Council (PWC)

The Pastoral Women's Council is a membership organisation that empowers women at the community-level to take control of their own development. PWC serves Ngorongoro, Longido and Monduli Districts in north-eastern Tanzania. Together the districts cover 28,337 square kilometres with a population of over 456,000 people. Most inhabitants in these areas are Maasai pastoralists with Sonjo, Tatoga and Hadzabe ethnic communities living in the districts. PWC works in approximately 90 villages across the three districts. Today, have approximately above 5,000 women members with local, national and international partners that help contribute to many pastoral community development achievements.

1.2. About the project

The Engisoma Phase II project is a three-year scale-up project that will aim to increase education and learning outcomes in northern Tanzania. The project will focus interventions in three secondary schools namely: Emanyata and Soitsambu secondary schools both located in Ngorongoro district and Lekule Girls secondary school located in Longido district. The overall goal of the project is to improve access to quality formal education for pastoralist and agro-pastoralist girls and boys in Ngorongoro and Longido districts.

The project outcomes are:

Project Outcomes:

1. Increased enrolment and retention of pastoralists boys and girls in project schools.
2. Improved learning and quality of secondary education in project schools
3. Enhanced prevention and response safeguarding mechanisms within project schools and surrounding communities

Project interventions will include:- strengthening safeguarding mechanisms within project schools and surrounding communities, improving school governance and management, sustained community sensitization and engagement aimed at improving enrolment, retention as well as learning and education outcomes, teacher training and support, educational and teaching resources and remedial classes for students.

The project direct beneficiaries will be as follows:

Name of School	Total number of students enrolled in schools	Number of teaching staff
Emanyata Secondary School	320	(Teachers 18)
Soitsambu Secondary School	668	(Teachers 29)
Lekule Girls Secondary School	601	(Teachers 24)
TOTAL	1,589	(Teachers 71)

1.3. The purpose of the survey.

The ENGISOMA II Project is kicking off phase two of the project, before the start of the project, it is necessary to establish the current status of the project performance indicators to establish benchmark from which the project progress will be tracked and periodically evaluated. Therefore, the main objective of the baseline survey was to establish the ENGISOMA II Project benchmark.

1.4. The scope of the survey.

Pastoral Women Council (PWC) commissioned Tanzania Career Development Consultancy (TACADECO) to undertake Baseline survey in three secondary schools which are the project beneficiaries. It involved literature review, data collection, data analysis and report writing. Qualitative and quantitative data was collected from the three schools of Emanyata, Lekule and Soitsambu secondary schools and local government authorities, using teachers, student questionnaire, student, teachers FGD, Management and Authorizes interviews. The data collected were responding to the project performance indicators at the outcome level. Data was collected from form I to form IV using the KAP survey tool for students and teacher. Checklist and FGD. The total of 321 project beneficiaries and stakeholders participated in this survey. The whole assignment was guided by the ToR which was used to solicit consultant.

1.5. Methodology

1.5.1. Data collection method

The evaluation team used different methods across the program to collect the required data and information for analysis to establish project benchmark. The team conducted interview and Focused Group Discussion (FGD) to collect data from students, teachers, school management and Local Government Authority officials. Also, the team collected documents such as the examination result for collection of the schools' performance in examination of form two and four in the two past consecutive years. The team collected both quantitative and qualitative data from the three ENGISOMA II project target schools in Ngorongoro district (Emanyata and Loitsambu) and Longido (Lekule girls' secondary school).

1.5.2. Sampling size

The sample size was established in agreement with the project team. The survey sample size was 321 for interview and 3 FGD: students 241 (15%) from the population of 1589, teachers 69 (97%) from the population of 71 and 11 school management, Local government and other stakeholders.

1.5.3. Sampling procedure

Different sampling procedures were used considering intention of the data needed: form one to form four were purposely included in the survey and respondents were randomly selected from each class, teachers were all targeted, school management and stakeholders were included as per the position they hold.

1.5.4. Data analysis

The data collected were quality checked on daily basis to confirm completeness of the interview questions and FGD checklist. At the end of the survey, the data was again checked, screen and entered in the SPSS data analysis package for processing. Data was then analysed to generate descriptive statistics which measured the central tendency presented in form of percentage.

I.5.5. Report writing

The report was written following the standard structure of the survey report. The content of the report was derived from the Terms of Reference (ToR) of the assignment, the project document and the findings of the survey. The report presented the findings in form of narratives, graphs and statistics.

CHAPTER TWO

2.0. Survey findings

2.1. Demographic characteristics of the students

The demographic characteristics of the students assessed were the age, disability, orphan status and form level. The survey was conducted to 181 students (55.8%) girls and in three schools: Emanyata secondary school (co-education), Soitsambu secondary (co-education) school and Lekule girl's secondary in Longido district. The interviewed students are in Form I (24.3%), Form II (31.5%), Form III (19.9%) and Form IV (24.3%) with their age ranging between 13 to 19 years, bimodal age of 15 and 16 and mean age of 16. Among them (1.9%) had disability of different kind and (2.8%) were orphaned.

2.2. Empowered World View (EWV)

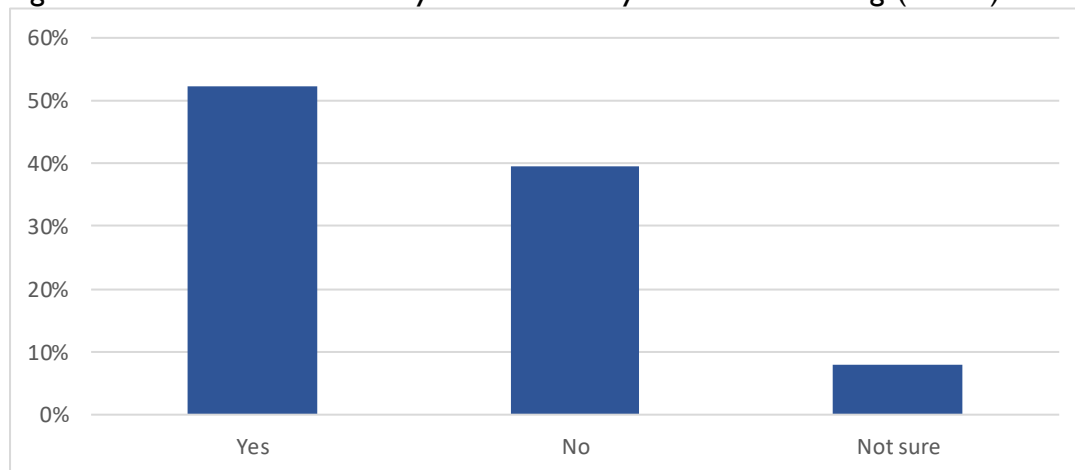
This is a participatory approach of community facilitation for self-reflection and development of consciousness, sense of concern and confidence to overcome chronic poverty and hopelessness. It reaches deep into people's core beliefs, transforming their view of the world, so that the cycle of chronic poverty and hopelessness can be broken.

In this context, the study assessed the following aspects of EWV: involvement of the students in decision making in the community, the students' sense of feeling safe in community, the student's own vision after five years, community supportive to the vulnerable children, existence of child abuse in the community and at schools.

2.2.1. Involvement in community decision making

Concerning involvement in community decision making, 103 (52.3%) of the student confirmed that, their community involve them in different community discussions and dialogues while 78 (39.6%) confirmed that their community rarely involve them in decision making.

Fig 1: Involvement of student by the community in decision making (n=181)

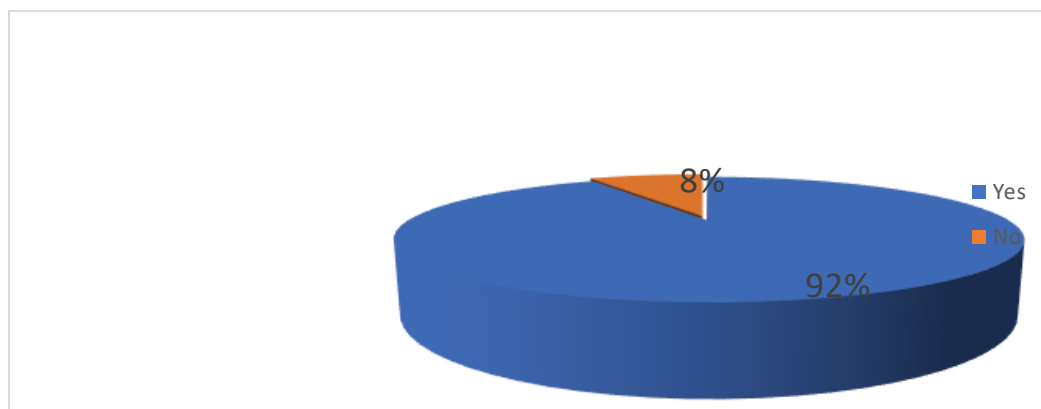


2.2.2. Students' view of their future after five years.

As one of the aspects of EWV, students were assessed on how they see their future in five (5) years ahead. Five years means, even those who are in form one has completed form four

and they could be able to see where they could likely be. However, the response needed were either “Yes or No” if they feel they can see bright future ahead. The result has shown that, 92.0% confirmed that their future after five years is bright and 8.0% declared that their future is not bright. This 7.1% of those who are not sure or confirmed that their future is not bright have raised a concern.

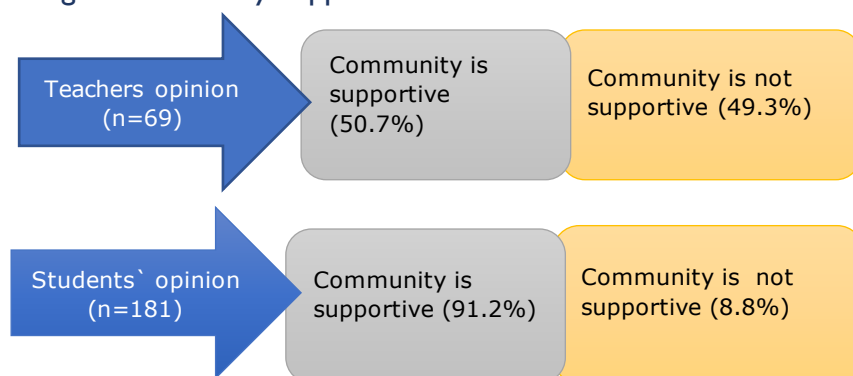
Fig 2: Student`s own future view (n=181)



2.2.3. Community support to most vulnerable children.

The students were asked if their community in any way is supporting most vulnerable children or people including orphans or disabled children; to define support, the following situation were referred: Live with them, provide school fees/contribution, provide food, clothing etc. The survey result revealed that, (91.2%) of the student interviewed agreed that, the community is supporting the most vulnerable children and few student (8.8%) have a feeling that community is not supporting most vulnerable children. Also, the survey asked the same question with the same definition to the teachers. The analysis of the responses of the teachers revealed the deviation from the response of the students. 35 (50.7%) teachers agreed that community is supportive to the most vulnerable children while 34(49.3%) disagreed. The researchers were concerned with this deviation and raised the assumption that, may be teachers are not well informed of the community than the students or they have specific evidences of the orphan students who are helpless in their schools. This needs to be explored a little bit deep

Fig 3: Community support to most vulnerable children.

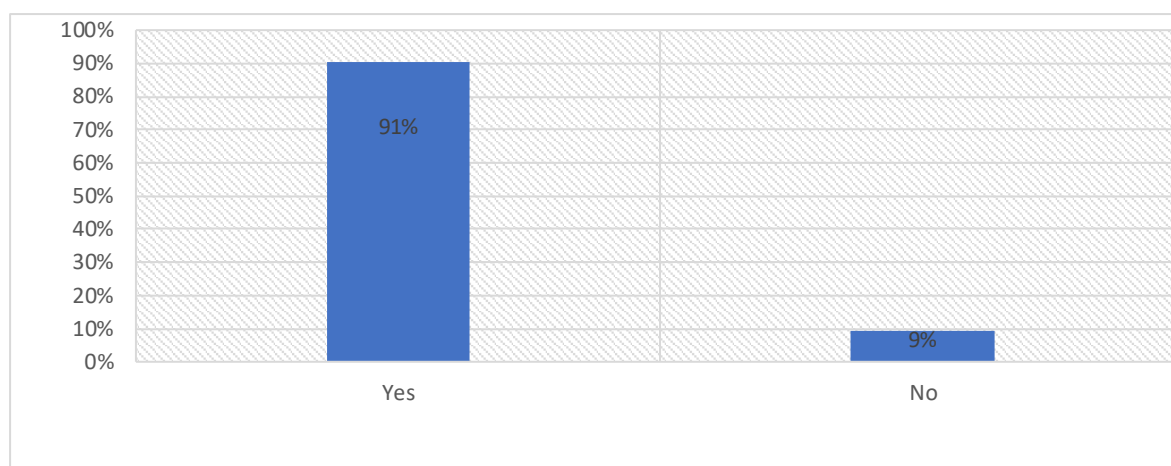


2.3. Education

2.3.1. Students perception about education

The survey Assessed the students` perception about the importance of education in their life. Majority of the students (90.6%) confirmed that education is important to their life and very few (9.4%) declared that education is not such important in their life.

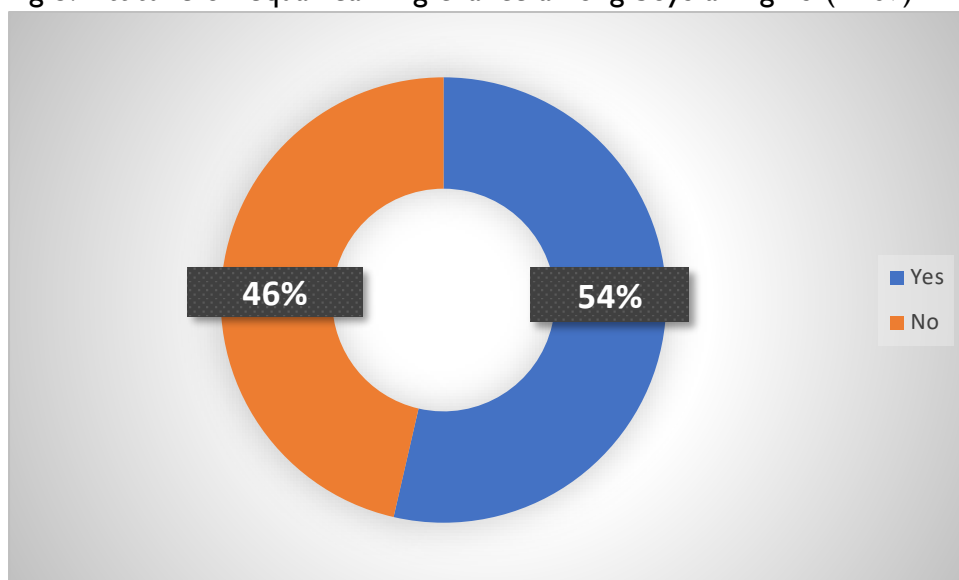
Fig 4: Students` perception about education (n=181)



2.3.2. Attitude on equal learning chance among boys and girls

The essence of assessing this parameter was to understand to what extent the teachers perceives the community members attitude on the equal chance of learning among boys and girls. The responses from the teachers is that, yes (54%) perceive community considers equal learning chance among boys and girls while 46% disagree for the community being considering equal chance of learning. The Focused group discussion confirmed that, girls have less chance of getting education than boys in their community for some traditional norms that defines some of the household chores must be taken care by girls. Education is a torch which can help to guide and illuminate their lives, it should be provided to all children regardless of their sex. According to UNESCO, the menace of illiteracy still affects more than 860 million adults, almost two-thirds of whom are women. Uneducated girls are more prone to gender violence such as forced early marriage, less opportunity to income, no chance to decide for number of children and when to bear a child, risk to reproductive health and HIV/AIDS. By any means, there shouldn't be a traditional norms and household obligation that prevents girls from acquiring education. This percentage is shocking as one would have expected above 90% would be positive for the equal chance to learning among boys and girls, thus need to intervene in this area to ensure the community sees to importance of providing equal education.

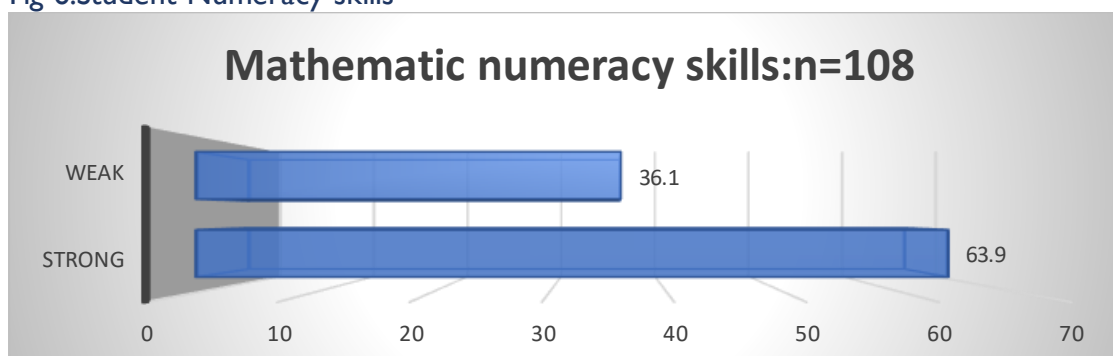
Fig 5: Attitude on equal learning chance among boys and girls (n=69)



2.3.3. Functional literacy

The team of survey also tested the functional literacy of the students in form one and form two to gauge the level of reading skills and mathematical numeracy. According to student reading assessment 21.4% (24) of student are weak to read fluently and 36.1% (39) of student are weak on basic mathematic numeracy skills for both form one and form two classes. The analysis of the form two national examination result of year 2019 shows that, 82% of the students failed Mathematic subject by scoring grade F. This is slightly above the national average which is 80%. There are several reasons for the poor performance in Mathematic subject as depicted by different researches. The lack of interest and negative attitude in learning mathematics have been described as one of the causes for the continue poor performance of the subject in primary schools and beyond in Tanzania. (Kisakali and Kuznetsov, 2015). For instance, the failure rate of mathematics in secondary schools was 90.8% in 2008, 93.4% in 2010, 94.2% in 2011, and 80.4% in 2014 (MoEVT, 2012; BEST, 2013, 2016). Generally, more than 80% of students who sit for the national secondary education examination do not pass mathematics in Tanzania (Sumra and Katabaro, 2016).

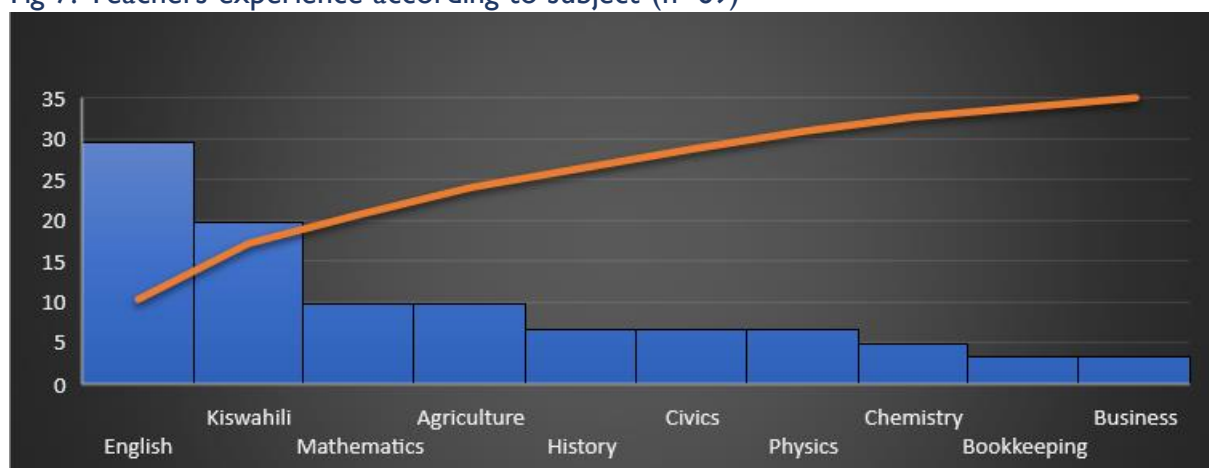
Fig 6: Student Numeracy skills



2.3.4. Qualified teachers

Qualification of teachers in terms of appropriateness to subjects and experience of teaching is one of the important factors to influence performance of the students. In all the three schools where survey was done, 58.6% of the student respondents agreed that there are appropriate teachers for all II subjects taught in their schools. English, Kiswahili and mathematics subjects have experienced teachers (27%), (14.5%) and (13%) respectively and subjects with few experienced teachers are Religion (1.4%), Business (2.9%) and Bookkeeping (2.9%). In terms of teachers with relevant training background in respect to the subjects they are teaching is 50.7%.

Fig 7: Teachers experience according to subject (n=69)



2.3.5. Teaching methods

The main concern in education sector is how teaching methods affect students' performance. The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. In this survey, 68.2% (146 student) and 52.5% (32 teachers) agreed that teachers use involvement teaching methods during class presentation and 54.2% (116 students) also agreed that teachers do assist students with difficult understanding (slow learners).

Fig 8: Appropriate teaching methods



2.3.6. Students reading capacity

Students capacity to fluently read was assessed. The results indicate that, 78.8% of the student can read fluently while 21.2% cannot read fluently. This proportion is very significant considering that secondary students were expected to be able to fluently read both English and Kiswahili sentences.

2.3.7. Remedial program

The remedial program is an extra classis taught by teachers normally as a compensated overtime or volunteer work. The remedial class helps students who did not understood subject in the normal class to catch through close follow up by the teacher after normal classes. 34 (49.3%) of the teachers confirmed that they do provide the remedial classes to help students cover the syllabus. For the students, 96 (53%) declared that the remedial classes are important for them to cover syllabus but also to understand the topics which they did not get it well during the normal class.

Table 1: Students response on importance of remedial class (n=181)

Responses	Frequency	Percent	Cumulative Percent
Yes	96	53.0	53.0
No	85	47.0	100.0
Total	181	100.0	

2.3.8. Learning and teaching infrastructure

During the survey, the availability of the scholar materials was assessed and number of students per class were also assessed to establish. The findings indicate that, the scholastic materials are enough (3.9%) while other students confirmed that the learning materials are not enough (96.1%). While it is advised for each student to have a textbook, in this scenario at least 3 students share one. Concerning the infrastructure like classrooms, 116(64.1%) of the students positively responded that the classrooms are enough and convenient for learning while 65(35.9%) disagreed. In all the schools where the study was conducted, each class have an average of 55 student per classroom. This is contrary to the standard of MoEVT which recommends a range of 40-45 students per standard classroom to enable teach to easily facilitate learning and manage sufficient involvement of all students.

Table 2: School with enough scholastic materials for better student learning (n=181)

Responses	Frequency	Valid Percent	Cumulative Percent
Yes	7	3.9	3.9
No	174	96.1	100.0
Total	181	100.0	

Table 3: Schools with enough required learning infrastructure (n=181)

Responses	Frequency	Valid Percent	Cumulative Percent
Yes	116	64.1	64.1
No	65	35.9	100.0
Total	181	100.0	

2.3.9. Corporal punishment

In all the three school, this is widely used type of punishment; the team of consultants witnessed themselves during the interview when the teacher was corporal punishing almost the whole class in one of the schools (Soitsambu). 96.3% of teachers confirmed the use corporal punishment to discipline student. When students were asked whether the corporal punishment is important for correction of their mal behaviour, 81.2% disagreed and 18.8% agreed that it is important to use corporal punishment when student has done wrong. In the recent days, there are several movements against the corporal punishment at schools. It is suggested that, teachers would rather use alternative means of correcting students instead of using corporal punishment.

2.3.10. Students report to school

68.5% of student report to school exactly on the same day of opening school and 31.5% report late: 29.3% a day late and 2.2% after one week. The major reasons for late being waiting for school fees (19.7%), attending cultural ceremony (16.4%) and to assist with household chores (21.3%)

Fig 9: Student reporting to schools (n=181)



2.4. Child protection

The United Nations Children's Fund (UNICEF) uses the term 'child protection' to refer to preventing and responding to violence, exploitation and abuse against children – including commercial.

2.4.1. Children abuse in the community

To establish the benchmark, for this project on child abuse, the survey assessed if there is currently existing any form children violence in the community or at school such as domestic violence, corporal punishment, sexual harassment Harmful traditional practices (Early Marriage, Female Circumcision). The result of the survey depicts that, 45.3% of the students' respondents agree that there is a form of children abuse in the community and 54.7% disagreed about presence of any form of children abuse in the community. On the other hand, the responses of the teachers depict that there are forms of violence in the community (49.3%) and 50.7% confirmed that there are not any form of the violence existing as per their understanding. As per the respondents' view (47.8%) agreed that there are children abuse at the schools but 52.2% could not tell if there are existing children violence at their respective schools.

2.4.2. Community is the safe place for children.

Students were asked if they likely feel to be safe in their community. In this regard, the safety was defined to them as a circumstance of not being mistreated or physically harmed by their community members or conducive environment for the children to safely play. The same question was also addressed to teachers from all three schools. The result shows that, 110 students (55.8%) feel their community is the safe place for the children while 71 students (36.0%) expressed the feelings that their community is not the safe place for the children. On the hand, 33 teachers (47.8%) confirmed that the community is the safe place for children while 36(52.2%) had a feeling that the community is not the safe place for children. The reasons given by teachers and students and their percentages for the community not being the safe place for the children are shown in the table 2 and 3 here below.

Table 4: Teachers' opinion for the community not being the safe place (n=69)

Responses	Frequency	Percent	Cumulative Percent
Traffic related danger	22	31.9	31.9
Lack of safe places to play	38	55.1	87.0
Sexual harassment and rape	9	13.0	100.0
Total	69	100.0	

Table 5: Students' opinion for the community not being the safe place (n=181)

Responses	Frequency	Percent	Cumulative Percent
Not sure if safe at all	13	7.2	7.2
Safe only for sometimes	32	17.7	24.9
Safe most of time	136	75.1	100.0
Total	181	100.0	

2.4.3. Importance of reporting child abuse

Among the 62.6% (134) who have knowledge on importance of reporting child abuse, majority know where to report in case of abuse. The main reporting point mentioned is police by 24.3% (52). When reporting the cases, 113 (62.4%) expressed that they feel safe while 68 (37.6%) do not feel safe when reported the concerns of child abuse.

Table 6: Where to report child abuse (n=69)

Responses	Frequency	Percent	Cumulative Percent
Police	23	33.3	33.3
Community Leaders	12	17.4	50.7
Teacher, doctor or other community official	12	17.4	68.1
Parent or relative of the child	11	15.9	84.1
own friends or family (not child's)	11	15.9	100.0
Total	69	100.0	

2.4.4. Child abuse at school by fellow student

The child abuse issues can also happen among the student and teachers need to put in place to protect vulnerable students from bullying by other students. The survey also assessed the prevalence of the bullying at the schools and the measures undertaken by teachers. The result indicates that, 158 students (87.3%) feel that they are well treated by their fellow student and 23 (12.7%) students have a feeling of being not fairly treated by the fellow students. When the students were asked if they are being bullied by other students, 5.5% of the students agreed that they have been bullied by their fellow students and 70% confessed that they can get a support from the teachers. However, 49.7% of the students' respondents, explained that, school management takes appropriate actions against the bullying students while 50.3% disagreed about appropriate actions being taken by the school management.

2.4.5. School environment for disabled student

The safety and security of the disabled students were also assessed in all the three schools in terms of location of the school, structures, learning environment, educational facilities and services. Only 5.5% considered the situation is friendly for the disabled people while 94.5% respondents considered the situation is not friendly for the disabled people to learn conveniently. Concerning the child safeguarding policy, some of the school had a standalone policy but not properly functional. The issues of the safeguarding policy have been mentioned in other policies and regulations. Teachers are having the general knowledge of the child safeguarding policy as global community is concerned.

2.4.6. Schools management

Through focused groups discussions, the management style of the schools was discussed to explore challenges and the need for improvement. This related to the quality assurance support from the district and regional level. Concerning management style in all the three study schools, headteachers explained that, their management style is a professional approach which is based on the laid down procedures and directives from the above through regular circular. Headmasters/mistress do involve other teachers in sharing responsibilities and through regular meetings in every Monday, they do discuss the issues of academy and affairs of the students at the school's compound. Every school did receive a quality monitoring visits from the region at most one in the last twelve (12) months. Under normal circumstances it must be twice per year. Each school management is supported by the school committees.

2.4.7. Availability of water and electricity

During discussion with the school management, the availability of enough water and reliable source of power was discussed. This has a different response from each school. Emanyata Secondary school has enough water but no reliable electricity from Tanzania National Electricity Supply Company (TANESCO), Soitsambu do not have enough water for students; the current situation is that, they currently pump water from Poroleti river using solar pump which does not have enough power to pump water which can be enough for student. Currently the installation of the electricity from the national grid has been done and there is a need to reform the water pump to adapt the TANESCO electricity. The best scenario of the water need at the school is 15000 litres per day. The Lekule Secondary school informed the team that, they have enough water during the rain season, but during the dry season water is not enough due to competition with wild animals and livestock. During the rainy season, sometimes they could miss water due to the sedimentation at the source. They get water from the river through water pump. None of the school is doing rainwater harvest which has to potential to fill the gap of water needs, especially water for cleanliness and watering flowers.

CHAPTER THREE

3.0. Conclusion and Recommendations

3.1. Conclusion

The study concludes that the sample size for the survey was adequate to represent the opinion of the target population which is the beneficiaries of ENGISOMA II project. The survey data collected was sufficiently analysed to establish the benchmark of the project from which the progress will be monitored and evaluated.

- i. **Recommendations** During the project implementation project team should highly engage beneficiaries particularly on planning and implementation stages
- ii. The project should establish a mechanism which can sustain the beneficiaries and targeted schools to replicate the approach or project even after PWC support
- iii. Teachers need to continue empowered on the Safeguarding to gain broader knowledge and child protection skills
- iv. Enhance and encourage Students clubs' approach as a sustainable means of student's engagement and ownership
- v. Engisoma II should continue to invest and engaging with community on child protection issues as most of this issue are happening direct from the community where the children leaves
- vi. Project should also seriously invest on the community awareness raising on importance of education so that to reduce the drop out cases, student poor school reporting and student class attendances.
- vii. Although the project enhance education the project should introduce a component which will focus on community economic empowerment as a cross cutting agenda child rights and economic development has shown a significant relationship in the contemporary community.

3.2. **Annex**

- **Baseline factsheet**



FACTSHEET 2020
OCT.docx

- **Tools**



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tool.doc



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Management
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STUDENT FGD
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TEACHERS
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