



ENGISOMA II Project

End Line Study

Final Report

December, 2022

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ABBREVIATIONS

Acronym	Definition
CI	Confidence Interval
DV	Division
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
FLAT	Functional Literacy Assessment Tool
KII	Key Informant Interview
MEAL	Monitoring, Evaluation Accountability and Learning
TaRL	Teach at Right Level
PWC	Pastoral Women Council
SDGs	Sustainable Development Goals
SPSS	Statistic Package for Social sciences
ToR	Terms of Reference
MTAKUWWA	Mpango wa Taifa wa Kupambana na Ukatili Wanawake na Watoto

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By:

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EXECUTIVE SUMMARY

Introduction

The Engisoma Phase II project was a three-year scale up project that aimed to improve access to quality formal education for pastoralist and agro-pastoralist girls and boys in Ngorongoro and Longido districts. The project focused on education 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 study revealed the following key findings;

Respondents Profile

The evaluation team interviewed 362 students with 32.9% males and 67.1% females and 40 KII and community members (65% males and 35% females). They also administered the FLAT tool to 225 students representing 20.9% males and 79.1% females.

The students' respondents age range More than a third 32% (116/362) were between 12-15 years, 61.3% (222/362) between 16 and 18 years while 67% (24/362) were above 18 years of age. The project worked with the right target group that needs clear information and direction for informed decision making patterns.

Increased enrolment, retention and performance of pastoralists' boys and girls in project schools

a) Knowledge, Attitude and Practice

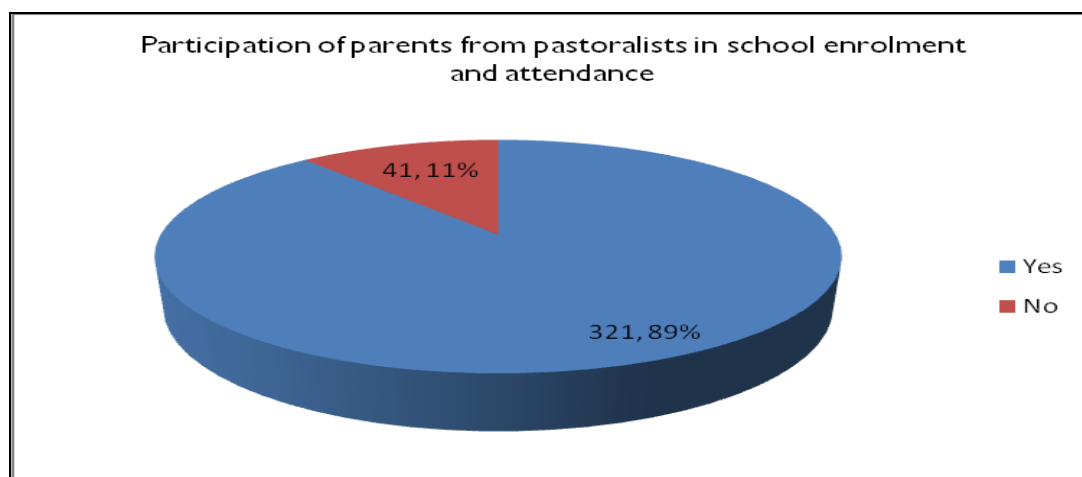
Community sensitization was successfully done by students from the three schools. The mode of passing information included role plays, traditional dances and debates. The information ranged from the importance of education especially for girls, child rights, gender based violence, and active involvement of parents in education. This led to change in perceptions on girl child.

- Majority of the students 96.7% (350/362) reported that girls are allowed to receive education in the community while only 2% (9/362) disagreed. Further analysis shows that 92.5% (37/40) of the community members and teachers agree that the perception on girl child education has changed.
- About a third confirmed that girl child education currently is perceived as a good and moderate initiative (37.5% 15/40) respectively, 22.5% said it was a very good initiative and only 2.5% perceive it as a bad one.
- This is a major departure and good progress from the base line report. It says that "responses from the teachers (54%) perceive that the community considers equal learning chance among boys and girls.
- 97% (350/362) of majority repondents agreed that community members are allowing their children to join schools. This is an improvement compared with the baseline survey

results that records 54% community members considers equal learning chances to boys and girls

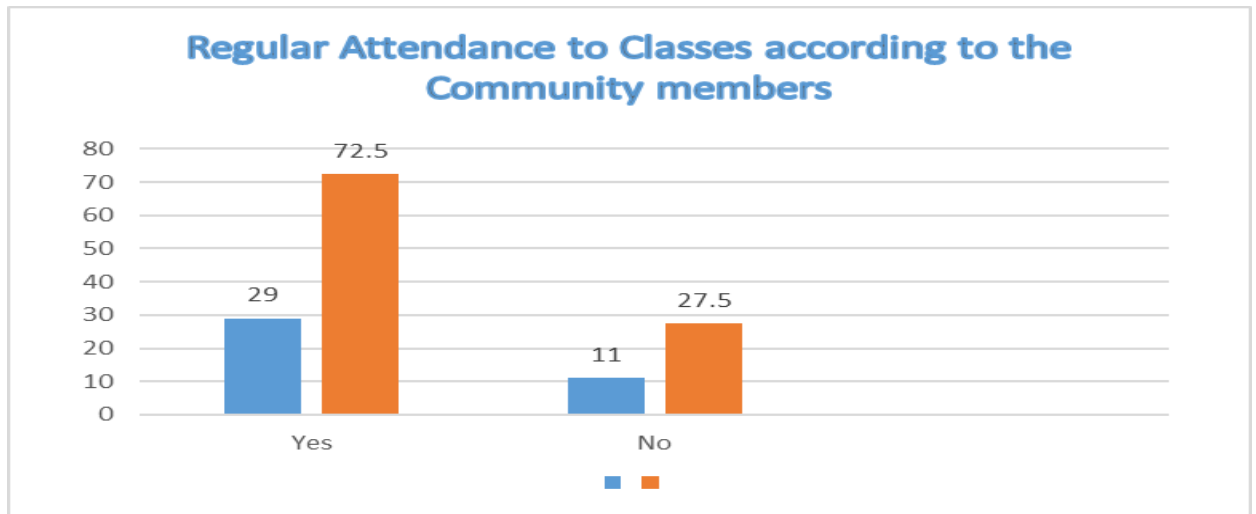
- The community perception and attitude towards girls' education has positively changed and is no longer considered by the majority as a bad move in the community.
- Among the strategies mentioned by respondents are parents' involvement 65.2%, or 236/362, parents' sensitizations sessions 37.3% (135/362), involving the village government 43.9% close follow up by the school board 40.1%, and the application of law 62.4% (226/362).
- High participation of parents in school enrolment and attendance according to 89% (321/362) of the respondents.

Figure 1: Participation of parents in school enrolment and attendance (n=362)



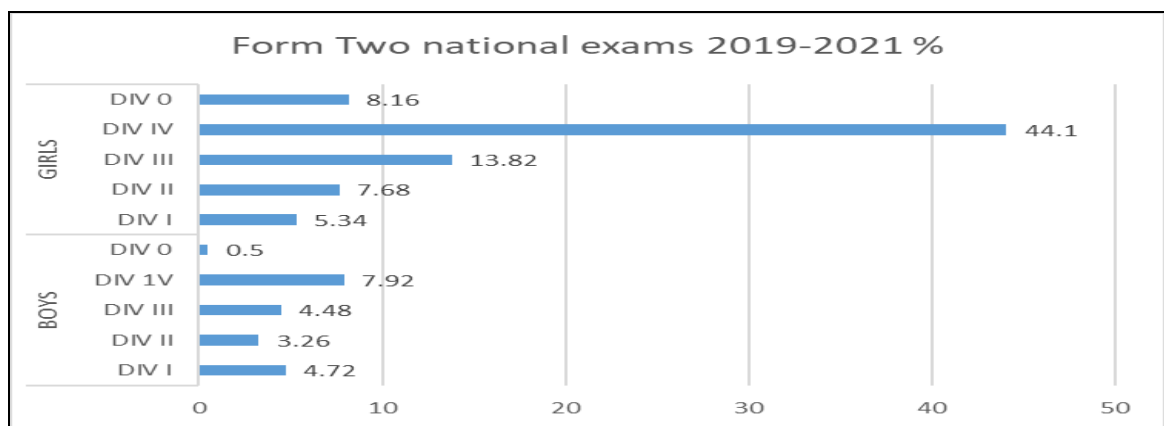
- Enrollment status of the three schools for the past two years (2020-2021) was perceived ranging between high and average 82.5% (33/40) community members and 51.3% (186/362) students.
- According to school records, 793 students were enrolled in form one with almost equal enrollment among the boys (50.31%) and girls (49.68%) from 2020-2022.
- Retention: 72% (262/362) of the respondents reported that students enrolled in schools are attending classes while only 28% (100/362) said otherwise. The study also indicated that 30.1% (109/362) of respondents are aware of students who failed to attend class in the last four weeks (from the date of evaluation). About 23.3% said once, 3.9% twice and 3% have missed classes at least more than twice in the last four weeks.
- The further analysis shows that the three main reasons why the majority of students do not attend school classes regularly are due to early pregnancies 63.2% (60/95), family poverty 45.5% (46/101), and child marriages 39.6% (40/101).
- The school records indicate that there is gradual reduction of drop out rates among the target schools. Among two of the three target schools, there were 48 drop outs in 2020, while in 2021 there were 25 and in 2022 only 14 drop outs were registered (only 6 were girls).

Figure 2: Regular Attendance to classes according to community



- Although enrollment and retention was perceived to have improved, truancy is still a challenge among the students.
- Completion: According to 72.1% (261/362) of the respondents that in year 2022 there were students who were not able to complete their form four education.
- The three main reasons for students not completing their form four studies are early pregnancy (84.9%, 297/350), family poverty (62.6%, 219/350), early marriages (58.6%, 205/350).
- The main challenges facing girls affecting their completion status are child marriage 53.4%, early pregnancy 82.1%, female genital mutilation 18.3%, forced marriage 47.4%, failure in form two national exams 4.1%, and family poverty 1.9%.
- Improved school performance: The school data shows that form two national exams, 12.1% boys attained division one to three while 7.9% had division four and only 0.5% attained zero division. The girls were better than boys in division one to three by scoring 26.8% however they scored more division four (44.1%) and zero (8.2%).

Figure 3: School Performance form two national exams 2019-2021



- All the schools except Lekule have managed to reduce the number of students with division zero. This could be contributed by the fact that Lekule joined the project later than the other two schools. Effects of performance especially where attitude change is a component need a longer time to see the intended results.
- Form four national exams performance indicate that almost half of the (41.75%) students were within the range of division one to three with girls having the larger share at 21.76% and boys 19.99%. However more than a half 58.14% scored between divisions four and zero and girls had the largest share at 43% while the boys performed better at 15.14%.
- It is observable that the Division zero has gradually reduced in all schools. The efforts of remedial classes, teachers' trainings, and community mobilization are visibly realized at the end of the four years of study.
- Functional literacy and numeracy: The end line found out those 161 (78.2%) students were functional literate while 54 (26.2%) had poor literacy. About 55.5% (200/362) confirmed they knew students who were illiterate during enrolment and are now able to read, write and attempt numeracy questions.
- Strategies applied to enhance literacy and numeracy function to students were the following through engagements in remedial classes (61.6%), training teachers with special skills (25.3%), teachers' commitment (76%), students determination (34.2%), and existence of special programs (50.7%).

Functional literacy and numeracy level for students in project schools.

The evaluation team applied the Functional Literacy Assessment tool (FLAT tool) to 215 students in form one, two and three.

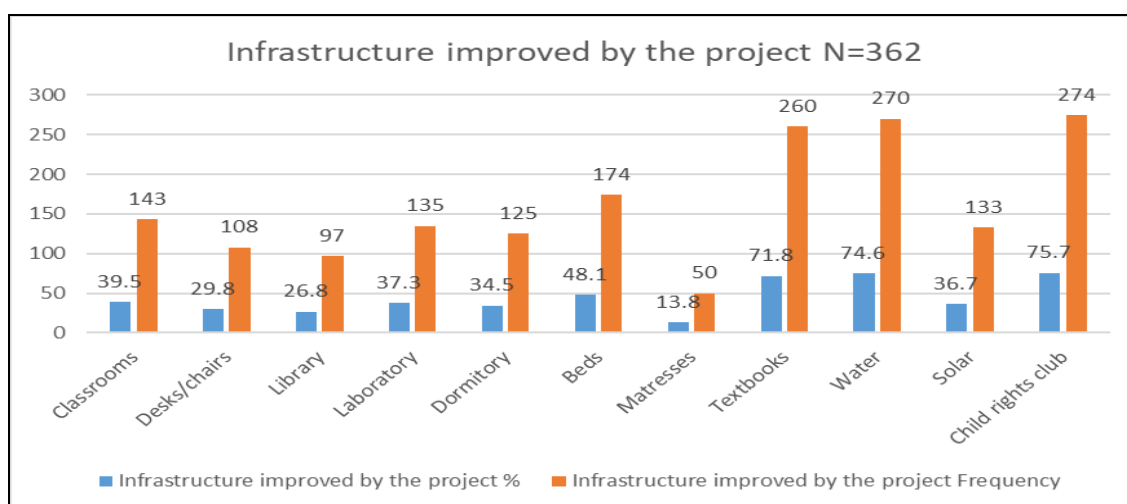
- The evaluation team, tested 206 students who were identified as poor functional literacy and noted that 161/206 (78.2%) of students have improved their functional literacy while 54/206 (26.2%) of students are still weak in reading but slightly progressed in sentences.
- The result shows that 132 out of 225 (58.7%) students are found functional numeracy while 93/225 (41.3%) students still are weak in numeracy though they have progressively in addition and minus.
- Further analysis indicates strategies applied to enhance literacy and numeracy function to students were as follows through engagements in remedial classes (61.6%), training teachers with special skills (25.3%), teachers' commitment (76%), students' determination (34.2%), and existence of special programs (50.7%).

Improved Quality Student-centered Learning in Project Schools

- Teachers in the three target schools have also undergone special trainings under the project to improve the learning environments. About 82.3% of the students affirmed that they were actively involved increment from the baseline survey which benchmarked student response on teacher involvement of students during learning at 68.2%.

- Methods used to involve students are questions and answers session (78.9%), group discussions (61.1%), discussion and presentation 58.8%. Others (6.9%) mentioned remedial, debates, exam tests and quizzes.
- About 98.9% (358/362) affirmed that the school's infrastructure was also improved. The findings indicate that the main areas of improvements for students were text books 71.8% (260/362), water 74.6% (270/362), and child rights club 75.7% (274/362). The community prioritized the improvements as follows textbooks 70% (28/40), solar provision 60% (24/40) and child rights clubs 57.5% (23/40).

Figure 12: Infrastructures Improved by the Project (n=362)



Enhanced safeguarding mechanisms within project schools and surrounding communities

- Almost all the respondents 99% (359/362) were aware of child protection components which were mentioned as follows 96.4% (347/362) protection, 86.7% (312/360) survival, 62.4% (226/360) development and 61.4% (291/360) participation.
- The school fraternity was trained on child protection by PWC 88.1%, followed by schools 88.4%, government (14.1%) and only 4.1% were trained by other Non-government organizations (Fema, World Vision, Tapala, 'Binti Shupavu', PCCB, Tembo Trust, TGNP and TPL).
- There exists child protection committee composed of 25 people hailing from the teachers, nurses, health personnel, opinion leaders (*Laigwanan*), women and parents. These committees were taught on child protection and rights.
- As a result, Lekule primary school prepared their child protection policy together with the committees. The other two schools improved their policies, for example, adding the code of conduct.
- Also 98% (355/362) of the interviewed respondents admitted that they have ability to advocate for children rights. About half 51% (185/362) of the interviewed respondents'

portrayed said that the schools have child protection policy which is signed by all visitors.

- A significant number 39.8% (144/362) agreed that there is always an opportunity to express their views on matters concerning lives. 45.0% rarely get an opportunity and 6.1% (22/362) sometimes get an opportunity while 9.1% (33/362) don't consider having any opportunity to express themselves.
- Two thirds 60.5% (219/362) responded they felt always safe while 11.6% felt they are safe sometimes and 27.9% said they are not safe. The reasons provided include Female genital mutilation 66%, presence of forced marriages 60.1%, child marriage 42.5%, and early pregnancy 28.1%. Others 10.5% include presence of wild animals (snakes at school) and poor communication between parents.

Table 22: Reasons for community not being safe for children (n=153)

Reasons for not being safe always	Frequency		Total	Percentage		Total
	Yes	No		Yes	No	
Forced marriage	92	61	153	60.1%	39.9%	100%
Child marriage	65	88	153	42.5%	57.5%	100%
Early pregnancy	43	110	153	28.1%	71.9%	100%
Female Genital Mutilation	101	52	153	66.0%	34.0%	100%
Others	16	137	153	10.5%	89.5%	100%

- As a result, 98% (355/362) interviewed respondents admitted there are child right clubs in the secondary schools. These functional clubs have been keys to push and advocate for child rights in schools and communities around the schools.
- About 70.2% (254/362) students said there are existences of MTAKUWAA committee in their communities. Half 52.5% (21/40) of the KII and community members also affirmed there are such committees. The contribution of the committees towards reducing or eradicating violence against women and children is visible. About 59.7% of the students agree that the committees advocates on the child rights, sensitizes on implementation of the plan 37.6% (136/362), and sensitizing community on importance of eradicating violence against women and children 62.5% (225/362).

Improved school governance, management and parents' involvement within project schools

- 98% (354/362) of respondents interviewed reported to have functional school governing boards which meet four times a year.
- Their roles and responsibilities were indicated as including Oversee school development 90.5%, Ensure quality education 36%, and Approve school work plan 55.1%, identify

school academic needs 54.4%, maintain student discipline 48.2%, and sensitize on school contributions 57.9%.

- The study result shows that 98.1% (355/362) respondents declared that their parents' participate in school education development by put more emphasises on enrolment and attendance of their children in school.
- 95% (344/362) of respondents confirmed the existence of Parents Teachers Associations (PTAs) in their schools and are actively involved in the affairs of the schools. The PTAs are engaged through school meetings 86.5% (313/362), student enrolments 31.5% (114/362), close follow up of academic progress 80.1% (290/362), monitor school development activities 52.5% (190/362).

Recommendations

1. The Literacy boost program through TaRL has played a great role to improve literacy skills to students in project operation area. It should also be introduced to lower primary.
2. Schools to continue training remaining students on functional literacy and numeracy so as ensure they become competent in reading, writing and arithmetic.
3. The right clubs are instrumental as students' platforms to understand and advocate for their rights; thus the organization should ensure right clubs are established in all PWC schools.
4. It has proved successful to aggressively sensitize communities towards embracing education. Such involvement of students should be rolled on to other schools within the organization jurisdiction.
5. Schools strategies to enrol children and maintain its retentions should be known by all, advocated and observed by all parents, community members and school management at large.
6. It is evident that such a bold project should be implemented in more than one year project period. Lekule enjoyed the project for only one year missing out on a prolonged period of attitude change and sensitization.
7. Components recommended for upscaling in new areas/projects
 - a) Sensitization of the community is key

- b) Establishment of right clubs that shapes the behaviour of a child, instills leaderships skills and brings out the difference between those in the club and those not members.
- c) Remedial classes for slow learners has contributed towards improved performance and retention of students.
- d) School committees are also key in the development of schools and should be replicated.
- e) Training of teachers with a planned follow up from the quality assurance officers to ascertain improved teaching skills.

I.0 INTRODUCTION

The Pastoral Women's Council is a non-profit membership organization that works in northern Tanzania to achieve gender equality and community development through the empowerment of Maasai women and girls.

Pastoralist's girls in Tanzania face multiple levels of vulnerability including inadequate access to quality education, low access to basic services and infrastructure and exposure to harmful social norms (such as early and forced marriages, female genital mutilation) and gender-based violence.

PWC implemented a three-year scale up project that aimed to improve access to quality formal education for pastoralist and agro-pastoralist girls and boys in Ngorongoro and Longido districts. The project focused on education 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.

I.1 Objectives of the Project Endline Study

The overall aim of the End line study is to collect and document empirical data on results and impact of the Engisoma Phase II project particularly with regards to the following specific project outcomes:

- a) Increased enrolment and retention of pastoralists' boys and girls in project schools.
- b) Improved learning and quality of secondary education in project schools
- c) Enhanced prevention and response safeguarding mechanisms within project schools and surrounding communities

I.2 Key Consultant Deliverables

- a) Increased enrollment, retention and performance of pastoralists boys and girls in project schools.
- b) Improved quality student-centered learning in project schools. This should include an analysis of student learning and teaching gaps.
- c) Enhanced safeguarding mechanisms within project schools and surrounding communities.
- d) Improved school governance, management and parents' involvement within project schools.

1.3 Scope and Context of the study

The Engisoma Phase II project was a three-year scale up project that aimed to improve access to quality formal education for pastoralist and agro-pastoralist girls and boys in Ngorongoro and Longido districts. The project focused on education 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. PWC commissioned MAGUCA Company LTD to conduct the Endline survey for the three secondary schools and surrounding communities.

2.0 Evaluation Methodology and Approach

Quantitative primary data was mainly collected from schools and community through self-administered questionnaire survey and literature reviews, while qualitative data were mainly collected using focus group discussions and key informant interviews. A total of 9 FGD (3 from each school) with a total of 66 people. The FGDs were conducted with respective students' clubs, school management and community members around the schools and 15 Key informant interviews were conducted with project coordinator, district officers, ward representatives and village leaders. The FLAT tool was used to assess the literacy and numeracy levels of students. The survey was well coordinated in close collaboration with PWC and project stakeholders.

Table 1: Types of tools used by the survey and sample size covered.

Tool	Questionnaire survey tool	Community questionnaire tool	Focus Group Discussion (FGD)	Key Informants Interview (KII)
Total Sample	362 Student survey and functional assessment 225	40 people representing teachers, community members	66 people (Representatives of right clubs-students, teachers and community representatives)	15 people (Secondary school teachers, Village Executive officer, District education officers, District Social welfare officer, PWC-Project coordinator)

Source of Data; End Line Survey, 2022

2.1 Determination of Sample Size & Sampling Design

It was not possible to gather information from the whole target group and this necessitated that the evaluation samples of some students be selected as representative sample for the whole population of beneficiaries. Random and purposeful sampling was used to select 362 respondents for student (230 in Ngorongoro district and 132 in Longido) and 40 community questionnaires within three schools in villages surveyed (see table 2).

Table 2: District Survey (N=362)

District Name	Frequency	Percent
Ngorongoro	230	63.5
Longido	132	36.5
Total	362	100.0

Source of Data; End Line Survey, 2022

2.2 Data Collection, Analysis and Presentation Techniques

The data collection exercise was done through a team of six enumerators who were trained on the study tools (as explained above) for perfect understanding and familiarization of the tool. The team was led by the team leader (Catherine W. N. Maguzu) and a research assistant (Gasper Mgonja).

The data editing was done by the enumerators and the team leader to ensure all the questionnaires are well filled and no answers are missing. The data collectors were required to edit data at the end of every interview and the supervisor reviewed at the end of the day. This enabled to check for completeness, accuracy and consistency of the answers

All the household questionnaires were coded for easy identification and data entry which was done SPSS whereby all data were effectively supervised by team leaders before data entry.

The Evaluation exercise gathered both quantitative and qualitative data. Qualitative data refers to all non-numeric data or data that have not been quantified and can be a product of all research strategies. Qualitative data was analyzed by sorting patterns and trend of answers depending on project objective. The Evaluation will deploy SPSS Software to analyze quantitative data whereby the analysis included determination confidence intervals (CI), that is, lower bound and upper bound to justify statistical significant change when comparing the baseline values against previous baseline/ baseline values.

3.0 EVALUATION RESULTS AND DISCUSSION

3.1 Respondents Profile

The evaluation team interviewed 362 students with 32.9% males and 67.1% females and 40 KII and community members (65% males and 35% females). They also administered the FLAT tool to 225 students representing 20.9% males and 79.1% females (See for further information the FLAT tool section).

Table 3: Gender and Age of respondents (n=362) Cross tabulation

Gender of respondents	Respondents' Age											Total
	12	13	14	15	16	17	18	19	20	22	23	
Male	1	1	0	5	20	44	28	9	6	4	1	119
Female	2	10	43	54	61	54	15	3	1	0	0	243
Total	3	11	43	59	81	98	43	12	7	4	1	362

Source of Data; End Line Survey, 2022

The respondents' age range was between 12-23 years. More than a third 32% (116/362) was between 12-15 years, 61.3% (222/362) between 16 and 18 years while 67% (24/362) were above 18 years of age. The schools are mandated with the task of moulding young girls who are also going through the perplexes of young adulthood. Education and its importance should be seen as the key motivation to seek a better life and inform their decision making processes.

Table 4 below also expresses that 118 (32.5%) of them are in Form I, while 230 (36.5%) are in Form 2 and only 14 (3.9%) are in Form 3.

Table 4: Respondents' Age and Education status (n=362) *Cross tabulation*

Respondents Age	Level of Education			Total
	Form I	Form II	FORM III	
12	2	1	0	3
13	11	0	0	11
14	42	1	0	43
15	37	22	0	59
16	17	63	1	81
17	7	88	3	98
18	1	40	2	43
19	0	9	3	12
20	1	4	2	7
22	0	2	2	4
23	0	0	1	1
Total	118	230	14	362

Source of Data; End Line Survey, 2022

The respondents represent a large number of the local population within the Engisoma project area. Although the evaluation team interviewed 362 students, the sample size represented a total number of 1,957 (964 males and 993 females) immediate family members. Accordingly, children of school going age (6- 17years were the majority totalling to 504 (25.8%), they were followed by those in the age bracket of 30-41 years 19.3% (377/1957), then 17.53% of youths (343/1957), then under five year olds 16.6% (325/1957), and adults aged between 42-53 were 299 (15.3%). Those above 54 years represented by 5.7% (109/1957). The age distribution shows that the Engisoma project is still viable for other school going children (6-17 years) and 18-29 years who are not within the three targeted schools. It also indicates the extent to which the

impact of the project has on the population directly related to the project target group. Table 5 below indicates the age category of the surveyed population.

Table 5: The respondents' family members Age categories

Age category	Frequency		Total	Percent		Total
	Male	Female		Male	Female	
0-5	155	170	325	47.7%	52.3%	100%
6-17	233	271	504	46.2%	53.76984	100%
18-29	180	163	343	52.5%	47.5%	100%
30-41	147	230	377	37.0%	61.0%	100%
42-53	177	122	299	59.2%	40.8%	100%
Above 54	72	37	109	66.1%	33.9%	100%
Total	964	993	1957	49.3%	50.7%	100%

Source of Data; End Line Survey, 2022

3.2 Increased enrolment, retention and performance of pastoralists boys and girls in project schools.

3.2.1 Knowledge, Attitude and Practice

The knowledge, attitude and practices are key components for community change positive or negative. The study assessed knowledge, so as to observe the significant changes which has happened all the time of project implementation.

3.2.2 Community members' perception on girl child education

The Engisoma Project sensitized the communities on the importance of girl child education. The various messages against gender based violence and child rights were passed on to the community through a variety of means. PWC liaised with the relevant government authorities to obtain a license for community gatherings. Messages; were relayed inform of traditional songs, dances, debates and role plays. The students from the three schools performed during markets, and community/village meetings. PWC staffs, especially the ladies, are seen as good role models for the upcoming generation. The right clubs formed in all the three schools targeted both boys and girls. The schools actually prepared a schedule and day for meeting with the right club members which is voluntary. The project worked closely with the government agencies includes the social welfare to train on the child protection rights.

The evaluation survey assessed the students and community members' perception toward allowing girl child education. Majority of the students 96.7% (350/362) reported that girls are allowed to receive education in the community while only 2% (9/362) disagreed. Further analysis shows that 92.5% (37/40) of the community members and teachers agree that the perception on girl child education has changed.

Table 6: Perceptions on girl Education

Girl Child Education				
Allowing Girl Child Education			Change on Community Perception	
	Frequency	Percent	Frequency	Percent
Yes	350	96.7	37	92.5
No	12	3.3	3	7.5
Total	362	100	40	100

Source of Data; End Line Survey, 2022

The students affirm that the community perceives girl child education as very good 51.4% 186/362, 17.4% perceive it as good, 26.5% find it as a moderate issue and only 1.4% perceived it as bad. The community response confirms the change. About a third confirmed that girl child education currently is perceived as a good and moderate initiative (37.5% 15/40) respectively, 22.5% said it was a very good initiative and only 2.5% perceive it as a bad one. This is a major departure and good progress from the base line report. It says that “responses from the teachers (54%) perceive that the community considers equal learning chance among boys and girls while 46% disagree that the community considers equal chance of learning.

The study realized that the community members are allowing their girl children to get education. This has been justified by 97% (350/362) of majority repondents agreed that community members are allowing their female children to join schools while 3% (12/362) disagreed that girl children are not allowed to education. This is a major step compared with the baseline survey results which records that 54% community members considers equal learning chances to boys and girls. Futher analysis was tested on the level of allowing girls children to education, of which 51.4%(186/362) admitted that it is very good, 17.4% (63/362) good, 26.5%(96/362) average, 1.4% bad and 3.3% (12/362) they don't know.

In community development, when there is new technology transfer, the major fight is with attitude change. The survey confirms that the project has penetrated the community by winning the war on attitude change. The community perception and attitude towards girls' education has positively changed and is no longer considered by the majority as a bad move by the majority; although some remnants are still there. According to FGD and KII interviews it was reported that majority of community members now allow both boys and girls to receive education, of which the rate of girls are community priority.

Through the regular sensitization efforts towards embracing education as a community by the project, various strategies were designed. Among the strategies mentioned by respondents are parents' involvement 65.2%, or 236/362, parents' sensitizations sessions 37.3% (135/362),

involving the village government 43.9% close follow up by the school board 40.1%, and the application of law 62.4% (226/362).

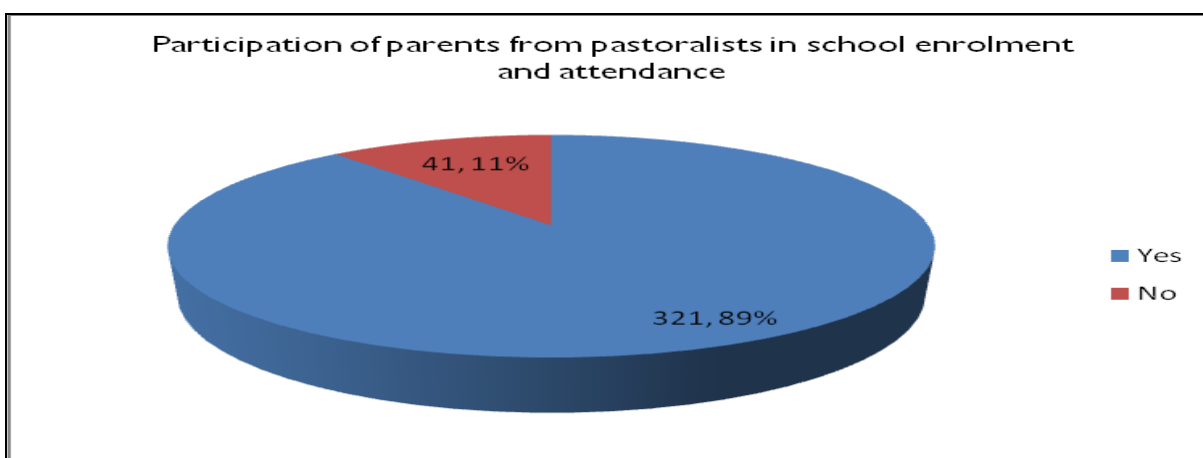
Table 7: Strategies devised by schools to increase enrollment, retention and completion levels

Strategies	Frequency		Total	Percentage		Total
	Yes	No		Yes	No	
Parents' Involvement	236	126	362	65.2%	34.8%	100%
Parents' sensitization	135	227	362	37.3%	62.7%	100%
Village Government Involvement	159	203	362	43.9%	56.1%	100%
School board follow up on students' enrolment	145	217	362	40.1%	59.9%	100%
Application of law	226	136	362	62.4%	37.6%	100%

Source of Data; End Line Survey, 2022

The study realized that the participation of parents in school enrolment and attendance was high according to 89% (321/362) of the respondents.

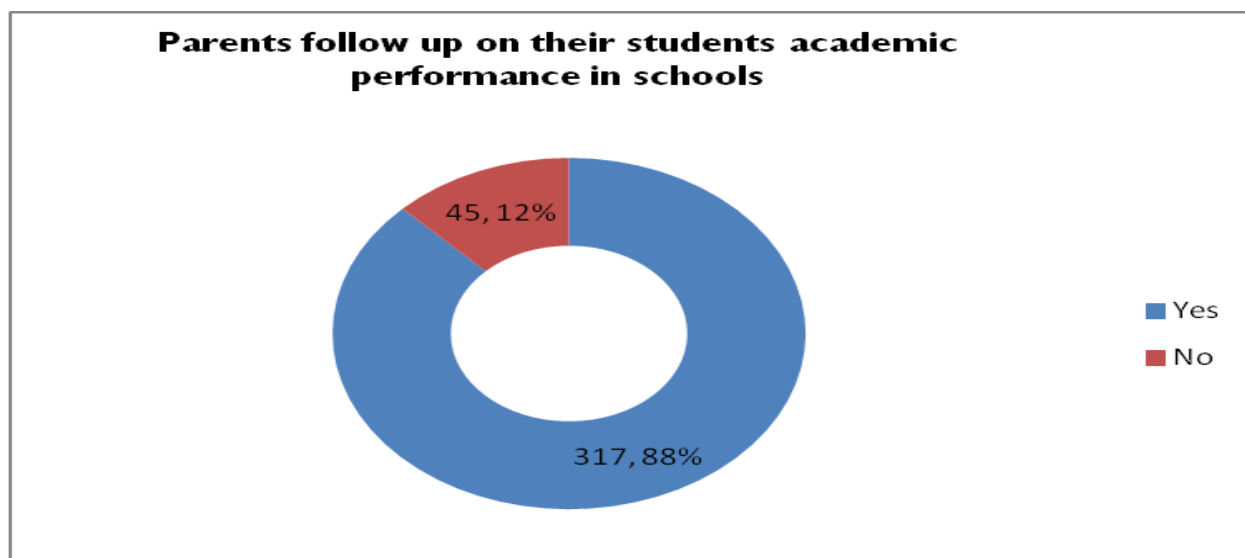
Figure 4: Participation of parents in school enrolment and attendance (n=362)



Source of data; End Line Survey, 2022

On the same note, it was realized that parents follow up on their students' performance in school (88%, 317/362). This is an indication that the project had a positive impact on the attitude of the parents raising their concern to education issues positively. See the figure 2 below.

Figure 5: Parents follow up on their students' academic performance (n=362)



Source of data; End Line Survey, 2022

The end line survey was informed by the FGD that the presence of the project led to an improvement in the quality and student centred learning in the project schools. The project invested in training teachers on the TARL (Teaching at the Right Level). At least three teachers and their head teachers from the school were taught in conjunction with the district education officers. Students challenged in the literacy, writing (three mandatory KKK) were identified and enrolled for remedial classes. This was not always the case with the three schools. The teachers were also taught on how to prepare lesson plans using the competence based curriculum. This led to adoption of the new CBC mode and doing away with the content mode. The project staffs certainly affirm that the above efforts led to improved performance especially among the remedial class attendees.

3.2.3 Enrolment

With the change attitude, the evaluation found out that the enrollment status of the three schools for the past two years (2020-2021) was perceived ranging between high and average 82.5% (33/40) community members and 51.3% (186/362) students. The responses were as seen in Table 8 below;

Table 8 : Perception of the enrollment status for the past two years (n=362).

Enrollment status for Secondary schools for the last two years (2020-2021)				
	Students response		Community Response	
	Frequency	Percent	Frequency	Percent

High	108	29.8	13	32.5
Average	78	21.5	20	50
Low	11	3	3	7.5
I don't know	165	45.7	4	10
Total	362	100	40	100

Source of data; End Line Survey, 2022

Both the students and the community members agreed that for the last two years the enrollment status was promising. Majority 29.8% (108/362) of the students said that the enrollment rate was high. Half 50%, (20/40) of the community members perceived it as average and a third 32.5% (13/40) saw it as high. This is an indication that the enrollment status is known and observable among the students and the community. The rates are perceived to be mostly high or average.

These findings are adequately supported by the data provided by two schools Lekule girls and Emanyatta. The trend in table 9 below shows a steady and gradual increment of student enrolment.

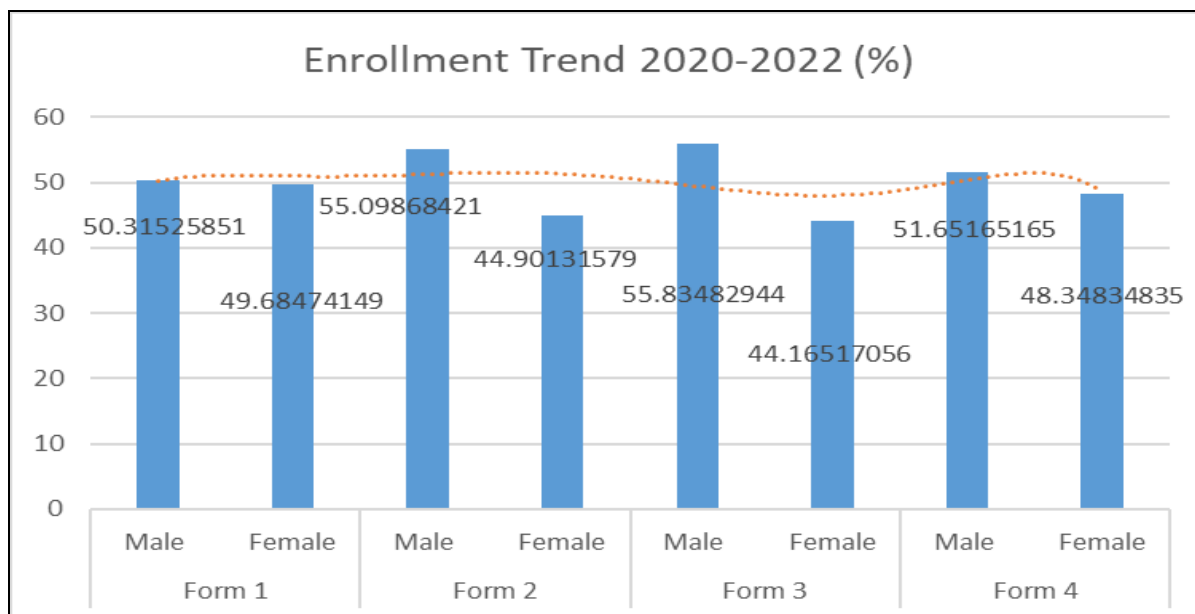
Table 9: Enrollment Status and Trend 2020-2022

Name of Secondary School	Year	Enrolment							
		Form 1		Form 2		Form 3		Form 4	
		Male	Female	Male	Female	Male	Female	Male	Female
Emanyatta	2020	25	24	21	10	36	37	56	47
	2021	17	23	25	24	20	08	32	34
	2022	18	42	19	22	24	25	20	10
Soitsambu	2020	79	105	66	55	66	55	81	83
	2021	110	100	99	66	66	55	89	93
	2022	150	100	105	96	99	66	66	55
Total		399	394	335	273	311	246	344	322
Grand Total		793		608		557		666	

Source of data; End Line Survey, 2022

Since 2020, 793 students were enrolled in form one with almost equal enrollment among the boys (50.31%) and girls (49.68%). Interesting to observe is that enrolments were done throughout the education levels. Form two's enrollment stood at 55.09% (335/608) for boys and 44.9% girls (273/608). In form three all the schools enrolled new students 55.83% (311/577) boys and 44.16% (246/557). Form four is an examinable year but it still attracted new entrants in all schools 51.66% boys and 48.34 girls. This trend corresponds with the community campaigns and education done by the project. the gains at this level are most probably due to the efforts invested to educate the community on the importance of education. See the figure 3 below.

Figure 3: Enrollment Trend 2020-2022 in Percentages



Source of Data; End Line Survey, 2022

3.2.4 Retention

The evaluation survey noted that 72% (262/362) of the respondents reported that students enrolled in schools are attending classes while only 28% (100/362) said otherwise. The further analysis shows that the three main reasons why the majority of students do not attend school classes regularly due to early pregnancies 63.2% (60/95), family poverty 45.5% (46/101), and child marriages 39.6% (40/101). Other reasons with significant rates are traditions and customs 30.7% (31/101) and low value of education from families 25.7% (26/101). Distance to school also contributes to truancy at 18.8% (19/101).

Table 10: Reasons for students not attending classes * Cross Tabulation* (n=101)

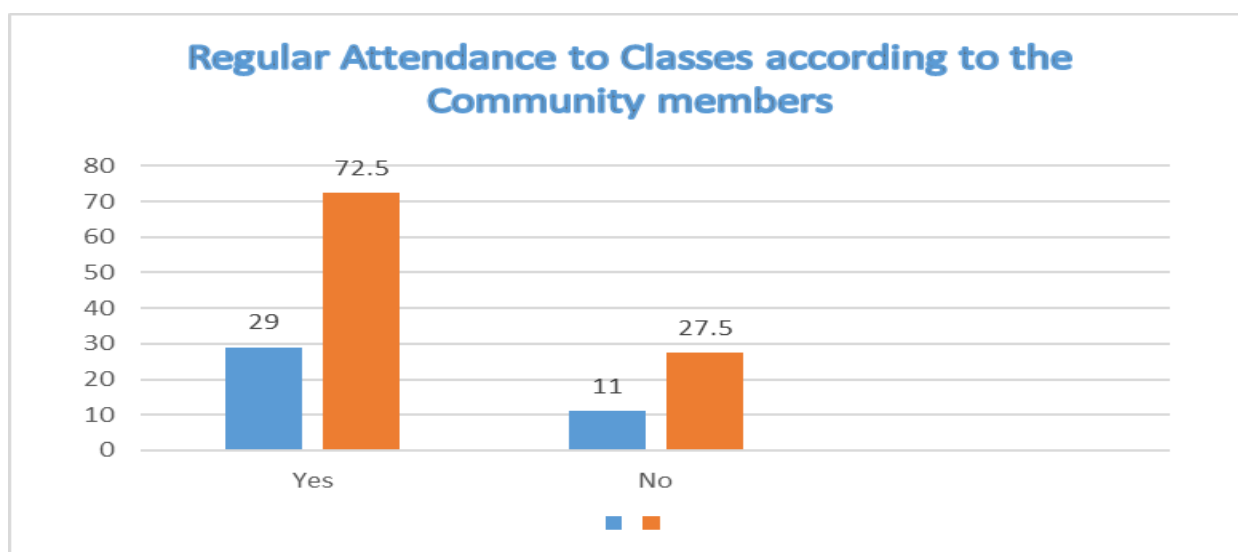
Reasons for not attending classes	Frequency		Total	Percent		Percentage Total
	Yes	No		Yes	No	
Child Marriage	40	61	101	39.6 %	60.4 %	100%
Early Pregnancy	60	35	95	63.2 %	36.8 %	100%
Traditions and customs	31	70	101	30.7 %	69.3 %	100%
Low value of education from families	26	75	101	25.7 %	74.3 %	100%

Poverty	46	55	101	45.5 %	54.5 %	100%
Distance to school	19	82	101	18.8 %	81.2 %	100%
Others	3	98	101	3%	97.0 %	100%

Source of Data; End Line Survey, 2022

The community members were also interviewed on the retention rate of their students. Majority 72.5% affirmed that their students (specific child) attend classes regularly. However, there is a significant quarter 27.5% of the parents who have students on truancy.

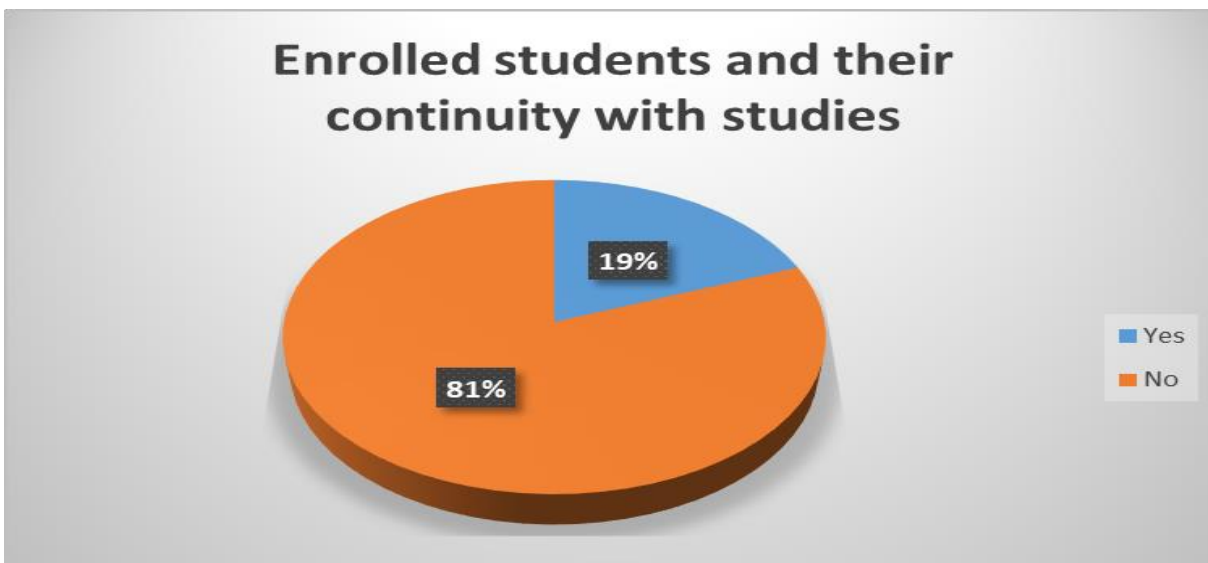
Figure 4: Regular Attendance to classes according to community



Source of Data; End Line Survey, 2022

However, the evaluation found out majority of the respondents 80.9% (293/362) said that out of all the enrolled students (in their respective classes and year of enrolment) not all continued with school/education. Therefore, only 19.1% of the respondents (69/362) admitted that their fellow enrolled students continued with their studies. See figure below.

Figure 5: Enrolled Students and their continuity with studies (n=362)



Source of Data; End Line Survey, 2022

Further interviewing indicated that 30.1% (109/362) of respondents are aware of students who failed to attend class in the last four weeks (from the date of evaluation). About 23.3% said once, 3.9% twice and 3% have missed classes at least more than twice in the last four weeks. In addition, the community members agreed that they knew students who had failed to attend class for the last four weeks. More than half 55% knew students with at least one-time truancy (30%), twice (10%) and more than twice (15%).

Table 11: Awareness of students who missed class for the last four weeks

Awareness of students who missed class for the last four weeks.		
	Frequency	Percent
Yes; Once	12	30
Yes; Twice	4	10
Yes; more than twice	6	15
I don't know	18	45
Total	40	100

Source of Data; End Line Survey, 2022

Although enrollment and retention was perceived to have improved, truancy is still a challenge among the students. This means that they will still attend to classes but occasionally they will have a reason to miss out on their school schedule.

The study team also analyzed data received from two schools; Soitsambu and Emanyatta secondary schools on the drop out status from 2020 until 2022. Considering table 12 and figure

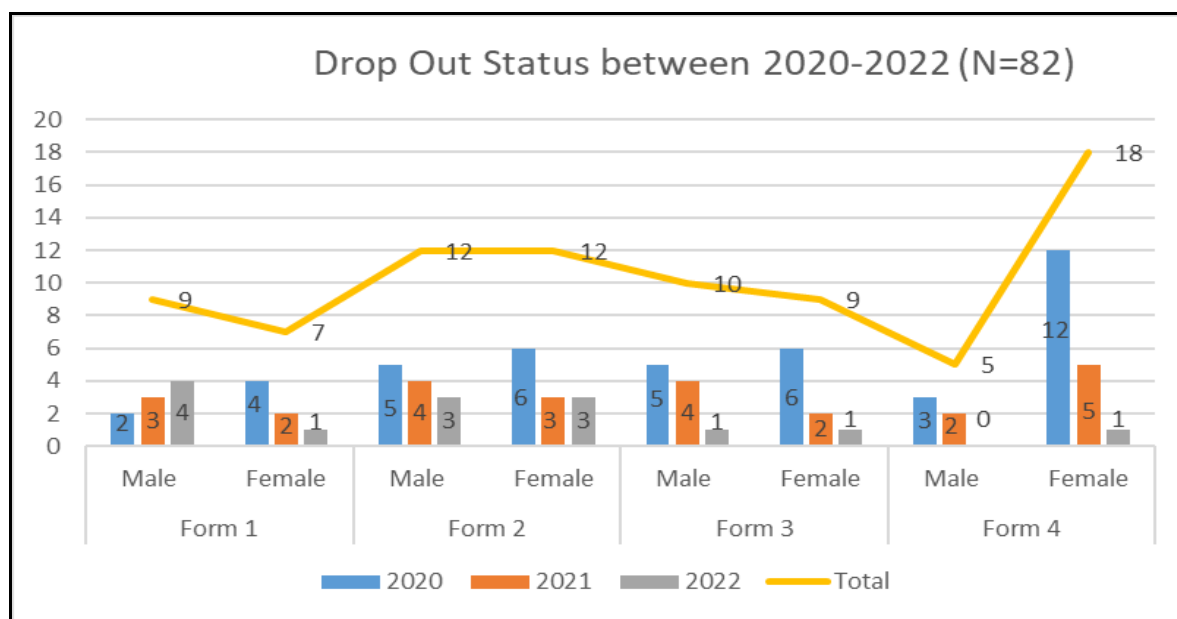
6 below, it is evident that the dropout rates are reducing within individual schools. For instance, Emanyatta has a total number of 24 drop outs in the three years yet it is observable that the majority were in the fourth year among girls in 2020. Two years later there were only 3 drop outs and none in form four.

Table 12: Drop out Status among Secondary schools; 2020-2022 (N=82)

Name of Secondary school	Year	Form 1		Form 2		Form 3		Form 4	
		Male	Female	Male	Female	Male	Female	Male	Female
Emanyatta	2020	0	0	2	1	1	2	0	7
	2021	1	0	2	2	0	2	0	1
	2022	0	0	1	1	0	1	0	0
Sub Total		1	0	5	4	1	5	0	8
Soitsambu	2020	2	4	3	5	4	4	3	5
	2021	2	2	2	1	4	0	2	4
	2022	4	1	2	2	1	0	0	1
Sub Total		8	7	7	8	9	4	5	10
Grand Total		9	7	12	12	10	9	5	18

Source of Data; End Line Survey, 2022

Figure 6: Drop out trend for males and females from 2020-2022 (N=82)



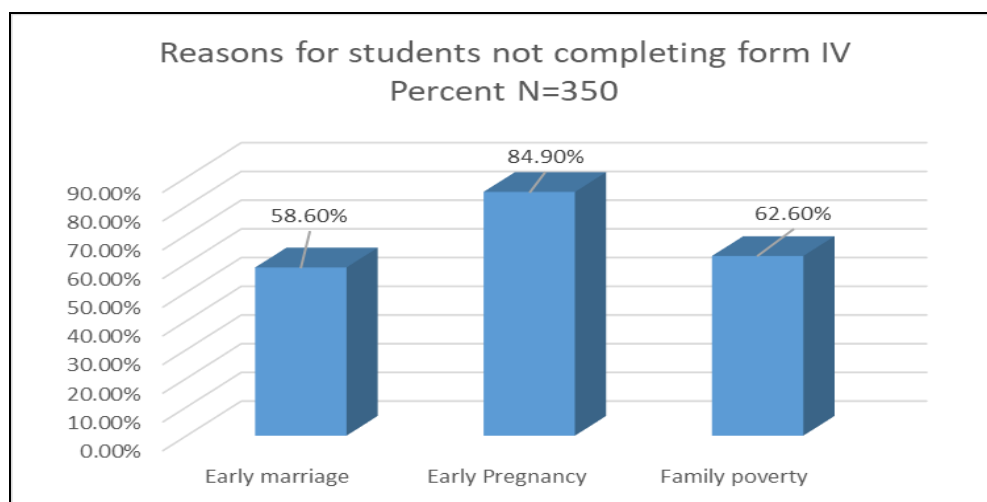
Source of Data; End Line Survey, 2022

The Engisoma project has succeeded in gradually reducing the drop outs every year. In 2020, these two project target schools had 48 drop outs, 2021 there were 25 and in 2022 only 14 drop outs were registered (only 6 were girls). In total there were 46 girls and 36 boys dropping out of school between the 2020-2022.

3.2.5 Completion

The evaluation was informed by 72.1% (261/362) of the respondents that in year 2022 there were students who were not able to complete their form four education. The three main reasons for students not completing their form four studies are early pregnancy (84.9%, 297/350), family poverty (62.6%, 219/350), early marriages (58.6%, 205/350). Refer to figure 7.

Figure 7: Three major reasons for students not completing form four; *Multiple responses* (n=350)



Source of Data; End Line Survey, 2022

The community members during FGDs also mentioned other reasons including truancy, disobedience among students, diseases, lack of motivation, and lack of patience. The project has worked closely with the schools to devise strategies that ensure increased enrolment, retention and completion of form four by the students.

The main challenges that hinders the girl child to complete her education were mentioned as follows child marriage 53.4%, early pregnancy 82.1%, female genital mutilation 18.3%, forced marriage 47.4%, failure in form two national exams 4.1%, and family poverty 1.9%. See table 12 below for further details.

Table 13: Reasons for girls' student not completing form four in project area N=268

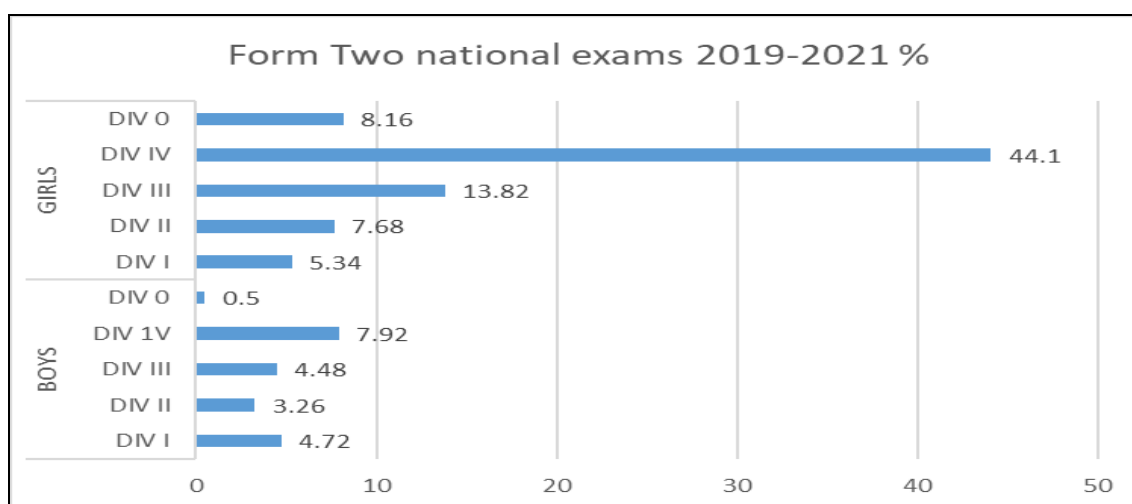
Reasons for girls student not completing form four	Frequency		Percentage	
	Yes	No	Yes	No
Child Marriage	125	143	46.6%	53.4%
Early pregnancy	220	48	82.1%	17.9%
Female Genital Mutilation	49	219	18.3%	81.7%
Forced marriage	127	141	47.4%	52.6%
Failure in Form two	11	257	4.1%	95.9%
Family poverty	5	263	1.9%	98.1%
Others	14	254	5.2%	94.8%

Source of Data; End Line Survey, 2022

3.2.6 Improved School performance

The evaluation study assessed the performance of the three schools for the form two and four national exams since 2019 to 2021 where project activities were implemented. The results show that 1628 students sat for exams, of which 12.1% boys attained division one to three while 7.9% had division four and only 0.5% attained zero division. The girls were better than boys in division one to three by scoring 26.8% however they scored more division four (44.1%) and zero (8.2%). The figure below summarizes the school performance in national exams for three years (2019-2021), of which division zero is 8.7% (141/1628) with 0.5% for boys and 8.2% girls. Half of the students 52% (847/1628) scored division four (boys 7.9% and girls 44.1%) while 39.4% (642/1628) were found in division one to three.

Figure 8: School Performance form two national exams 2019-2021



Source of Data; End Line Survey, 2022

All the schools except Lekule have managed to reduce the number of students with division zero. This could be contributed by the fact that Lekule joined the project later than the other two schools. The Effects of performance especially where attitude change is a component need a longer time to see the intended results.

According to FGD and KII interviews it was reported that, general improved performance and reduction of zero division was contributed by remedial classes and refresher trainings offered to teachers on competence based curriculum and literacy boosting program through Teaching at the Right Level (TaRL).

Table 14: School Performance form two national exams 2019-2021

YEARS	Name of Secondary school	Boys					Girls					Total
		DVI	DVII	DVIII	DVIV	DV0	DVI	DVII	DVIII	DVIV	DV0	
2019	Lekule Girls						2	9	21	126	31	189
2020							13	20	33	73	11	150
2021							45	64	124	351	71	655
SUB TOTAL							60	93	178	550	113	994
2019	Soitsambu	16	14	22	39	4	8	14	18	47	10	192
2020		9	11	15	33	3	7	7	4	40	5	134
2021		23	17	20	38	1	4	5	9	47	1	165
SUB TOTAL		48	42	57	110	8	19	26	31	134	16	491
2019	Emanyata	17	7	5	4	0	3	3	10	18	3	70
2020		4	3	4	8	0	1	0	2	5	1	28
2021		8	1	7	7	0	4	3	4	11	0	45
SUB TOTAL		29	11	16	19	0	8	6	16	34	4	143
TOTAL		77	53	73	129	8	87	125	225	718	133	1628

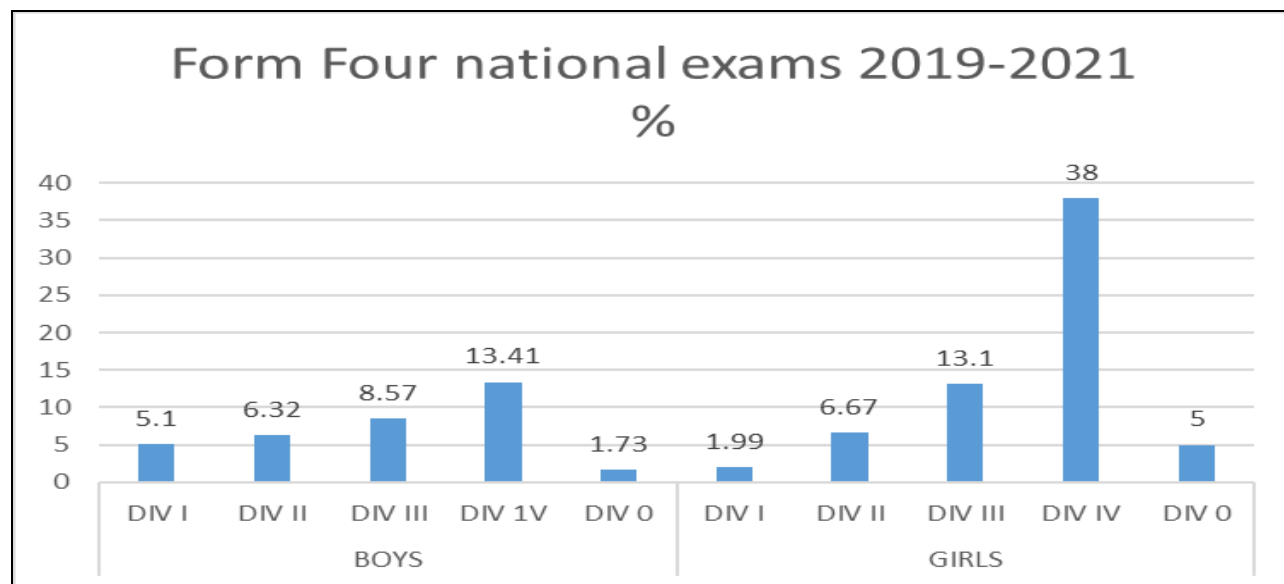
Source of Data; End Line Survey, 2022

The form four performances were also assessed for the three secondary schools from 2019-2021, of which 1155 students sat for national exams. The results indicate that almost half of the (41.75%) students were within the range of division one to three with girls having the larger share at 21.76% and boys 19.99%. However, more than a half 58.14% scored between divisions four and zero. Girls had the largest share at 43% while the boys performed better at 15.14%.

Table 15 below shows the trend for individual schools. It is observable that the Division zero has gradually reduced in all schools. The efforts of remedial classes, teachers' trainings, and community mobilization are visibly realized at the end of the four years of study. There is still a lot to be done, especially to reduce the division four and more so among girls. The end line

confirms that efforts invested in education are never in vain, it might take longer but the students will benefit at the end.

Figure 9: Form four national exams 2019-2021



Source of Data; End Line Survey, 2022

Table 15 : School Performance for form four national exams 2019-2021

	Form Four National Examination Results From 2019-2021											
YEARS	Name of Secondary school	Boys					Girls					Total
		DVI	DVII	DVIII	DVIV	DV0	DVI	DVII	DVIII	DVIV	DV0	
2019	Lekule Girls						0	9	20	70	12	111
2020							2	14	29	62	19	126
2021							1	18	38	96	1	154
SUB TOTAL							3	41	87	228	32	391
2019	Soitsambu	16	14	22	39	4	8	14	18	47	10	192
2020		9	11	15	33	3	7	7	4	40	5	134
2021		23	17	20	38	1	4	5	9	47	1	165
SUB TOTAL		48	42	57	110	8	19	26	31	134	16	491
2019	Emanyata	1	12	21	15	4	0	5	15	34	6	113
2020		0	12	14	22	8	0	2	9	24	4	95
2021		10	7	7	8	0	1	3	10	19	0	65

	11	31	42	45	12	1	10	34	77	10	273
TOTAL	59	73	99	155	20	23	77	152	439	58	1155

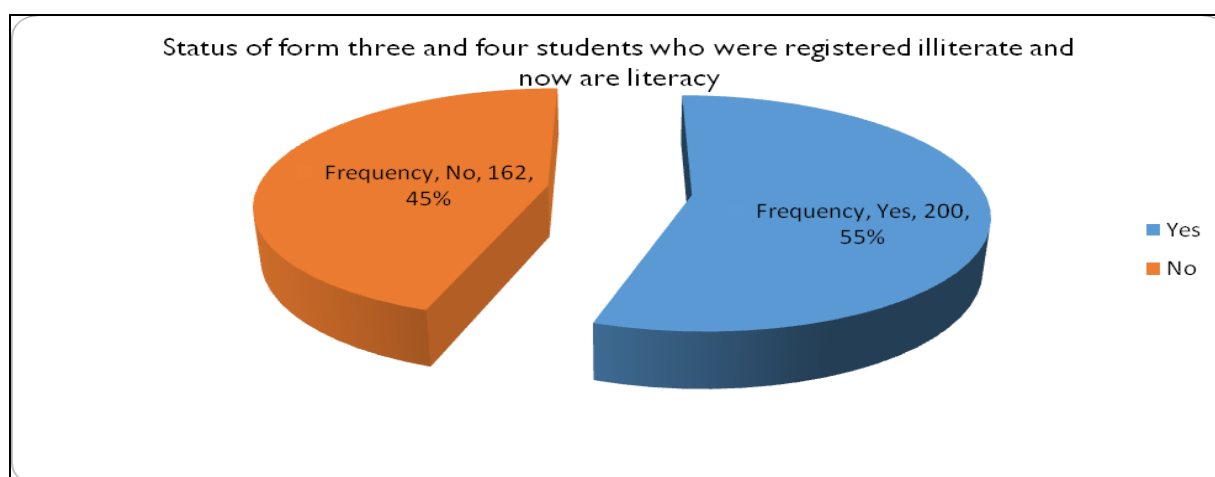
Source of Data; End Line Survey, 2022

3.2.7 Functional literacy and numeracy level for students in project schools.

The evaluation team applied the Functional Literacy Assessment tool (FLAT tool) to 855 students in form one, two and three. The baseline report records that “21.4% (24) of student were weak to read fluently”. The end line found that out of those 161/215 (78.2%) students were functional literate while 54 (26.2%) had poor literacy.

The students were asked if there are any form three or four students who were illiterate by the time they were enrolled and are now literate. Surprisingly, 55.5% (200/362) said yes they were able to read, write and attempt numeracy questions.

Figure 10: Change among students with functional literacy



Source of Data; End Line Survey, 2022

According to Key informant and Focus Group discussion it was reported that majority of registered students in form three and four are literate and numeracy functional due to literacy boost programs designed in school in collaboration with PWC.

Further analysis indicates strategies applied to enhance literacy and numeracy function to students were as follows through engagements in remedial classes (61.6%), training teachers with special skills (25.3%), teachers' commitment (76%), students' determination (34.2%), and existence of special programs (50.7%). See table 15 below.

Further, the headmaster of Emanyata Secondary school witnessed students with improved literacy skills due to remedial classes and increased teachers' skills.

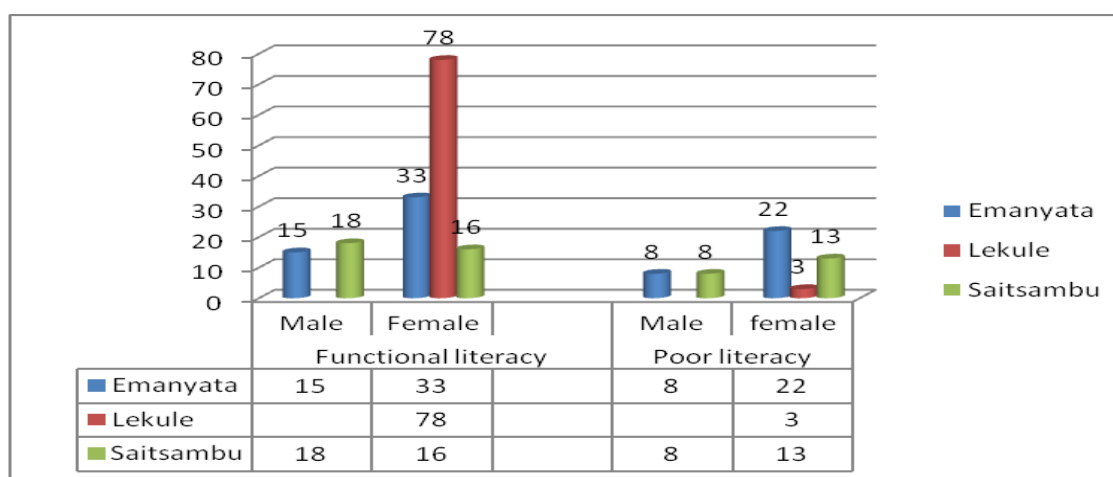
Table 16: Strategies use to increase literacy and numeracy among form three and four students (n=146)

Strategies	Frequency		Total	Percent		Total
	Yes	No		Yes	No	
Remedial classes	90	56	146	61.6%	38.4%	100%
Teachers equipped with special skills	37	109	146	25.3%	74.7%	100%
Teachers commitment on teaching	111	35	146	76.0%	24.0%	100%
Students determination to learn	50	96	146	34.2%	65.8%	100%
Existence of special programs	74	72	146	50.7%	49.3%	100%

Source of Data; End Line Survey, 2022

According to schools' functional literacy assessment report for the form one and two students in the surveyed schools about 855 students were assessed, of which 206/855 (24.1%) of students were found with poor literacy. The evaluation team, tested 206 students who were identified as poor functional literacy and noted that 161/206 (78.2%) of students have improved their functional literacy while 54/206 (26.2%) of students are still weak in reading but slightly progressed in sentences. This implies tremendous improvement of students toward achieving literacy. According to KII interviews with government officials and teachers, it was reported that collaboration of schools with partners of development including PWC has boosted literacy skills to students through TaRL. The evaluation team has found the literacy boost program instilled to teachers through PWC of significant importance for bringing learning changes to students. Therefore, the organization and development partners should apply it in primary schools especially in standard one to three so as to ensure every child who passes to join secondary school is functionally competent in literacy. PWC should ensure the program of TaRL is taught in all form one classes and also introduce the model in primary schools so as to reduce illiteracy levels in secondary school.

Figure 11: Functional Literacy and Poor Literacy



Source of Data; End Line Survey, 2022

The figure above illustrates the functional and poor literacy of students according to schools, of which Lekule girls have 78 students who have graduated from illiterate, followed by Emanyata 48 and Soitsambu 34. The further analysis indicates that more 61.7% (127/206) girls have improved their literacy than boys.

Functional numeracy

According to schools' functional assessment report shows that 855 students were tested by using FLAT tool, of which 26.3% (225/855) were found weak in functional numeracy. The evaluation team tested 225 students who were identified as poor in functional numeracy so as to test the progress gained after project intervention; The result shows that 132 out of 225 (58.7%) students are found functional numeracy while 93/225 (41.3%) students still are weak in numeracy though they have progressively in additional and minus. There are slight improvement of students toward achieving full numerical function. The schools' management has to ensure all 93 students who are weak in numeracy are trained more so as to graduate. Being functional numeracy helps them to perform in internal and national exams.

Table 17: Functional numeracy status of students

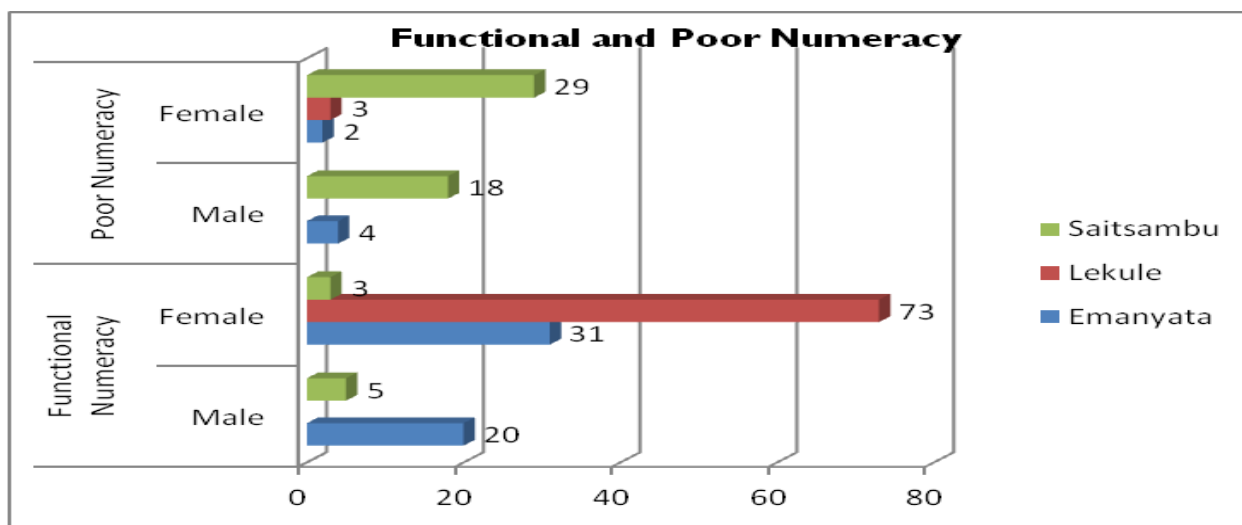
Name of secondary schools	Functional Numeracy		Poor numeracy		Total number of assessed students		Total
	Male	Female	Male	Female	Male	Female	
Emanyatta	20	31	4	8	38	63	101
Lekule Girls		73		16		308	308
Soitsambu	5	3	18	47	258	188	446
Total	25	107	22	71	296	559	855

Source of Data; End Line Survey, 2022

The table above summarizes functional and non functional students in numeracy that shows, all three schools have worked had to improve students' numeracy skills to both girls and boys. Total of 132 (25 males and 107 females) have graduated from weak numeracy to functional numeracy.

Further analysis of numeracy function by schools indicates that Lekule Girls School did the best by 32.4% (73/225), Followed by Emanyata by 22.7% (51/225 whereby 20 males and 31 females and only 3.6% (8/225) Soitsambu. For more details, see the figure 10 below.

Figure 12: Functional and Poor Numeracy (n=132 functional and n=96 poor numeracy)



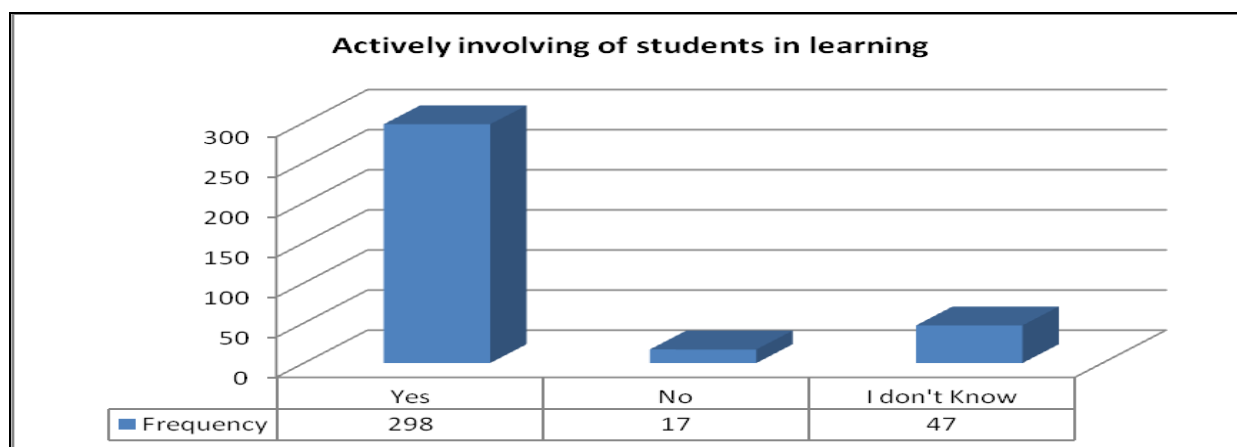
Source of Data; End Line Survey, 2022

3.3 Improved Quality Student-Centered Learning in Project Schools

The results from the three schools indicate that 56% (203/362) of interviewed respondents agree the schools have enough teachers for all subjects while 44% (159/362) showed that there are no enough teachers for all subjects.

The teachers in these schools have also undergone special trainings under the project to improve the learning environments. The schools have also actively involved the students in the learning process. About 82.3% of the students affirmed that they were actively involved. This is an increment from the baseline survey which benchmarked student response on teacher involvement of students during learning at 68.2%.

Figure 13 : Active Involvement of Students in the Learning Process (n=262)



Source of Data; End Line Survey, 2022

The main methods used to involve them are hosting questions and answers session (78.9%), group discussions (61.1%), discussion and presentation 58.8%. Others (6.9%) mentioned remedial, debates, exam tests and quizzes (Table 17). According to FGDs, teachers are more friendly and willing to engage students during their lessons with close follow ups for those who need extra attention. Students are more confident in their class subjects.

Table 18 : Main methods of student learning engagement *multiple response)

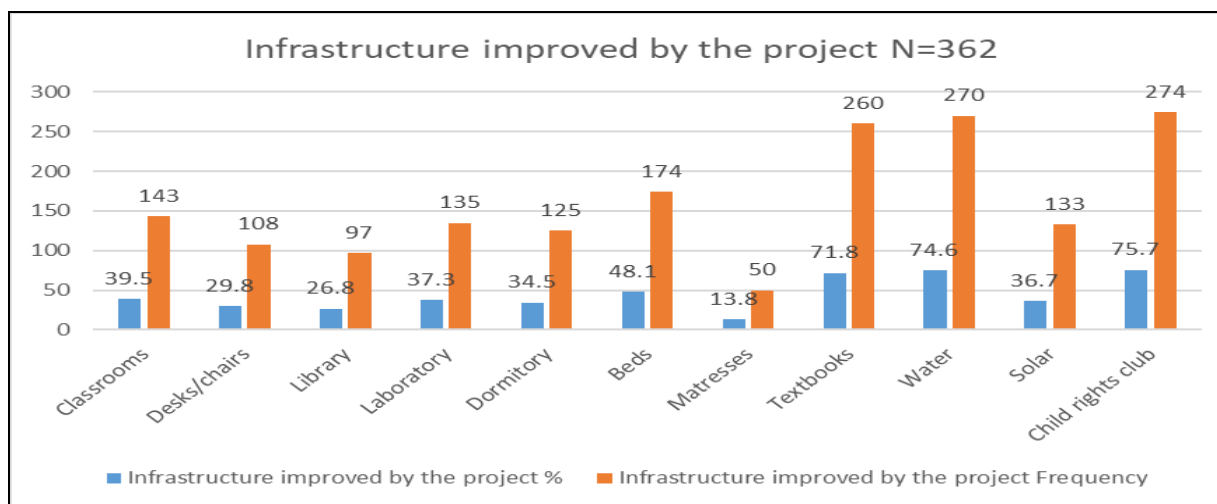
	Frequency		Total	Percent		Total
	Yes	No		Yes	No	
Group Discussion	129	82	211	61.1%	38.9%	100%
Asking Questions and Answers	236	65	301	78.4%	21.6%	100%
Discussion and Presentation	177	124	301	58.8%	41.2%	100%
Others	25	337	362	6.9%	93.1%	100%

Source of Data; End Line Survey, 2022

The mode of teaching is very critical in understanding the student centre learning perspective. Majority of the respondents showed that, 96.7% (350/362) of students are encouraged by teachers to ask questions, 95.91% (344/362) of teachers use real world example to build understanding to students, 92.8% (336/362) of teachers connects unknown things with known, and 92.3% (334/362) of teachers provide performance feedback to students.

Infrastructure wise, the end line survey was informed that PWC through the project intervened to improve the quality of student centre learning. About 98.9% (358/362) affirmed that the school's infrastructure was also improved as detailed in figure 12below.

Figure 14: Improved Infrastructure according to students *multiple responses*



Source of Data; End Line Survey, 2022

The students and community members confirmed that the following infrastructures were improved. These include classrooms (students 39.5% and community 15.4%), desks/chairs 29.8% by students and 15.4% community, library (26.8% students and 22.5% community), laboratory (37.3% students and 22.5% community), dormitory (students 34.5% and 25% community), beds (students 48.1% and community 30%), mattresses (students 13.8% and community 17.5%), textbooks (students 71.8% and community 70%), water (students 74.6% and 42.5%), solar (students 36.7% and community 60%), and child rights club (students 75.7% and 57.5%). From these findings one can deduce that the main areas of improvements for students were text books 71.8% (260/362), water 74.6% (270/362), and child rights club 75.7% (274/362). The community prioritized the improvements as follows textbooks 70% (28/40), solar provision 60% (24/40) and child rights clubs 57.5% (23/40).

Table 19: The status of infrastructure for two project schools

Name of school	Ratio of text books per students	Ratio of teachers per student	Ratio classroom per students
Government		1:40	1:40
Emanyata	1:2	1:13	1:30
Lekule Girls	1:15	1:200	1:50

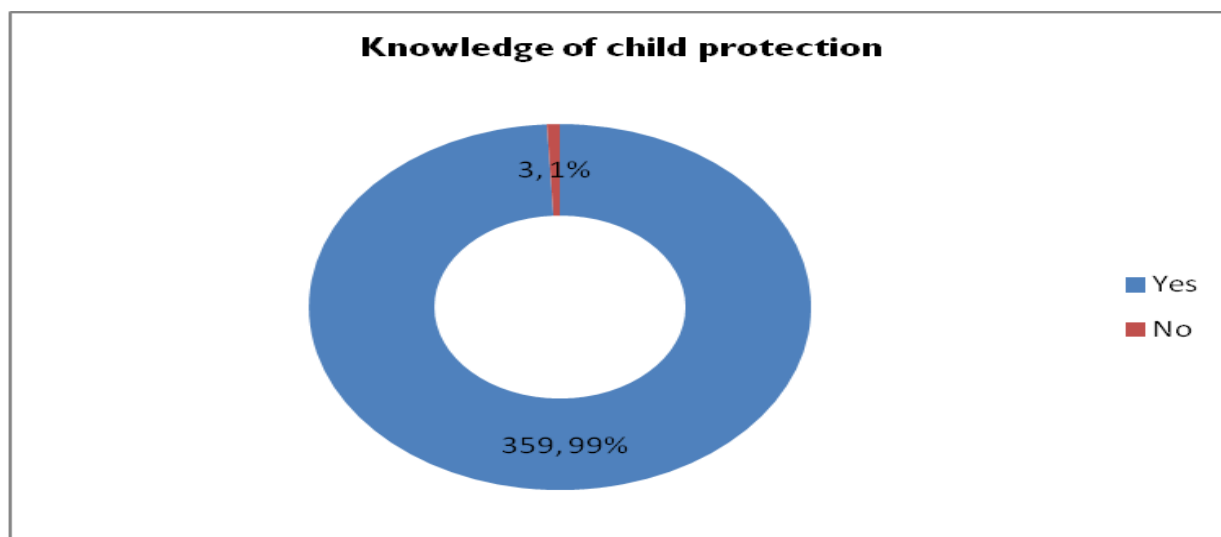
The project intervention has led to the above results as seen in Table 19 above especially the increased number of textbooks per student at Emanyatta Secondary Schools. The importance of adequate trained teachers is of high importance too.

3.4 Enhanced safeguarding mechanisms within project schools and surrounding communities.

3.4.1 Child protection knowledge

The study noted that 99% (359/362) of majority of respondents interviewed reported to have knowledge on child protection while only 1% (3/362) was not knowledgeable on child protection.

Figure 15: Knowledge of child protection (n=362)



Source of Data; End Line Survey, 2022

Further analysis revealed the child protection components known to the respondents. Majority of them mentioned major four child protection components as follows, 96.4% (347/362) protection, 86.7% (312/360) survival, 62.4% (226/360) development and 61.4% (291/360) participation.

Table 20: Child protection components (n=360)

Child protection	Frequency		Total	Percent	
	Yes	No		Yes	No
Protection	347	13	360	96.4%	3.6%
Survival	312	48	360	86.7%	13.3%
Development	226	134	360	62.8%	37.2%
Participation	221	139	360	61.4%	38.6%

Source of Data; End Line Survey, 2022

3.4.2 Training on child protection

The end line study was informed that the school fraternity was trained on child protection. Different institutions were involved in facilitating training to the students and teachers on child protection. A majority 88.1% recognized that the training was facilitated by PWC, followed by 88.4% schools, government (14.1%) and only 4.1% were trained by other Non-government organizations (Fema, World Vision, Tapala, 'Binti Shupavu', PCCB, Tembo Trust, TGNP and TPL). The discussion with teachers shows that they were equipped with knowledge on child protection by PWC which they also passed to the students. This training is especially passed to all students during the orientation after joining their schools. Additionally, all school visitors are

also provided with child protection knowledge for awareness raising and understanding of the policy.

According to FGD and Key informants interviews it was depicted that child protection training was conducted to the students in schools and their teachers. This has led to abolishment of corporal punishment and punishing students with no proper hearing capacity. As a result, students dropping out of school due to harsh languages and punishment from teachers no longer.

Table 21: Institutions trained child protection to the project area (n=362).

Child protection training conducted by	Frequency		Total	Percent		Total
	Yes	No		Yes	No	
Schools	320	42	362	88.4%	11.6%	100%
PWC	325	37	362	89.8%	10.2%	100%
Government	51	311	362	14.1%	85.9%	100%
Others	15	347	362	4.1%	95.9%	100%

Source of Data: Engisoma II Evaluation study 2022.

There are child protection committee composed of 25 people hailing from the teachers, nurses, health personnel, opinion leaders (*Laigwanan*), women and parents. These committees were taught by the Community Development Officer on child protection and rights. As a result, Lekule primary school prepared their child protection policy together with the committees. The other two schools improved their policies, for example, adding the code of conduct. Visitors are therefore required to sign the policy if they want to be with the students. The FGD revealed that the importance of the policy is the presence of the code of conduct, teachers signing the code of conduct and students are also aware of its presence.

3.4.3 Advocacy for Child rights

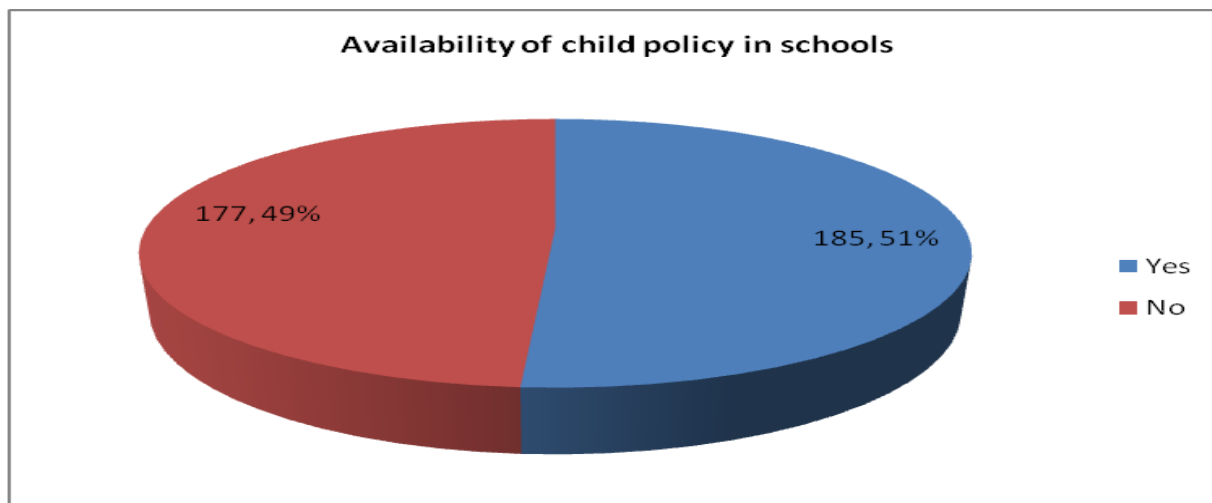
The survey noted that 98% (355/362) of the interviewed respondents admitted that they have ability to advocate for children rights. According to FGD score rates with students of three schools it was realized that 97% (35/36) majority of students have the capacity to advocate for their rights and others as well while only 3% (1/36) lack the capacity. This was more witnessed by one of students of Lekule Girls Secondary school who advocated for a 12 years' girl child who was forced to be married.

3.4.4 Availability of Child policy in project school

The evaluation study tested the availability and functional of child protection policy at schools as the tool to prevention of child abuse in school. The surveyed schools indicate the presence of the child projection policy which is used as the guideline towards child protection. About half 51% (185/362) of the interviewed respondents' portrayed said that the schools have child protection policy which is signed by all visitors. According to FGD and KII informant interviews it was realized that all three schools of project area have a functional policy. The schools have

to ensure all new students enrolled in schools and visitors are oriented on child protection policy.

Figure 16: Availability of child protection policy in schools



Source of Data; End Line Survey, 2022

3.4.5 Children opportunities to express themselves in community

It is evident that the vibrant sensitization and trainings on child protection and rights to students, teachers and the community has led to increased opportunity for students to express themselves. The study realized that a significant number 39.8% (144/362) agreed that there is always an opportunity to express their views on matters concerning lives. 45.0% rarely get an opportunity and 6.1% (22/362) sometimes get an opportunity while 9.1% (33/362) don't consider having any opportunity to express themselves. According to FGD and Key informants with teachers, students, traditional leaders and government officers in ward and district levels affirmed that, majority of children within the community have opportunity to express themselves on matters concerning their lives including education and marriage.

Table 22: Opportunity for children to express themselves

Children opportunities to express matters concerning their lives	Frequency	Percent
They don't have any opportunity to express	33	9.1%
Rarely	163	45.0%
Sometimes	22	6.1%
Always	144	39.8%
Total	362	100.0%

Source of Data; End Line Survey, 2022

The information shows the sign of improvement on child expression in pastoralists' communities of Longido and Ngorongoro though it has not been fully. The PWC should continue to invest in pastoralists' communities particularly to the project which change people's perceptions and beliefs for fully children expression.

3.4.6 Community/ schools are Safe place for children

The baseline study benchmarked safety of the children in the community at 55.8% (Baseline Survey, 2020). The end line study shows an improvement in the sense of safety felt by the children in the community. The community is well informed about the child protection rights and this has translated to 72% (261/362) viewing it safe. Two thirds 60.5% (219/362) responded they felt always safe while 11.6% felt they are safe sometimes and 27.9% said they are not safe. The FGD and KII signify that the community has improved its care to children due to advocacy campaigns conducted by students in community levels through sensitization meeting in public gatherings. In addition, it was articulated that the existence of right clubs and trained teachers on child rights have assisted in creating awareness to students and community members at large.

Table 23: Community being a safe place for children (n=362)

	Frequency	Percent
They are not safe	101	27.9
They are safe some time	42	11.6
They are safe all the time	219	60.5
Total	362	100.0

Source of Data; End Line Survey, 2022

It was evident that almost a third (27.9%) of the respondents did not agree that the community was a safe place. The reasons provided include Female genital mutilation 66%, presence of forced marriages 60.1%, child marriage 42.5%, and early pregnancy 28.1%. Others 10.5% include presence of wild animals (snakes at school) and poor communication between parents.

Table 24: Reasons for community not being safe for children N=153

Reasons for not being safe always	Frequency		Total	Percentage		Total
	Yes	No		Yes	No	
Forced marriage	92	61	153	60.1%	39.9%	100%
Child marriage	65	88	153	42.5%	57.5%	100%
Early pregnancy	43	110	153	28.1%	71.9%	100%
Female Genital Mutilation	101	52	153	66.0%	34.0%	100%

Others	16	137	153	10.5%	89.5%	100%
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Source of Data; End Line Survey, 2022

3.4.5 Children Right clubs

All the three surveyed schools admitted they have right clubs. These clubs are mandated to educate, advocate for child rights and to resist any form of child abuse in the schools and community. As a result, 98% (355/362) interviewed respondents admitted there are child right clubs in the secondary schools. These functional clubs have been key to push and advocate for child rights in schools and communities around the schools.

3.4.6 National Plan of Action to End Violence Against Women and Children

The NPA-VAWC emphasizes the actions needed for both preventing and responding to violence and recognizes that investing in violence prevention initiatives has a positive impact on inclusive growth. The study was informed that the schools communities have MTAKUWWA (Mpango Kazi wa Taifa wa Kutokomeza Ukatili Dhidi ya Wanawake na Watoto) committees. Among the students 70.2% (254/362) said there exist such a committee in their community. Half 52.5% (21/40) of the KII and community members also affirmed there are such committees. The contribution of the committees towards reducing or eradicating violence against women and children is visible. About 59.7% of the students, agree that the committees advocates on the child rights, sensitizes on implementation of the plan 37.6% (136/362), and educate community on importance of eradicating violence against women and children 62.5% (225/362).

3.5 Improved school governance, management and parents' involvement within project schools.

3.5.1 School governance

The evaluation survey tested the school governance, management of parents' involvement within the project by assessing their contribution to the school enrolment, performance and development. Their roles are key components to ensure school quality and performances are observed and maintained.

The majority of respondents declared that, the schools have functional school boards which are working for schools' performance and development. The result indicates that, 98% (354/362) of respondents interviewed reported to have functional school governing boards which meet four times a year. Only 2% (7/354) disagreed on the available of functional school governing board.

3.5.2 Roles and responsibilities of school governing board

According to FGD and KII interviews it was agreed that school management board contributed in a significant way to the improved school development and performance by embracing new useful programs from the development partners including PWC. The existence of functional

school governing board is an indication for project sustainability due to follow up on implementation of project programs that boost literacy and school performance as well.

The table below summarizes the key responsibilities of school governing board which contribute to the school development and performance. The respondents are aware of the schools' board responsibilities. It is an indication that the boards are well involved and engaged in the affairs of the school development. According to the respondents these include supervising school development 90.5%, Ensure quality education 36%, Approve school work plan 55.1%, identify school academic needs 54.4%, maintain student discipline 48.2%, and sensitize on school contributions 57.9%.

Table 25 : School Board responsibilities N=283

School governance board responsibilities	Frequency		Percentage	
	Yes	No	Yes	No
Supervise school development	256	27	90.5%	9.5%
Ensure quality education	181	102	64.0%	36.0%
Approve school work plan	127	156	44.9%	55.1%
Identify Academic needs	129	154	45.6%	54.4%
Students' Discipline	146	136	51.8%	48.2%
Mobilization parents contributions	119	164	42.0%	57.9%

Source of Data; End Line Survey, 2022

3.5.3 Management and parents' involvement

The school management has involved parents in school programs. This is of great importance to students' attendance to school. The participation of parents in education development especially students' academics was noted as key for school performance. The study result shows that 98.1% (355/362) respondents declared that their parents' participate in school education development by putting more emphasises on enrolment and attendance of their children in school. Only 1.9% (7/362) respondents disagreed. Almost a similar 95% (344/362) of respondents confirmed the existence of Parents Teachers Associations (PTAs) in their schools and are actively involved in the affairs of the schools. The PTAs are engaged through school meetings 86.5% (313/362), student enrolments 31.5% (114/362), close follow up of academic progress 80.1% (290/362), monitor school development activities 52.5% (190/362). The FGD affirmed that the parents also contributed towards development activities both time wise and monetary.

4.0 RECOMMENDATION

1. The Literacy boost program through TaRL has played a great role to improve literacy skills to students in project operation area. However, the same program should be conducted in lower classes of primary schools mostly standard one to three so as to ensure children skills in reading, writing and numerical are built at early stage, of which will reduce literacy boost in Secondary school.
2. The schools' management should continue training the remaining students who have not graduated from functional literacy and numeracy so as ensure they become competent in reading, writing and arithmetic.
3. The right clubs are instrumental as students' platforms to understand and advocate for their rights; thus the organization should ensure right clubs are established in all schools where the PWC operates for building more understanding of children rights and hence contribute to reduced child violence.
4. It has proved successful to aggressively sensitize communities towards embracing education. Such involvement of students should be rolled on to other schools within the organization jurisdiction.
5. Schools strategies to enrol children and maintain its retentions should be known by all, advocated and observed by all parents, community members and school management at large. This will help to enrol all selected children to join form one and also retain all children in school.
6. It is evident that such a bold project should be implemented in more than one-year project period. Lekule enjoyed the project for only one year missing out on a prolonged period of attitude change and sensitization.
7. Components recommended for upscaling in new areas/projects
 - a) Sensitization of the community is key
 - b) Establishment of right clubs that shapes the behaviours of a child, instills leaderships skills and brings out the difference between those in the club and those not members.
 - c) Remedial classes for slow learners has contributed towards improved performance and retention of students.

- d) School committees are also key in the development of schools and should be replicated.
- e) Training of teachers with a planned follow up from the quality assurance officers to ascertain improved teaching skills.

5.0 CONCLUSION

The Engisoma II project has shown successes as elaborated in the report. The three outcomes have been attained as planned. The best mode of the project as highlighted by the project coordinator include sensitization of community members, increased enrolment and presence of remedial classes. This is a project that deserves extension to other schools.