

SAWA WANAWAKE TANZANIA (SAWA)

“TUWALINDE WATOTO PROJECT PHASE 1”

**REPORT OF THE PRE-ENDLINE SURVEY AT MATALE, MTIPULE,
DOMA AND MSONGOZI VILLAGES
MVOMERO DISTRICT, MOROGORO**



PERIOD: MAY 2021

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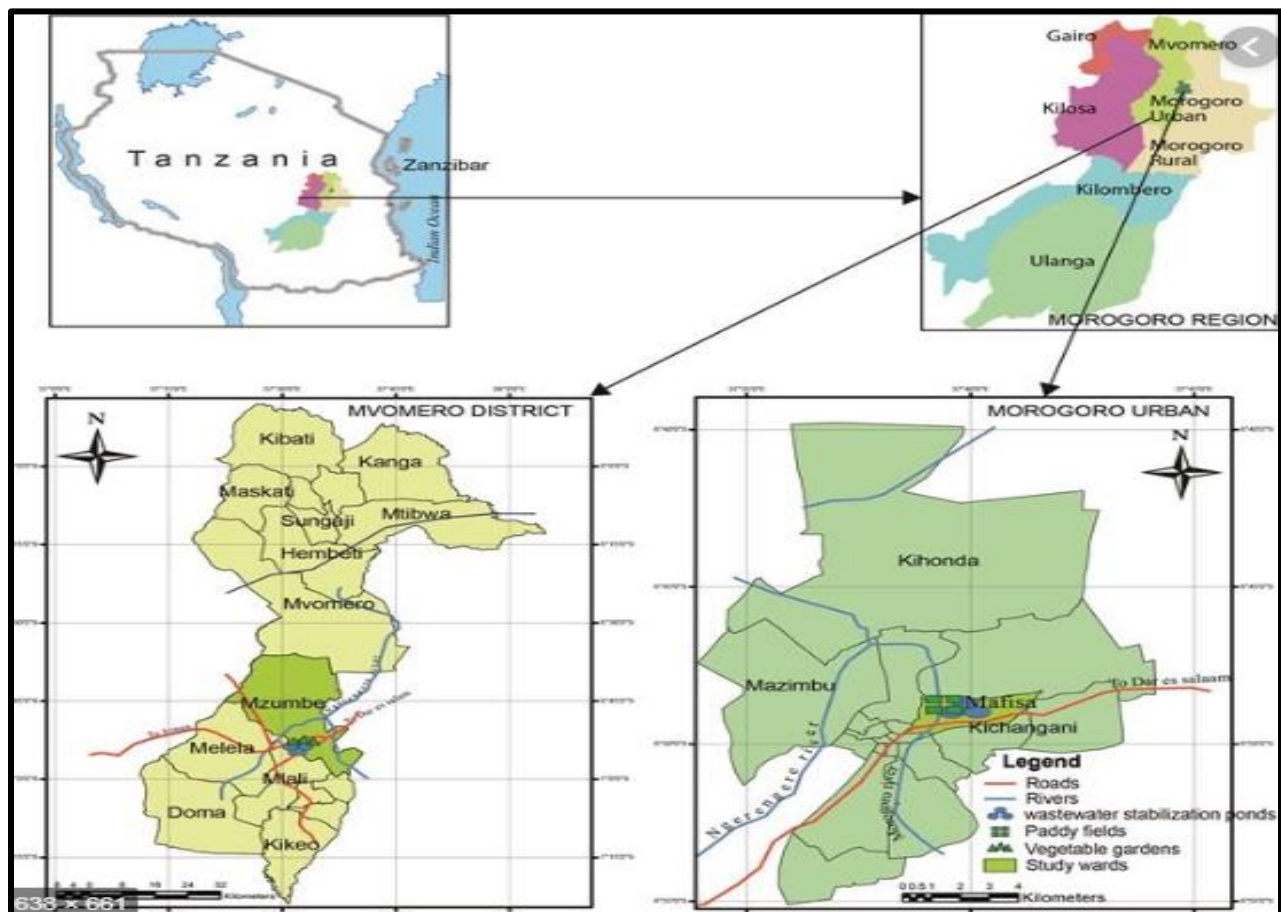
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SAWA WANAWAKE TANZANIA (SAWA)

REPORT OF THE PRE-END LINE SURVEY CONDUCTED AT MATALE, MTIPULE, DOMA AND MSONGOZI VILLAGES IN MAY 2021

BACKGROUND

In 2018, SAWA and ChildFund Korea started to implement Tuwalinde Watoto project Phase 1 at Matale, Mtipule, Msongozi and Doma villages. The project was designed to run for three (3) years and this will end up in July 2021. The project was proposed to reach about 3107 Male, 3192 Female as direct beneficiaries while 5664 Male and 5650 Female were planned to be reached as indirect beneficiaries. The proposed project was based on the Life Stage Model of Theories of Change within the dimensions of Deprivation, Exclusion and Vulnerability.



Country Map of Tanzania, Region of Morogoro and District of Mvomero

CHAPTER ONE

1.0.SCOPE AND OBJECTIVES OF THE PRE-ENDLINE SURVEY

In the middle of July 2021 the end line evaluation will be conducted for Tuwalinde Watoto I project in order to assess the impact that has been realized by target communities. The end line is planned to be conducted by an external consultant base on the three outcomes of the project and their respective indicators. The proposed Pre-End line Survey is an internal exercise intended to collect initial data related to three outcomes of the project and their respective indicators so that at the end of the day the data can be compared with those generated by the external consultant. In order to ensure pre-end-line exercise is effective consultative meeting with different stakeholders including district authority, village leaders, teachers, children school committees, WCPCs, VVCs were held to agree on issues to be addressed in the survey. During the exercise the spirit of cooperation among participants and local leaders was very high, the factor that contributed to the success of the entire exercise based on the following specific objectives.

- i. To establish project ground data related to indicators that can be compared to those generated by the consultant in the End-line survey.
- ii. Carryout data analysis and prepare comprehensive Pre-end line report for Msongozi, Doma and Mvomero wards.
- iii. To draw a narrative report highlighting successes of the project and areas to be improved.

1.1.ASSESSMENT METHODOLOGIES:

This report entails the information collected through the Key Informants Interviews (KII) and Focus Group Discussion (FGD) during data collection activity conducted by SAWA for pre-end line survey assessment on TUWALINDE WATOTO-1 project in Mvomero district, Morogoro Tanzania. The activity took place from 10th – 26th of May, 2021. The actors involved were District officials, VICOBA groups, Village Volunteer Counselors (VVC), School Management Committees (SMC), ECD Committees, Women and Children Protection Committees (WCPC), Community Leaders as well as Head teachers and children from primary and secondary schools in the project target areas. The survey was conducted at Matala, Msongozi, Mtipule and Doma Villages.

TABLE 1: NUMBER OF RESPONDENTS INTERVIEWED, KII AND FGD CONDUCTED

Village	KII	FGD	NO OF RESPONDENTS
Matale village	2	6	102
Mtipule village	2	6	107
Msongozi village	2	6	98
Doma village	2	5	30
TOTAL	8	23	345

1.2. IMPROVEMENTS, LIMITATIONS AND CHALLENGES

1.3. IMPROVEMENTS:

This is the fifth time SAWA is conducting project survey. The first assessment was conducted in 2018 (For Mtipule, Msongozi, Matale and Doma Villages) under the guidance of Child Fund Korea which had given enormous experience to SAWA staff. All the challenges which SAWA experienced in the previous survey have been taken on board to improve Pre-end line survey. Based on the previous experience, we have managed to utilize both the time and resources in a more efficient way, prepare the FGDs and KII in a more improved manner.

1.3.1. LIMITATION AND CHALLENGES:

SAWA Team managed to run pre-end line exercise smoothly and there was no any challenge encountered.

CHAPTER 2

1.2 FIELD RESEARCH FINDINGS

This chapter gives an overview of the situation regarding achievement realized in terms of outcomes and indicators of the project in the target areas Matale, Msongozi, Mtipule and Doma Villages. The findings present direct feelings of the stakeholders regarding successes and challenges of the project. In the case of challenges the stakeholders also suggest the way forward. The report presented is based on the findings from Focused Group Discussions (FGD), Key Informant Interviews (KII) as well as Observation.

2.1 VILLAGE COMMUNITY BANK (VICOBA)

During the entire life of the project about 9 VICOBA groups were established in Matale, Kisanga, Njia panda Mtipule, Mtipule shule, Mtipule Juu, Ndama, Gwata, Msongozi Mission and Lusanga hamlets. Immediately after the formation of the groups SAWA and Ward community development officers facilitated formulation of group constitutions, opening of Bank Accounts and development of simple book keeping format that would support them to record daily shares and loan transactions. The survey conducted indicate that majority of the groups have good records on loan and savings.

Main source of income.

Farming, crop and livestock keeping as well as petty trade such as mama lishe, kiosk, making and selling liquid soap are main sources of income mentioned by VICOBA members. The main crops commercialized include pigeon pea, sunflower, sesame, beans, tomato and green peas. Also group members are engaged with rearing of chicken, goats, cattle and pigs which generate products such as milk and eggs for sell.

Trainings on entrepreneurship

All groups got training on entrepreneurship from SAWA organization. The trainings include liquid soap making, roasted groundnuts, popcorns, and bites such as *chapatti*, *Donat*, *vinamba* and baobao fruits. But also groups have received other trainings apart from entrepreneurship such as formulating the constitution, simple book keeping format that would support them to record daily shares and loan procedures and financial management. However not all the trainings are practiced by members of VICOBA due to market constraints. About 75% of the group members interviewed confirmed that their income has constantly increased as a result of this petty.

Quotations

“I tried to sell mandanzi and vinamba, but vinamba is doing well in the market. So I decided to continue with vinamba”. – Asha Juma Hassan a member from Matale VICOBA group.

“We quit from making and selling liquid soap following high competition from other people coming from outside the village”- Teresia,Mtipule Umasaini hamlet VICOBA group.

The benefits and development

Members of VICOBA have benefited and developed on both social and economic aspects. For instance on the economical aspect; through the loans received from VICOBA, members have been able to either start or improve their business as well as expanding and improving their farming activities. This has also improved their social life since they are now able to run their business and farm activities without depending on informal lending from family members, friends or shops. The direct benefits include;

- **Increased access to credit;** Through SAWA Village Community Banking (VICOBA) now members can access quick and affordable loans, but also members can access loans from other financial institutions and government for instance the rural credit programme from their district councils.
- **Improved food security and nutrition,** that most households have access to three meals a day and improved dietary household's consumption. Members can stock a large amount of foods from either own produce or purchase. On the other side members have managed to eat diverse meals; such as fish, beef, milk, eggs, rice, ugali compared to previous (before joining VICOBA).
- **Improved living standard;** Through VICOBA, members have managed to improve their housing condition example some members have managed to construct modern house made up burnt bricks, roof with corrugated iron sheets, and a floor with cement. Other have bought mattresses and beds, apply skin jelly, shoes, nice clothes such as *vitenge*, kanga etc. on the other hand some members have got access to electricity where they installed solar power system, This is a great change
- **Starting and/or expansion of farm and non-farm enterprises;** Members have either started or expanded the livestock keeping enterprises such as cattle, pig, poultry and goat. Other have either established and/or expanded the tomato and beans farming. Some have been engaged into non-farm enterprises such milling machine, local brew, selling *vitenge* and kiosk, whereby some are new and others have expanded their capital.

Quotations

“Speaking to my side my family has benefited a lot from SAWA VICOBA loans. Now we can afford basic needs such as food, clothes, school uniforms and paying schools contributions”- Aurelia a member of VICOBA “I have been able to expand my goat farming from 5 to 16, paying my grandchild's school expenses and expand my crop

farming from 0.5 acre to 2 acres where I cultivate maize and beans. Now I have a plan to buy water pump for irrigation” – Theresia, a VICOBA member from Kisanga hamlet.

“The loan I got from SAWA VICOBA, I managed to expand my crop farming from 2 acres to 5 acres where I cultivate maize, sunflower and beans, bought 2 goats, paying school expenses and other household expenditures”. – Martina, a VICOBA member from Kisanga hamlet.

“My self through VICOBA, I have expanded my crop farming from 2 acres to 4 acres for maize and beans, increased goat from 4 to 8 and opened a local brew business”- Mwajuma, a VICOBA member from Kisanga hamlet.

“Through a loan I got from VICOBA I have managed to increase profit of my “Mama lishe” business, from 10,000 TZS to 30,000 TZS per week. Also I have bought a plot, paying school fees and other school expenses as well as expanding my crop farming. I cultivate 6 acres of sesame and maize”. – Rebecca, a VICOBA member from Kisanga hamlet

“Before joining VICOBA I was not making any profit from my business (Mama lishe) because I had no capital, I used to borrow materials from shop for my business. But now I can get a profit and have a savings”. - Asha, a VICOBA member from Kisanga hamlet

Scenario through which VICOBA saved

VICOBA is not only a source of income to members but also a quick mechanism which can easily responds to the needs of its members when emergencies or unexpected circumstances happen. Members depend on VICOBA when it comes to such scenario. They range from social, to economic problems including health, education, funerals, penalties (destruction of crops by livestock). Members have tried to share some scenario where they got a help by VICOBA to solve their problems.

Quotations:

“My cattle destructed crops in one of the villager’s farm, VICOBA helped me to secure a loan where I used it to pay for the penalty imposed by local government Authority”- Jacob Poti, Umasaini VICOBA group

“My grandchild was sick and I had no any saving with me. I requested and got a loan of 200,000TZS from VICOBA and solved my problem”- Theresia, a VICOBA member from Kisanga hamlet.

“I was in need of money to transfer my child from one school located in Mbeya town to another school in Kyela district. VICOBA saved me, where I received a loan of 400,000TZS” - Rebecca, a VICOBA member from Msongozi mission hamlet.

Challenges facing VICOBA groups

There are several challenges in the running of the VICOBA mentioned by participants. However members have tried to address and solve them. The following challenges have been highlighted.

- Death of members: VICOBA lost some of its members through death; a challenge comes when a lost member has a loan. For instance VICOBA lost one of its members who had a loan, through the VICOBA arrangements they managed to recover some of the loan by deducting her saving. As a result, the remained loan (170,000 TZS) became the burden to the members. This case has already reported to LGA however there is no good follow up on it. This situation hinders the growth of VICOBA, this happened in Kisanga Group
- The same case happened in Lusanga VICOBA group where a member left a loan of 530,000 TZS. However family members of the deceased have organized and repay back the loan.
- Lack of trust to some of VICOBA members: Some members intentionally delay or refuse to payback their loans. In dealing with these issues some of VICOBA groups used to sell their collateral or deducting shares from their referees to compensate the loan.
- Seasonal sources of income; this is particularly to maasai communities where most of the members depend on milk business which is seasonal. So to buy share and loan repayment becomes difficult in dry season where there is no milk production.

Quotation

“There is low money circulation in village in dry season as almost all members depend on milk business. So buying shares in dry season is difficult” - Jacob Poti, a VICOBA member from Umasaini hamlet.

Support from other institutions

A part from the support SAWA organization, all VICOBA groups have been linked with the District Government Loans scheme which provide 4% for women 4% youth and 2 % for people with disability, some groups have started processing form this loan the situation that guarantees their loan term sustainability.

VICOBA support to ECD

All VICOBA groups support the ECD centers found in their localities on feeding programs. They purchased cooking pots, flour, sugar, cups and water (irregularly for the ECD with no water, such Umasaini ECD) by using money from VICOBA education fund.

How VICOBA are Supportive to family of the members:

VICOBA have been very supportive to many families. Most families have acknowledged the contribution of VICOBA in their day to today life as well as their long term plans. The following are some of the supports highlighted by VICOBA members.

- Alternative rescue plan of the family; many families are now depending on VICOBA in case of cash emergency.
- Carrying various household expenditures; Through VICOBA now the families can manage to meet their domestic basic needs such as foods, shelter and clothes. But also support children school needs such as bags, uniforms, pens, exercise books, school contributions.
- Improved family decision making; Both male and female are fully engaged in the family's decision making process. Women are now involved in major family's decisions compared to previous time before joining VICOBA, where they were just involved in minor family decisions issues.

Sustainability of VICOBA

Though VICOBA, members from different VICOBA groups are acknowledging the efforts made by SAWA in initiating and developing VICOBA groups, they think that their groups will keep surviving and growing. To ensure the longevity of VICOBA groups the participants suggested the following issues to be done.

- VICOBA groups should establish joint income generating activities so as to be well financially. For instance Lusanga VICOBA group is looking forward to purchase an irrigation water pump which will be rented out to the members and non-members of VICOBA. On the other hand should also have its own farm to grow crops. Also Umasaini VICOBA group is planning to engage in buying and selling cattle and goats so as to generate their own money which can be lend to their members. SAWA is committed to make a fall up to support them to set up these joint initiatives.
- Improving/reforming the loan repayment plan; some VICOBA group's loan arrangements are less effective in terms of repayment. For instance some of VICOBA, members do not pay back their loans on the due time (that they only pay for the interest), instead they wait until the maturity period so as their loans can be deducted. As the results VICOBA become capital in deficient something which kills the motive to some members? The reform made is to emphasize on the loan repayment together with interest immediately one month after receiving the loan.

- Another issue is to work closely with LGA. By doing this help them to get access to loans available at their district council.



VICOPA GROUP MEMBERS WITH THEIR ASSETS PURCHASED AFTER JOINING VICOPA.

2.2 VILLAGE VOLUNTEER COUNSELOR PROGRAMME (VVC)

Introduction.

The VVC program is a community based ECD Intervention that has been run for 3 yrs. The purpose of this program was to support parents with children aged 0-5 years around the 5 components of Nurturing care frame work which include Good health, Adequate Nutrition, Responsive caregiving, Opportunities for Early Learning and Safety and Security. The program was conducted in 3 villages of Matale, Mtipule and Msongozi in Mvomero District.

The VVC's roles and responsibilities in home based care.

The VVCs employ various techniques to make the parents/caregivers understand their roles and responsibilities on early childhood development. In doing this the VVCs have been creating a social and friendly environment with the communities they save before starting training or counseling them. Generally, the roles and responsibilities of VVCs is to provide trainings and counseling to parents/caregivers on the following aspects

- Sensitization on child stimulation by encouraging parents/caregivers through plays and communicates with their children. VVCs also counsel parents on the best ways on how to correct children when they mess up or went astray.
- Training parents/caregivers on nutrition such as how to preparing balanced diet, the importance of attending clinic, exclusive breast feeding for the first six month of the child and child protection.
- Training parents/caregivers on how to identify the child's risk environment, this includes the safety of child's playing materials that they should be safe, clean and friendly to a child.
- To emphasize on the implementation of practices which lead to child protection and child rights in the community, that child protection is the role of entire community.

Response of parents/caregivers to the project.

The response of the parents/caregivers to the project is positive; however their response can be viewed in two dimensions. The first dimension is the parent's willingness and readiness to participate on the trainings and the second dimension is on the implementation of the trainings received from the VVCs. On the readiness to participate; almost all parents/caregivers responded positively. On the other hand, the implementation or practicing of the trainings is not a hundred percent due to issues like socio-cultural and economic aspects. For instance VVC narrated various scenarios which affected the implementation of the VVC trainings among parents/caregivers. Some of them include limited time; that some parents/caregivers are busy with their economic activities such as grazing, crop farming (especially rain season) and other non-farm activities. Another issue is low response among parents/caregivers in applying the skills which they receive from the VVCs.

Attitude of parents/caregivers towards early childhood development

Most of VVCs identify their clients by household as well as number of parents engaged in the trainings. Every VVCs manage to visit 6 to 10 households per week, which is equal to 20 to 40 households per month. The areas which parents/caregivers have changed their attitude towards early childhood development include;

- Early Childhood Education (ECD); the enrollment of children to ECD has been increased due to increased awareness of parents/caregivers on the importance of ECD on childhood development.
- Child stimulation; Parents/caregivers spend time with their children including playing with their children, counting numbers and singing. This can be observed through child's activeness and happiness as well as their ability to catch things being taught or introduced.
- Child feeding and nutrition; Parents/caregivers have increased awareness on the importance of feeding and nutrition to the children. Parents/caregivers have improved the diet of their children by feeding them with mixed dishes such as porridge, fish and meat, vegetable etc. On the other hand this has boosted the morale of parents/caregivers to contribute on school feeding program.
- Household chores; Parents/caregivers have decreased work load to the children at home. Also exploitation of children have been reduced in the community, for instance in Maasai communities where children are involved in cattle grazing. This has contributed to increased learning opportunities for children.
- Child health; Parents/caregivers attend clinics, but also have developed a tendency of accessing treatment in hospitals instead of using traditional herbs.



SAWA staff performing ZamCat Tools in measuring School readiness.

About Orphans and children with disability.

There are areas with orphans and children with disabilities such as Kisanga, Msongozi mission and Lusanga hamlets. Though it is very hard for the VVCs to identify orphans in their areas because of the way their communities treat them. Most of the disabled children are hidden simply because families with disabled children take for granted that it is a misfortune. On the other hand the VVC from Kisanga hamlet mentioned one child with mental disorder and from Lusanga hamlet VVC mentioned that, there are two children with disability, one child with speaking disability and she is attending to school while the other one with physical disability has not been enrolled to school due to various factors such as long distance from school and lack of supportive facilities like a wheel chair.

Children from 0-5 years.

The VVCs exactly mentioned the number of children reached in their respective area

Table 1: Number of children between 0 and 5 years.

S/N	Area	Number of children
1	Kisanga	330
2	Lusanga	347
3	Mtipule Shule	250
4	Ndama	117
5	Msongozi Mission	298
6	Matale	307
7	Gwata	320
8	Mtipule Njiapanda	207
9	Mtipule Juu	104

Major problems encountered by VVC during project implementation

There are several problem encountered by VVC as highlighted below;

- The VVC programme is a new concept to most parents/caregivers. Although there has been a significant impact to the parents in terms of altitudinal change towards best parenting practices, VVC spent longtime in changing parent's perspective.
- Scattered households; most VVCs have to walk long distance to attend the households under the programme, as the results the VVCs are unable to visit each household frequently.
- Multi tasks; Most of the VVCs have other roles and responsibilities to carry out on the project apart from VVC's roles. For instance some of the VVCs are also teachers of the ECD centers and other are in ECDs committees and so on. This affects efficiency of the VVCs in their work.

Grandfather/Grandmother and child headed households.

There are grandmother headed households in community. However in most grandmother households there are other adult members. These kind of households are the once who respond very positively on early childhood stimulation practices, especially in the Maasai communities.

The common challenges faced in this kind of households include frequently missing of school and over work to the children.



SAWA Staff conducting ZAMCAT tool at Gwata Centre.

The advantages of the VVC programme

The VVC programme has got various benefits specifically to the children and parents/caregivers involved in the programme and to the entire communities in general. The following areas have been highlighted by the VVCs.

- Early childhood stimulation; Through the VVC programme, VVC have increased the enthusiasm to the children to join the early child education, apart from the parents/caregivers who have also become aware on the importance of the early child education.
- Hygiene and safety of children; It was a common practice for the children to be exposed to dirty environment but the situation has drastically changed. For instance now the children in the ECDs come with their handkerchief for wiping flu. In addition to this child protection practices on the part of parents has significantly increased.
- The VVC programme has created awareness to parents/caregivers on the importance of child protection and child rights. For instance parents/caregivers have reduced the severe punishing to the children. However some of them still whipping their children with a stick.
- Early childhood enrollment has increased; Most parents/caregivers have acknowledged the importance of early childhood education to the children
- The programmes has increased confidence to the parents/caregivers and now are engaged into various income generating activities so as they can be able to take their children to school and carry out school expenses.

- Majority of the children visited by VVCs at their household look very active, interactive and their school readiness has significantly active

Support of VVC Programme from NGOs/organizations.

There are health government officials responsible for vaccination programme from government hospital. They provide vaccines service, hygiene and nutrition but they don't train about ECDs.

Health referral and support system for the home-based care

The VVCs play a critical role in advising families on issues of health referral for their children in the families. VVCs have been working with the families and clinical officers in the nearby dispensaries to ensure children with health problem referred to the clinics for further examination

The succession planning of the VVC programme.

Most of the VVCs are willing to train other people in their communities to carry on the home-based care activities and others have already training some peoples who are willing. In addition to this parents have been encouraged to share best parenting practices with other parents who have not receiving the training yet.

Recommendation to strengthening VVC programme.

The VVCs suggested on the following issues so as to strengthening the VVC programme.

- Parents/caregivers need a regular and often visit so as they can effectively implement it. For this case parent have started to set a timetable through which they will be meeting to share different experience on parenting practices
- VVCs have planned to be meeting regularly mainly to share experience from different areas purposively to explore various techniques to be used in their roles.
- The VVCs suggested to be provided with various incentives so as to encourage them in their daily work activities.



Parent practicing parenting during survey.

2.3 SCHOOL COMMITTEE

Introduction

The school committees play a critical role as an oversight bodies to monitor day to day running of the school. They work to ensure teacher's efficiency increased children's attendance and sustainable of feeding program in their respective schools.

Section A: Demographic Information

The school committees are drawn from community members and trained on how to monitor day to day running of the schools. This are comprised of Male and Female. The head teachers of the school are the member of the committee and saves as a secretary of the committee.

The information includes participant's cadre, gender and the period the participants saved in the SMC committee. The participants involved were both male and female. The committees are mandated to save for 3 years and can be re-elected upon successful completion of the previous term.

Section B: Governance of the school committee

This section contains information on the issues pertaining to school committee governance. The information focuses on understanding the ability and capacity of the school committees in performing its roles/functions.

Table 2: SMC's members

S/N	SMC	Members
1	Matale primary school	13
2	Msongozi mission	13
3	Doma secondary school	10
4	Mtipule primary school	14

SMCs Meetings

SMCs meet according to their rules and regulations. But in some of the SMCs are mandated to meet more frequently due to various issues available for discussion. For instance, in Matale primary school, the SMC is supposed to meet once in every two months, which is equal to 6 times a year. But the SMC meets in every month due to presence of many issues which need to be discussed frequently. Also in Msongozi Mission, the meeting should be at least four annually, however the SMC meets more frequently than that. For the Doma secondary, the SMC meets 4 times after every three months. While in Mtipule primary school, the SMC meets 8 times a year.

Quotations

“Off course it is very hard to mention the frequency the SMC meets, sometimes the committee meets even twice per month. But we can say an average of once per month”-Chairperson, Matala primary school’s SMC

“Meetings should be at least four annually, but we meet every month due to various issues emerged for discussion” - Gregory Clemence, Msongozi mission’s SMC.

SMC’s Agendas

To high extent the pre-primary education agenda has been featured out as an agenda item in every SMC meeting with exception to Doma School board. The issues mostly discussed on this pre-primary education include feeding program and maintenance of learning infrastructure such as classrooms, desks, chair and teachers houses. For the feeding program each SMC has its own way to run it, there are those who collect money and others collect foods. For instance in Mtipule, the SMC through UWAWA used to collect cash which is 2000 TZS per child per month. While in Matala the SMC collects foods for its school feeding program.

Quotation

“Since SAWA and CFK provided us with desks and chairs, and got pre-primary teachers from government, the enrollment of children to pre-primary education has increased significantly.”-A teacher, Matala primary school’s SMC.

Other issues discussed in the SMC meetings includes;

- Allocation of capitation fund such as buying school facilities
- Allowance of head teacher which is to be paid every month and must be approved by teachers and SMC
- **Attendance of students to school;** in cooperation with WCP committee, the SMC have put mechanism of controlling and making a follow up on student attendance as well as enrollment to school. Taking a case of Doma school board and Matala primary school’s SMC; The Doma school board makes a follow up on the names of form one enrollment. If the child does report on time, the committee traces, to know the reason. In case the parents are not well financially the committee looks for the alternative ways to help. Through this initiative the school board managed to return back to school a girl child who was selected for the secondary studies but she moved to Dar es Salaam for the domestic housemaid work. On the other hand the Matala primary school’s SMC has introduced a penalty of 500 TZS to parents whose children default without justifiable reason.
- **Sports;** In case of sports the schools has received sports facilities from SAWA, such as ball, jersey, but the school has a football playing ground.

Trainings to the SMC

The school management committees were trained on managements and good governance as part of strengthening their oversight rolls. The training was provided by SAWA on 2019 and refresher

training on 2020 and TUSOME PAMOJA in 2018. The trainings from SAWA were for 3 days and those from TUSOME PAMOJA for 5 days.

The challenges facing SMC include

- Poor/low response of parents on contributing money for food for their children; this leads to hostility between parents and SMC.
- Frequently meeting affects the members in term of participation on their economic activities such as farming. Also long distance from homestead to the SMC meeting venue has been a constraint to some of the members to participate in the meetings.
- Bureaucracy in the process of submitting enquires addressed by SMC to the appropriate legal authorities such as court. Sometimes this demoralizes the SMC in performing its roles especially when dealing with child protection issues.

SECTION C: Child Right and Child Protection.

The SMCs acknowledge that the issue of child protection is the responsibility of the entire community. To some extent the life of children has been improved in diverse areas in terms of child protection following the efforts imposed by SAWA, LGA and community inclusively. The SMCs in collaboration with MTAKUWWA and UWAWA have taken possible measures to ensure child protection and protecting the child's rights. This has been helpful whereby the children's access to their rights has been increased, for instance the children enrollment to school has been increased at all levels i.e. pre-primary, primary and secondary level.

Also the violence against children within the community has been decreased due to the sensitization campaign on child protection and elimination of violence against children. The sensitization includes advocating on improved nutrition to children and early child education. This has been very successful in changing the attitudes of communities towards child rights and protection. For instance the 2021 enrollment of the pre-primary children was very higher compared to previous years in Matale primary school. The initiative by SAWA/CFK communities and LGA has improved the safety of girl children at Doma Secondary.

Despite the observable improvements in terms of child protection still there are some issues to work on them. In some areas children are exposed to risk environment such as presence of elephants along the way walking to or from school and children are still involved in the household's economic activities such as grazing and crop farming during farming season. Also cases of child abuses are been observed outside the schools and cases of fighting among children in schools. However MTAKUWWA and Village Councils have taking appropriate measure towards the violation of this rights.

Ensuring child's rights protection at school

The SMCs have taken assorted measures to ensure the protection of child rights in school. To mention few rights like the right to better nutrition, the right to better education and the right to sport, the SMC have done the following.

- **Right to better nutrition-** the SMC used to organize meeting with parents and invite the nutritional expert to educate parents on the importance of better nutrition to children. The last meeting was held in December, 2020. SMCs also encourage parents to contribute on school feeding program. Some schools have imposed penalty, e.g. Matale fines which is twice the cost of contributions to the parents who intentionally refuse to contribute on feeding program
- **Right to better education-** SMC also involves the parents on the measures taken by school to ensure children get better education. For instance the SMC encourages parents to make sure that children are not missing school. Another thing is, for standard four and seven they don't have holiday so as to get more time to be prepared for national exams, this also accompanied with establishing study camp with other schools to share the learning experience.



Pre-primary pupils at kisanga Satellite school

- **Right to sport and play-** The school has playing ground and as well as sport facilities to ensure children are participating in sports.
- In Doma secondary school, there is a club called "SAUTI YANGU" which advocates the child's rights and protection. A total of 78 children (52 in school and 26 out of school children) have been trained on child rights and work to disseminate the same knowledge to their peers. This has contributed in increasing child right awareness both in and out of school.

Ensuring child safety at school.

The following measures have been taken by SMCs to ensure the child safety at school.

- Installing hand washing facilities and make sure that there is water and soap all the time to protect children from diseases transmissions including COVID 19.
- Block the paths/ways across the school to so as restricting the motorbike riders “bodaboda” used to cross in school compound for the safety of children at school.
- Fencing-The SMC ensured that all the opening surrounding the school have been closed for the safety of children.
- The schools have special teachers to deal with student’s problem; for instance there are teacher responsible for health where children will be reported to in case of health problem. Also some schools have female teacher so as to enable a girl child to be free to share her insights/problem with her (Patron and Matrons).

Community in child rights and protection.

Community is engaged through MTAKUWA and UWAWA committees. These committees are responsible for consulting and counseling the community on child protection and advocacy on child rights. The communities were experiencing elephant’s invasions so they cleared the bushes along the way to school to protect the children.

Village’s initiatives on child’s rights and protection

In some schools, there are child protection guidelines governing the child protection. Also MTAKUWA committees have received training from SAWA. Matrons and patrons do counseling and advice male and female children.

Quotation

“We have not heard of a village social-welfare officer may be at ward level, I think there is a ward social welfare office”- Chairperson, Matale primary school SMC

SECTION D: Information on early pregnancies

Report on Early Pregnancies

There are cases of early pregnancies reported. For instance in Matale there are two reported cases on early pregnancies. One case is a standard six student from Matale hamlet and the other one is a standard five from Kisanga hamlet. The SMC reported all the two cases to the police. The first reported pregnancy was April 2020 and the second one was 2021. The April, 2020 happened during COVID 19 holiday. The person responsible for the pregnancy is a small gold miner. In Doma secondary school there is one pregnancy reported last year. This involved a girl and a boy student. Both cases have been taken to legal proceedings.

Handling Child Pregnancy cases

The SMCs conduct counseling to the students but also reporting the cases to police for further action. However in reporting these matters to police there are always a challenge from parents because they are not ready to testify the cases before the courts of Law and instead they prefer

handling the cases at family level. In some schools the SMCs have the strategy for prompt testing for pregnancy to students. This helps children to be much responsible knowing they can be tested at any time. A good example is Doma secondary school.

Suggestions on the solution to Child Pregnancies.

The SMCs suggested the following suggestions to solve the problem of early pregnancies.

- The serious appropriate measures should be taken upon a person responsible for pregnancy e.g. to be sued according to government laws.
- Communities should be more responsible on child's rights and protection.
- More training to the SMCs to enable them spread the knowledge to the school and entire community.
- Provision of One stop Center at Mvomero is contributed in reducing bureaucracy when dealing with child pregnancies. Cases related to child pregnancies as well as other abuse issues are taken to court more quickly.

2.4 ECD COMMITTEES

Introduction

Each ECD Centre has ECD Committee made up of parents whose children attend in the ECD Centre. The ECD Committee is comprised of 7 parents (4 Female and 3 Male).

The roles of ECD

The main role of the ECD committee is the governance and management of the ECD. Specifically the ECD has got the following roles in attaining the governance and management of the ECD.

- **Ensuring that Children are enrolled and attending at the ECD;** through sensitizing parents on the importance of pre-primary education for early childhood development. Also the committees make sure that there is no a child who is left behind.
- **Managing the school feeding program;** the ECD manages and mobilizes parents to contribute on the school feeding program, ensuring that every child eats at school.
- **To manage the ECD resources and administering the ECD plans and strategies;** for instance designing the ECD's development projects which can help the ECD sustain, buying facilities like desks, and facilitating the construction of class rooms and teacher's houses, that if possible to have the classes for primary school.

In Lusanga and Ndama ECD Centers, ECD committees have mobilize parents to contribute towards increasing more classrooms. The primary objectives of these committees are to ensure the ECD Centres have sufficient classrooms towards having complete schools.

About frequency of meetings

Meetings are arranged based on the ECD regulations; that the frequency of meetings varies from one ECD committee to another. For instance in Kisanga, the ECD is supposed to meet four times after every quarter of a year, however they usually meet when there is emergency. In Gwata and Lusanga the ECDs meet once per month. In Mtipule Njiapanda the ECD has not yet agreed on the frequency of meetings as it is new committee. However it has already held its first meeting last month.

The issues discussed include;

- General cleanness of the ECD environment
- School feeding program; facilitating the collections of contributions of school feeding program.
- Construction of class rooms and teacher's houses.
- Also to encourage parents to contribute on feeding program. Some contributes cash and others contribute food.

Quotation

"The contribution collected this time was 2000 TZS per child, however the actual contribution is 1500 per child, and a 500 TZS was a top up for cleanness of the class rooms after been invaded by bat. The amount collected covers for all needs for porridge such as flour, water and cooking facilities (cooking pot and stirring stick. Parents are responsible for cooking as a plan put in the time table"- Mtipule Njiapanda ECD.

- The borehole which was constructed as part of this project was handed over to ECD Committee thought which some income is been generated to subsidize the running cost of the Centre.

The relationship between ECD committee and ECD teachers

There is good relationship between ECD committee and ECD teachers. In most ECDs, ECD committees are responsible for paying ECD teachers. On the other hand the ECD teachers are also members of the ECD committee.

Quotation

"The relationship is good, we do cooperate in almost all aspects" –Mtipule ECD

The children' enrollment in ECD Centre

The table below shows the current number of children enrolled in the ECD Centre education and the expected number of children enrolled in next year.

Table 3: Number of children in the ECD and the expected number to be enrolled in pre-primary

S/N	ECD	Current number	Expected number in next year
1	Mtipule Njiapanda	61	80
2	Ndama	41	45
3	Lusanga	47	60
4	Kisanga	44	60
5	Gwata	41	50

The contributions for school feeding program is said to be a constraint to children's enrollment in pre-primary, e.g. in Mtipule hamlet. It has been reported that, some parents have not registered their children to pre-primary, arguing that they don't have money to contribute on the school feeding program. In ensuring that the ECD meet the set target of children enrollment, the ECD keep emphasizing on the importance of pre-primary education for childhood development so as to encourage parents to look for income generating activities in which they can be able to pay for the program. In contrast to Mtipule, other ECD encourages the in-kind contributions (food) to avoid such cases. However they also have their shortcoming especially where the harvest is low.

ECD Paraprofessional Teachers allowance:

The ECD Paraprofessional teachers in all areas receive allowances. The money that pays paraprofessional teachers comes from parent's contribution. On the other hand the allowances they receive is very small and have been arguing to parents for increments. However paraprofessional teachers in the ECD have been working hard to support the children in promoting school redness.

Quotation

"Teachers get allowances, however it is not enough. Boreholes have been handed over to ECD center out of each some money will be generated and part of this will be used to increase paraprofessional teachers allowances. A member from Mtipule ECD.

Income generating activity for ECD

With exceptional to Mtipule ECD, there is no any other ECD which has an income generating activity. Most of the ECD are run by the contribution collected from parents. They use it for all activities of the ECD including feeding program and paying teacher's allowances. Mtipule ECD

has been provided with the borehole through “Tuwalinde Watoto” project and was been handed over to the ECD Committee. Nearby communities buying water from the borehole paying Tshs 100 per 20 Litre buckets this generates income to the ECD Centre. The ECD Committee has a plan to engage in farming activity for food sufficiency and income generating.

ECD’s Feeding Program



Feeding program at Mtipule ECD center, kids drinking rice porridge

All ECDs have feeding program. The ECD committees are responsible for running and managing the program. In this program, some parents from ECD contribute cash and other contributes foods. The food prepared is porridge using maize flour and some are using rice. The cash contribution systems have proved more effective over food contribution.

Training to ECD Committees.

ECD Committee members received training on management, good governance and child protection. The trainings were conducted by SAWA purposively to increase efficiency to the committees in their oversight functions. Head teachers in the mother schools were also trained on how to provide mentorship to the ECD Committee members on the best way on running ECD Center.

Children Rights and protection in the ECD Centre.

In general the life of children in the ECD Centers has been improved in terms of child protection and child rights. Children are happy in the ECD Centers and there are no children roaming around

the streets. Despite this achievement, children are still at risk. Issues like child abuse and beating are still observed outside the ECD.

Also children have been engaged in local night clubs i.e. vigodoro. On the other hand, in some communities like Msongozi, children's safety is threatened by the presence elephants which used to enter/cross the village.

Quotation

"Child protection at ECD Center is 100 percent, but out of school is not effective"

-Josia Mgamba, Kisanga ECD

In handling this at Mtipule Njiapanda has been cleared to reduce the bushes as part of increasing safety of the children at against the Elephants Also we encourage teachers and community to teach the children various tricks to avoid this risk. Along with it the committee has also involved LGA to ask for the support on this issue.

How to ensure child rights are protected at the ECD

There are various strategies implemented by the committee on ensuring protection of various child rights such as.

- ❖ **Right to better education;** the committee makes sure all children are been enrolled in pre-primary by encouraging parents to do so through awareness creation. Also the committee ensuring the ECD center has all necessary facilities in place for the child to learn including availability of teachers and porridge.
- ❖ **Right to better nutrition;** the committee emphasizes on the school feeding program so as to improve the child nutrition.
- ❖ **Right to play:** Almost all the committee have cleared playground for the children.

Community involvement in child protection

The ECD committee works in collaboration with WCPCs and CBCPM committee to ensure child safety. Through this strategy it becomes easy for the ECD Committees to reach community Members and make them to take active role in child protection. For instance the ECD organized the strategy of clearing bushes/trees along the road/way used by children when they go to school and back home so as to keep them safe from elephant.

The link between ECD and village leaders in terms of child protection

The ECD works in collaboration with LGA, thus in case of legal measures to be taken, the ECD committee must involves the LGA such as the community development officer and socio-welfare officers.

Child protection issues

There are community committees such as WCPCs and CBCPM dealing with child rights and protection. The role of ECD Committees is to report the issues to WCPCs and CBCPM for

appropriate measures to be taken. In case of any child protection event in the ECD the committee takes the responsibility to prevent and respond through the existing community system.



SCHOOL COMMITTEE SESSION DURING SURVEY

2.5 COMMUNITY MEMBERS

Child protection

In all villages and their hamlets the community members seem to understand about child protection issues although not in a wide context. They are aware that the child should be protected from harmful environment, child pregnancy and glimpse that there is a need for communities to find a better way to protect children.

Each community has WCPCs and CBCPM the structure that works with grass root communities on issues of child protection.

The community members feel that there is a need of conducting more training to the community on issues regarding child protection. All members keep insisting that there is a need to train the

entire community and not just the few selected as some don't know how to transfer knowledge or for selfish reason they kept it for themselves and their families.

In villages that elephants envied frequently, communities are stressed as the elephants destroy their farms and take life of people, for children going to school is a skeptical journey whether to come back home safely or harmed by these elephants. They call for the government, authorities and other good people who are knowledgeable on how to control elephants so that they can live peaceful and safely.

Child right

Community members insisted that a child has a right to enjoy his/her childhood. Giving a child right to education, to be loved, respected, listened, clothed, to have food and to be taught life skills are some of the mentioned rights.

Originally some villagers used to overwork and beat their children brutally. This form of harassment has decreased after SAWA had conducted child rights and protection training to community. They condemn those who do not attend seminars and meetings related to child protection are likely not to understand in depth on child rights matters. The villagers feel that they have a role to play to ensure children are not denied their rights. They pointing out that they should report, warn and send to village council those who act against child rights. They argue that everyone should be a good ambassador by ensuring it start with his/her family to practice and emulate trainings teachings into their real life rather than leaving it to teachers and WCPCs committee alone to work closely on children matters.

2.6 WOMEN AND CHILD PROTECTION COMMITTEES

Introduction

The National plan of Action to End Violence against Children sets out how WCPCs should formed from National, Regional, District Ward and Village levels. WCPCs are government structures that are mandated to deals with issues of women and child Abuse. Through Tuwalinde Watoto project, SAWA provided trainings to these committees.

How they work

The committees have engaged deeply in educating the community members to understand and identify issues related to women and child abuse. If women and/or children in the community feel in danger or denied their rights have to report to the village executive officer or any member of WCPCs or CBCPM. In the case of women or child abuse event usually committees meet and agree on immediate measures such as warning, passing punishment or refer the cases to higher authorities for further action. E.g. Police gender or Social welfare officer. WCPCs are proud of cooperation among themselves and the way they respond to women and child abuse incidences.

WCPCs Child abuse understanding:

WCPCs members in all villages explained that anything that is against/violate children rights can be referred as child abuse. They keep on insisting that not only violation of children rights but also human rights. It's a right for every child to live, to be loved, going to school, a chance to speak out and to be listened. These were some of the rights to children mentioned by members.



SAWA staff in focus group discussion with WCPCs members during the survey

Capacity building from SAWA on Child Protection & Child Rights

All committee members agreed that they have been trained by SAWA on child rights and protection. They explained that SAWA has made them understand deeply on child protection issues. They have the ability to resolve, warn, to surface many underground issues after SAWA training. Since its existence (WCPCs) they have receive many cases as a result of increase understanding of the community members. Among the reported cases few are referred to PGD for further action and the rest of the cases were resolved by the committees themselves.

WCPCs success stories.

The presence of WCPCs has had a positive significance to communities. Establishment of these committees at village levels has created awareness to the community members and that any issue related to women and child abuse should be reported to this committee.

2.7 PRIMARY AND SECONDARY SCHOOL STUDENTS.**Child Protection issues in Primary and Secondary schools**

Students define child protection as a system set in place and implemented to ensure that the child is safe in their daily basis life. Some of the Pupils are aware of child protection. Child protection has been addressed at school in different ways such as class sessions taught by teachers, Child Rights Clubs etc. Also they learned through media like TV and in worshipping places like churches and mosques. Also other students mentioned SAWA and ChildFund Korea as the one who taught them about child rights and protection like being protected from risk environment. Also to be

granted their rights like a right to better education, shelter, food, clothes, to be named, to be loved, to be listened, property inheritance, to get treatment when sick and etc.



Matale primary school students enjoying child rights club session

Child Protection Management

- **Child Protection guidelines**

There are child protection guidelines set in those visited schools to ensure that every student/pupil is safe during school time and even after school sessions especially for those girls who live in hostel at Doma secondary. The guidelines mentioned by students/pupils are like; they are not allowed to go out of the school without permission, not allowed to contact unnecessarily with anonymous who visit school without teacher's permission and not allowed to cross the fence.

- **Child Protection committee**

The students/pupils are aware of the presence of child protection committees which work in cooperation with school administration to ensure that all issues pertaining to Child rights and protection are well addressed and implemented. The committees are made up of teachers and parents. Though students don't know exactly how frequently the committees meet. The students get involved in child protection issues by reporting to their teachers when the problem emerges concerning child protection abuse.

- **Child Rights awareness and Child responsibilities.**

The presence of SAWA has created great awareness on child rights and made students be able to identify their responsibilities. Students/pupils mentioned their responsibilities like obedience to the parents, teachers and other elders, helping domestic chores, self-protection, attending school and studying hard. This has been attained through

teachings/class sessions, in their communities through VVCs, mosques and churches, Medias like Televisions and radios, club teachers and through guidelines posted on the walls in every classroom in some schools.

Child Rights Convention

All students/pupils are not aware of child rights convention except those who belong to child rights clubs. However members of child rights were argued to ensure they disseminate this knowledge to their peers.

Harassments and Child Rights violations

- Harassment to children E.g. corporal punishments, calling bud names and insulting have continued to decrease following various trainings on child right and protection conducted by SAWA to the students.
- The school administration system allows a student's/pupil to report to the discipline teacher if any abuse happens without mentioning the name, sometimes parents are involved in case there is a need to take further actions. They can also report to their parents or other elders when they are at homes so as the responsible person can be warned. However not all the children report when they get abused because they think it is a normal issue in their daily life, for instance when a child is insulted by the elder.

Quotation

“There are some children who do not report when any kind of child rights violation happens for instance the right to get education because they also like to stay at home”-
John Matale primary school.

Advantages of knowing Child Rights to the Children

Through the child rights awareness created in schools, now pupils/students can protect themselves from risk environments like not going to parlors areas such as beer pubs, music clubs and *vigodoro*. Now children have the ability to convince parents to take them to school or paying their school needs in case they are not willing to do so. Also there is an increased confidence among the children such as the willing to report when their rights are abused. Another advantage includes avoiding child labor, increased child obedient and decreased school absenteeism.

Child Rights Clubs

In all schools there are child rights clubs introduced by SAWA. In these clubs students/pupils get awareness on various issues concerning their rights and protection. The Child Rights clubs are made up students/pupils and teachers.

Activities performed in the Child Right clubs include planting trees, teaching non-members of child rights club about child rights and protection write and display the child right posters in classrooms. Among the four visited schools only three schools have active child rights clubs

which are Matale, Msongozi Primary school and Doma secondary school while Mtipule Primary school has inactive child rights clubs though it has members from previous years who are knowledgeable of child rights club's issues.

In strengthening the clubs students/pupils suggested on various issues to focus on including frequent trainings to students/pupils on child rights, encouraging more students to join child rights clubs as well the quick response from teachers when a student report a child right abuse.

Other issues on child rights in school

There are some activities which promote Child Rights in school such as the introduction of Child Rights clubs (MY VOICE in Doma secondary school) and school meetings/school Baraza hence students/pupils are directly involved in all issues concerning child rights club and school baraza as well. Most students/pupils are not aware of the presence of the key advocates of Child Rights in their schools; only Doma secondary school mentioned that key advocates of Child Right in their school are the Child Right club (MY VOICE), teachers and parents.

2.8 HEAD TEACHER OF PRIMARY AND SECONDARY SCHOOLS.

Children School enrollment and measures taken to improve enrollment rates

Children enrollment considers the appropriate age for a child to register in primary school as instructed by the government. The enrolment rate differs from areas to areas, currently some villages have been succeeded to raise the rate of enrolment through:

- **To sensitize parents** By conducting several meetings with the parents and school committees so as to create awareness about importance of education and taking their children to school. This helped to increase the number of enrolled children and it ensures that all eligible children are enrolled; for the case of Matale Primary school, those meetings are held on June and December.

This has been successful particularly to Maasai communities where the number of enrolled children has been increased at the ECD center following sensitization campaign conducted by SAWA under TUWALINDE WATOTO project.. However in some areas school head teachers are working on district council to register those out of age though complimentary basic education Tanzania (COBET) for their learning. E.g. Lusanga. Also the problem of wild animals especially elephants which has become a major threat to human life in Mtipule and Msongozi Villages has accelerated the problem of low children attendance in the ECD Centres.

- **Feeding Program;**

Feeding program attracts children to attend to school; also parents have been convinced to take their children to school after being assured that their children will not suffer with hunger especially to those who stay very far from school. Example: there are three children coming from Mpangileni to Mtipule Primary school because of the school feeding program.

- **Enforcing bylaws to ensure children attend school:** Children who pass primary examination to go to secondary school are supposed to report in secondary school within 21 days after school openings. To those who do not report there are extra efforts taken like involving the LGAs, conducting village meetings to find out the reasons for not reporting to school and sometimes the government authority's power has been exercised where by VEO orders auxiliary police to arrest those parents whom their children have not reported at secondary school.

Quotation

"One student was sent to Dar es salaam as a housemaid but we succeeded to bring her back by my own costs and now she is in form four".- Head master, Doma Secondary school.

- **To make friendly environment to children:** School infrastructures such as classrooms, playing grounds, playing materials like balls, jerseys have been facilitate by SAWA and CFK.

Also Introducing different subjects clubs and child right clubs to school have reduce severe punishments to school and increase friendly teaching methods.



**SAWA staff conduct FGD with child rights club
at Msongozi primary school**

Drop-out due to pregnancy cases since 2018

The school drop-out due to pregnancy has decreased and it's not a very big challenge in most schools visited since 2018 because awareness, guidelines and counseling have been provided among students/pupils.

In Doma secondary school only one pregnancy case was reported in 2020 compare to 2018 when there were 5 pregnancy cases in every year. Other two children have dropped school one from Matala and another one from Kisanga and their cases are at police level.

Teachers training (in-service) since 2018.

The teachers have been attending different trainings from the government and Non-Government Organizations. Teachers also received training from SAWA, Tusome Pamoja, TANAPA, CAMFED and district council. All the mentioned organizations existed even before SAWA but they became more active after the launch of TUWALINDE WATOTO Project under SAWA.

The topics learnt from those trainings are such as child friendly teaching methods, Child Protections together with Child Rights, teaching aids, lesson plan, emphasize on importance of school feeding program, learning through playing, age appropriate learning practices and child psychology.

ECD committees and Parents involvement.

All ECD centers have ECD committees and the Parents are involved both male and females. In minimum the ECD committees meet four times a year. However the committees meet occasionally whenever there is an emergency.

Outreach Visits by health workers at ECD centers.

Community Healthy Workers (CHW) are available. They have a routine to visit school once per month to conduct trainings on health topics and ongoing national health programs. Community health workers visited schools last year for COVID 19 awareness and when there was an exercise of supplying tape warmers tablets, “*matende and kichocho*”. CHW are based at home visits and also provide vaccination during clinics in health centers. In school basis, teachers are the one who emphasize on health issues.

Child Rights and Protection measures at school and community level.

- In most schools, the child rights and protection have been well ensured through school regulations to make sure that children are safe when they are at school. Students/pupils are strictly prohibited to go out of the school without permission, they are not allowed to cross the fence, not allowed to contact unnecessarily with anonymous who visit school without a permission etc.
- Awareness and confidence among children. SAWA has done a very good and great work of training teachers about child rights, child protections and how to treat the children friendly so as they can be free to report unusual acts which violate their rights. Also teachers do talk with children about their rights and how to protect themselves.
- The presence of Child Rights clubs and Child Protection committee in schools. This helped to create self-awareness to the children and also they have become familiar with the school rules and regulations more than before SAWA.

- Also the school administration have a good relation with WCPCs which work so closely with the community on the child protection and they acts very fast when there is any case of Child rights violation though they are sometimes get disappointed by the parents who are not well corporative.
- The community is aware of the Child Rights and Protection. WCPCs committee with collaboration with school have introduced a system in which they report any student who attend “vigodoro” to the headmaster, this is a scenario in Doma secondary school.

CHAPTER 3

DATA ANALYSIS AND INTERPRETATION

3. RESULTS

The table below shows the summary results of internal survey done with comparison with the mid-line results 2019 and the target of indicators which was set during the formulation of the project. Analysis shows that the project is in progress to achieve the set target as indicated below.

Table 4: Project's outcomes and indicators

Outcome		Indicators	Baseline	Midline study 2019	Internal survey	End-line survey	Target
Outcome 1 0-6 years children have accessibility to community based ECD services	a	% of parents and caregivers who have appropriate parenting practices.	26.3%	40% (2019)	84.1 (May 2021)		70%
	b	% of children in Std.1. who have attended ECD center or/and Pre-primary school	18% (2018)	80.83% (2019)	100% (May 2021)		50%
	c	% of children in appropriate development stage according to their age	36.3%	68% (2019)	70% (May 2021)		90%
Outcome 2. 7-16 years children have accessed equitable and quality education	a	% of children attending Primary school	55%	87.8% (2018-2019)	90% (2021)		85%
	b	% of out of school children in Primary school (Enrollment rate)-> To be changed drop-out rate	22.90%	0.6% (2018)	0		5%
	c	average pass(test) rate(%) of three primary Std.4	99% (2018)	100% (2019)	98% (December 2020)		100%
	d	average pass(test) rate(%) of three primary Std.7	59% (2018)	64% (2019)	94% (May 2020)		70%
	e	% of children who achieving the minimum proficiency level in 3Rs	39%	56% (2018)	88.35% (May 2021)		75%
	a	# of Community Based Child Protection Mechanisms functioning	0	0 (2018)	3 (2021)		4

Outcome 3. Strengthened formal and informal CP system in the community							
	b	#(cases) of early child delivery		0 (2018)	7		40
	c	# of drop-out due to pregnancy cases in the target schools	2(2018)	0 (2019)	3		
	d	% of community members who have awareness on CRs	15.6%(2019)	-	76% (May 2021)		55%

3.1 Results and Discussion

This section entails the results and discussion on the various indicators of the projects outcomes using various tools like KAP questionnaire, UWEZO tool and ZAMCAT. The results cover a range of aspects including demographic characteristics of the respondents to other aspects pertaining to parents/caregiver's awareness on the child protection.

3.1.1 Demographic characteristics

This part describes about the sex, age, relationships with children, education level, marital status, income's activity and number of children in the family.

3.1.1.1 Sex of respondents

The result shows that majority of the parents/caregivers interviewed were female. Whereby 87.8 percent were female and 12.2 percent were male. See the table below.

Table 5: Sex of respondents

Sex	Frequency	Percent
Male	11	12.2
Female	79	87.8
Total	90	100

3.1.1.2 Age of respondents

The result shows that majority of the respondents interviewed were youth. From the table below 81.1 percent of the respondents were ranging between 16 and 37 years. Whereby only 18.9 percent were 38 years and above. See the table below.

Table 6: Age of respondents

Age group (Years)	Frequency	Percent
16-26	22	24.4
27-37	51	56.7
38-48	16	17.8
49+	1	1.1
Total	90	100

3.1.1.3 Relationship with children

Majority of respondents were the mothers of referred children (86%). But also there are fathers 12.2% and grandmothers 1.1%.

Table 7: Relationship with children

Relationship	Frequency	Percent
Mother	78	86.7
Father	11	12.2
Grandmother	1	1.1

3.1.1.4 Education level of respondents

The result shows that the highest level of education attained by the respondent is college education 1.1%. But about 24.4 % of the respondents have not attended school at all. On the other hand majority of the respondents (52.2%) have completed primary education. See the table below.

Table 8: Education level of respondents

Education level	Frequency	Percent
Never attended school	22	24.4
Pre-primary	11	12.2
Primary education	47	52.2
Secondary school	9	10
College education	1	1.1
Total	90	100

3.1.1.5 Marital status

The result shows that majority of the respondents are married (95.6 percent). See the table below.

Table 9: Marital status

Marital status	Frequency	Percent
Married-monogamy	80	88.9
Married Polygamy	6	6.7
Partner	1	1.1
Divorced/separated	1	1.1
Single(never married)	2	2.2
Total	90	100

3.1.1.6 Income activity

The result shows that most farmers depend on farming for income (55.6 percent). Followed by livestock keeping (21.1 percent), business and trade (16.7 percent) and employment (2.2 percent).

Table 10: Income activity

Main activity	Frequency	Percent
No labor	4	4.4
Farming	50	55.6
Livestock	19	21.1
Employed	2	2.2
Business and trade	15	16.7
Total	90	100

3.1.1.7 Number of children in the family

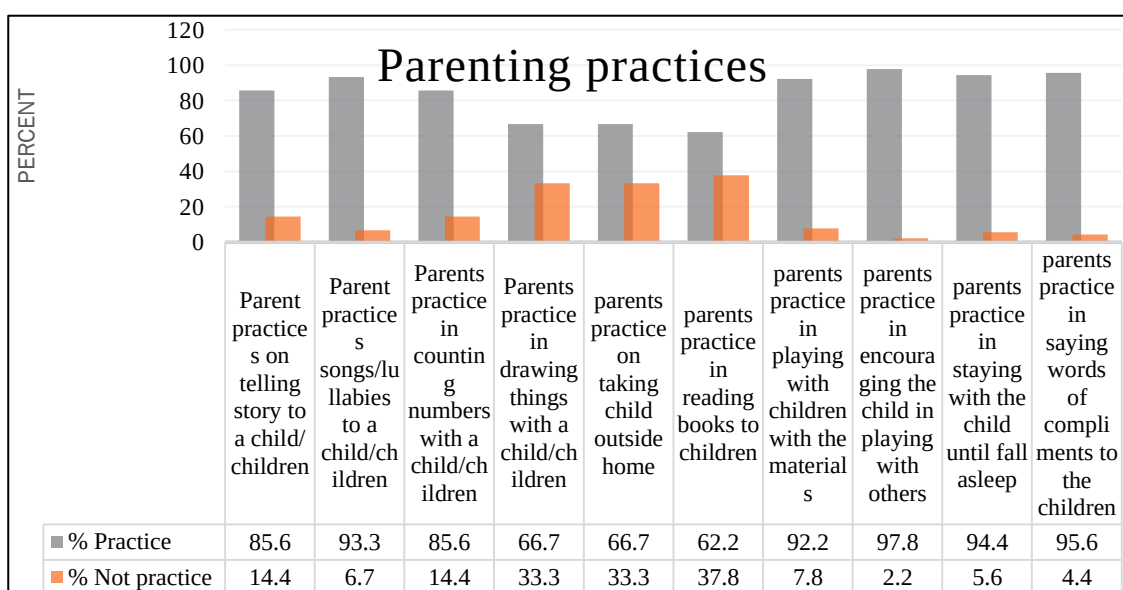
The result shows that girl children were slightly higher than boy children by 54.4 percent and 45.6 percent respectively.

Table 11: Number of children in the family

Children	Frequency	Percent
Boys	41	45.6
Girls	49	54.4
Total	90	100

3.1.2 Parenting practices

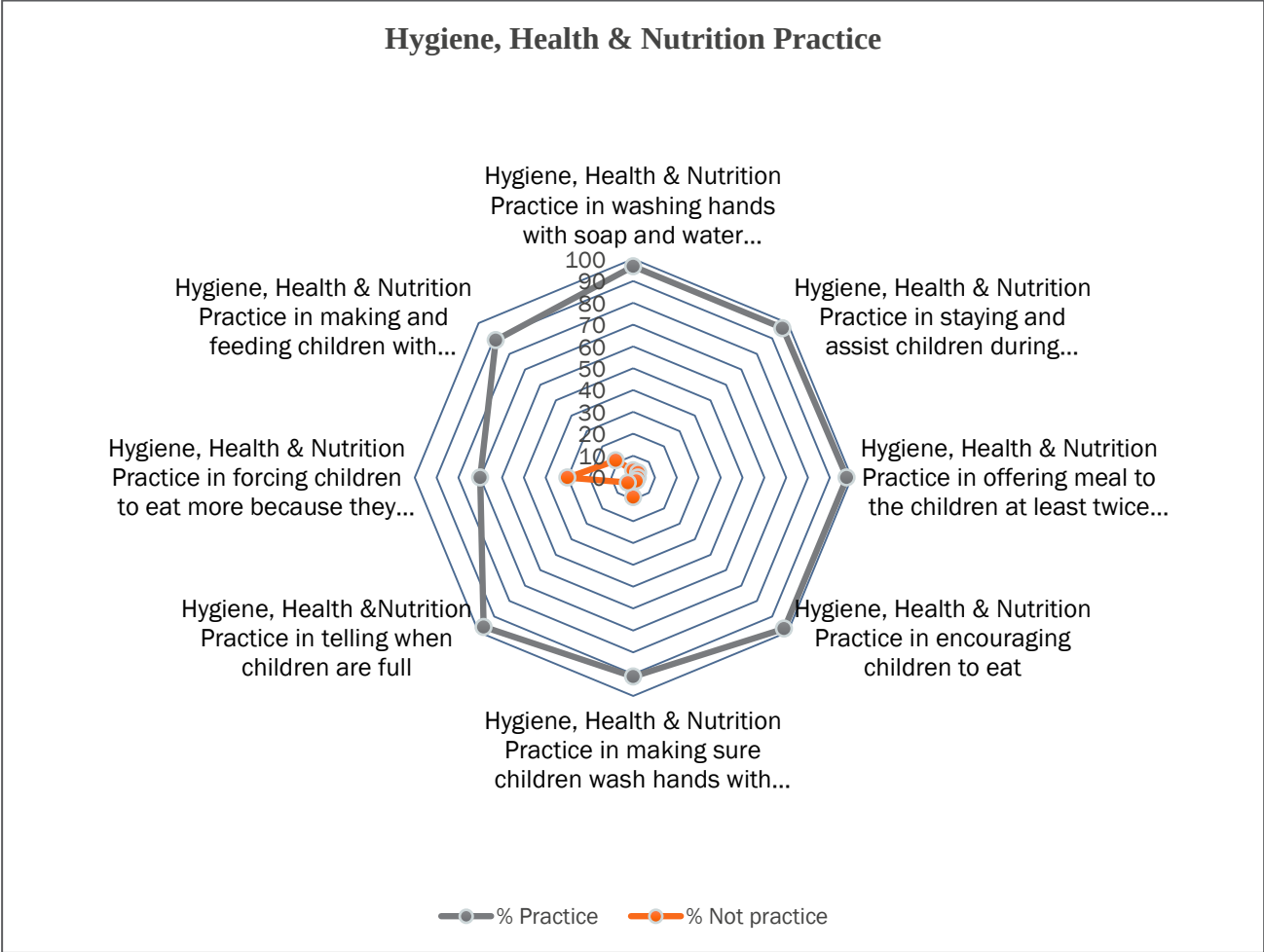
In this aspect a total of ten practices which influence the early childhood development as shown in the figure below were tested to the parents/caregivers to identify whether they are being practiced by parents/caregivers or not. The result shows that on average, 84.1 percent of the parents/caregivers interviewed practiced positive parenting to their children. Practices like parents encouraging the child in playing with others, saying words of compliments to the children and staying with the child until fall asleep are the most practices practiced by parents/caregivers by 97.8 percent, 95.6 percent and 94.4 percent respectively. On the other hand the least practiced practice among all the practices is reading books to children, 62.2 percent followed by taking children outside and drawing things with a child/children rating 66.7 percent each. See the figure below.



3.1.3

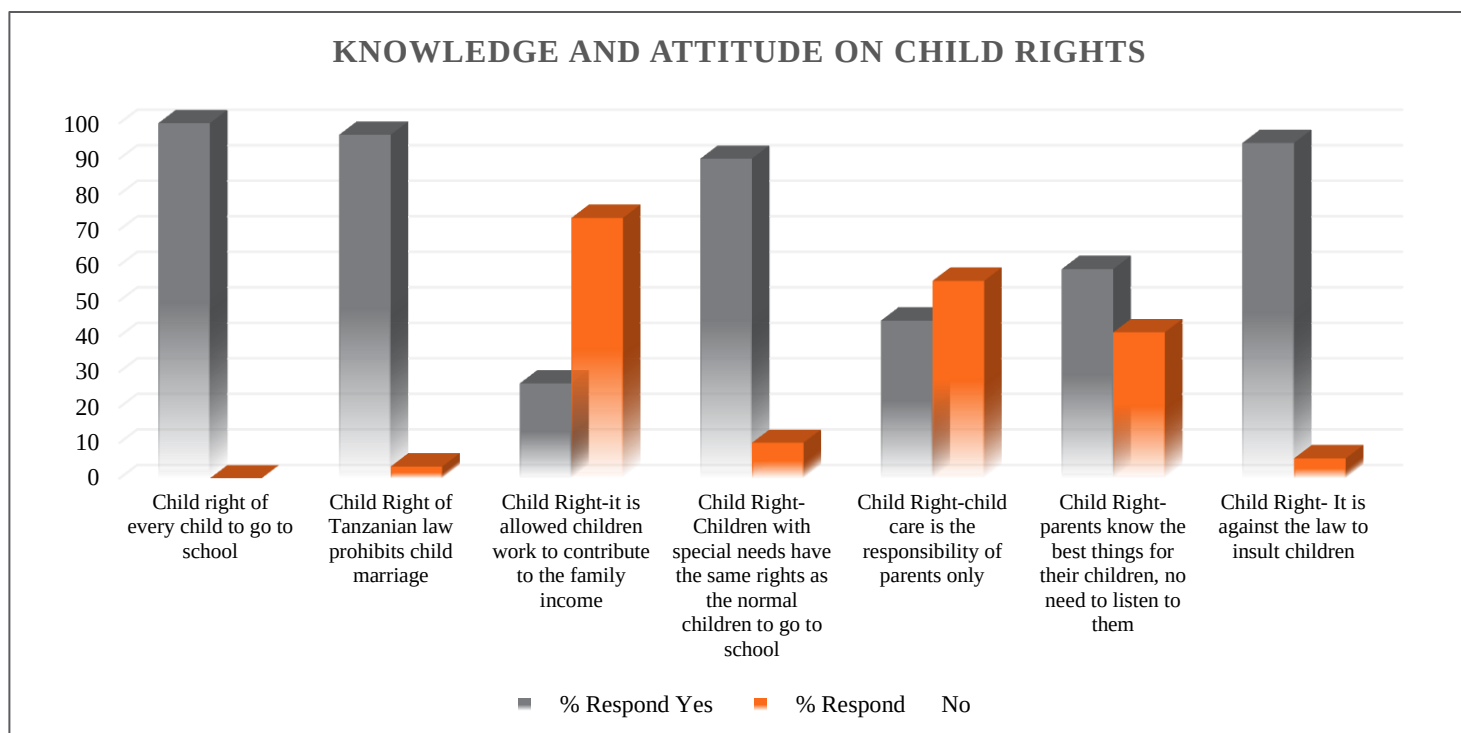
Hygiene, Health and Nutrition practices

The result shows that 91.9 percent of parents/caregivers practiced hygiene, health and nutrition practices. Out of all listed practices as shown in the figure below, the less practiced hygiene, health and nutrition practice is forcing children to eat more because they need for their health whereby only 70 percent of the parents/caregivers practice it. See the figure below.



3.1.4 Perception of parents/caregivers on child rights

In this section the aim was to gather the knowledge and attitude towards perception of parents/caregivers regarding to child rights. Several types of child rights were listed to examine the perception of parents/caregivers on the importance of particular child right. The result shows that majority (95.28 percent) of the parents/caregivers agreed with the statements which says that it is the right of every child to go to school, Tanzanian law prohibits child marriage, children with special needs have the same rights as the normal children to go to school and it is against the law to insult children. Consequently, majority of parents/caregivers (56.67 percent) denied the statements like it is allowed children work to contribute to the family income, child care is the responsibility of parents only and parents know the best things for their children thus no need to listen to them. This indicates that majority of parents/caregivers (76 percent) are knowledgeable about child rights in general and have positive attitude towards child rights. See the figure below



3.1.5 Parents/caregiver's attitude towards right to beat children

Table 12: Descriptive statistics on the attitudes towards parents/caregiver's right to beat their children.

Statements	N	Minimum	Maximum	Mean	Std. Deviation
Right to Beat- If a child is disobedient	90	2.00	4.00	3.4444	.90082
Right to Beat- If a child talk back to the parents	90	2.00	4.00	3.5556	.83614
Right to Beat- If a child runs away from home	90	2.00	4.00	3.4444	.90082
Right to Beat - If a child does not want to go to school	90	2.00	4.00	3.6222	.78723
Right to Beat-If a child does not care for brothers and sisters	90	2.00	4.00	3.5556	.83614
Right to Beat- If a child do what adults do	90	2.00	4.00	3.6444	.76893
Right to Beat- If a child wets bed	90	2.00	4.00	3.2444	.97510
Right to Beat- If a child steals	90	2.00	4.00	3.6444	.76893

Note: 5= strongly agree, 4= agree, 3= neither agree nor disagree 2= disagree and 1= strongly disagree.

The five-point Likert scale is considered an interval scale where mean is very significant. From 1 to 1.8 means strongly disagree; from 1.81 to 2.60 means disagree; from 2.61 to 3.40 means neutral; from 3.41 to 4.20 means agree and 4.21 to 5 means strongly agree.

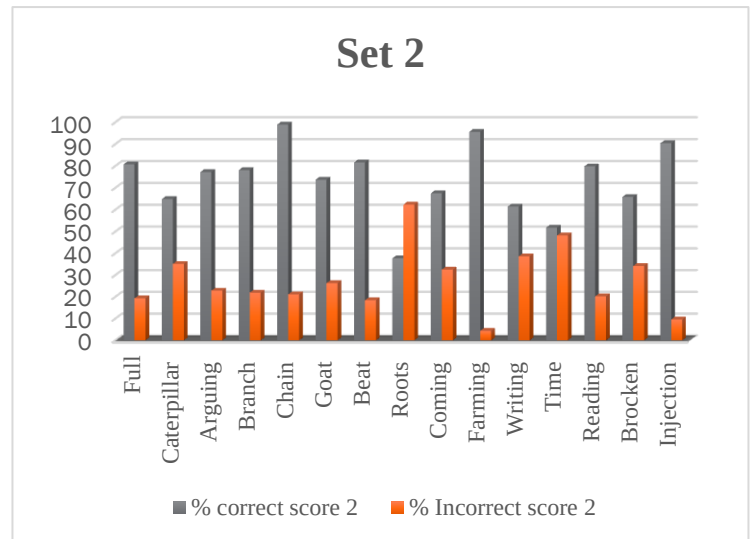
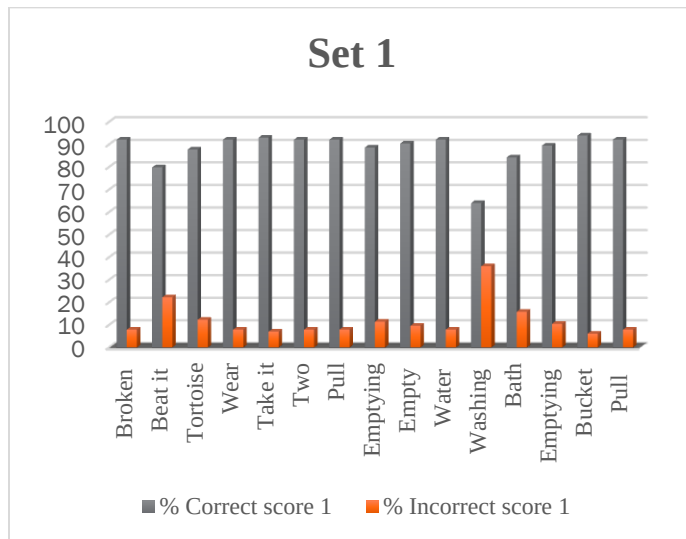
From the result on the table above, it shows that majority of parents/caregivers agreed that they have rights to beat their children if a child talk back to the parents (mean=3.5556), if a child does not want to go to school (mean=3.6222), if a child does not care for brothers and sisters (mean=3.5556), if a child do what adults do (mean=3.6444) and if a child steals (3.6444). On the other hand majority of the parents/caregivers were neutral on whether they have right to beat their children if a child wets bed (mean=3.2444), if a child runs away from home (mean=3.4444) and if a child is disobedient (mean=3.4444). Thus the result indicates that, majority of parents/caregivers think that they have a right to beat their children as a means of punishing them when they do what the parents/caregivers perceive as a mistake.

TRAINING EXERCISE

3.1.6 Developmental appropriate skills

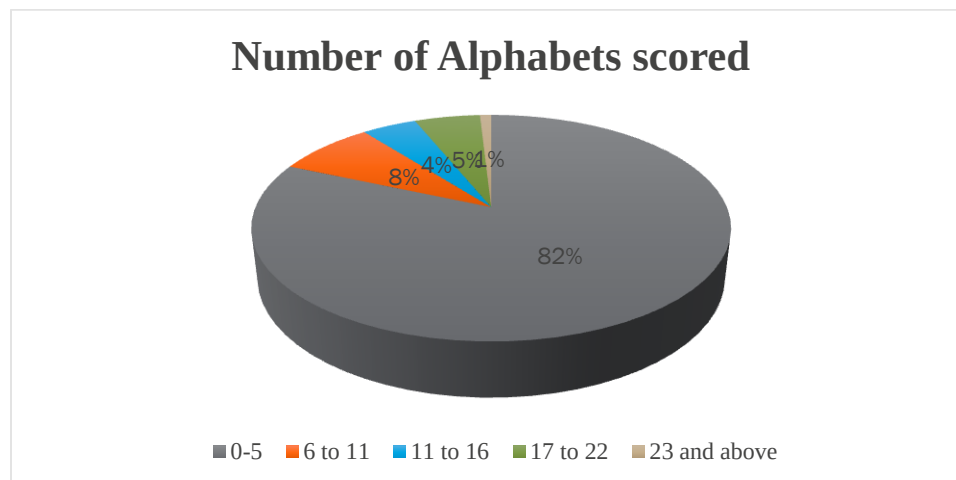
3.1.6.1 Receptive Language Task (Picture vocabulary)

In set 1, the average correct score of children was 88.2 percent and in set 2, the correct score was 73.7 percent. With respect to the specific task (picture vocabulary) the correct score was higher than incorrect score for both sets except for the roots in set 2 where incorrect score was 62.3 percent. See the figures below.

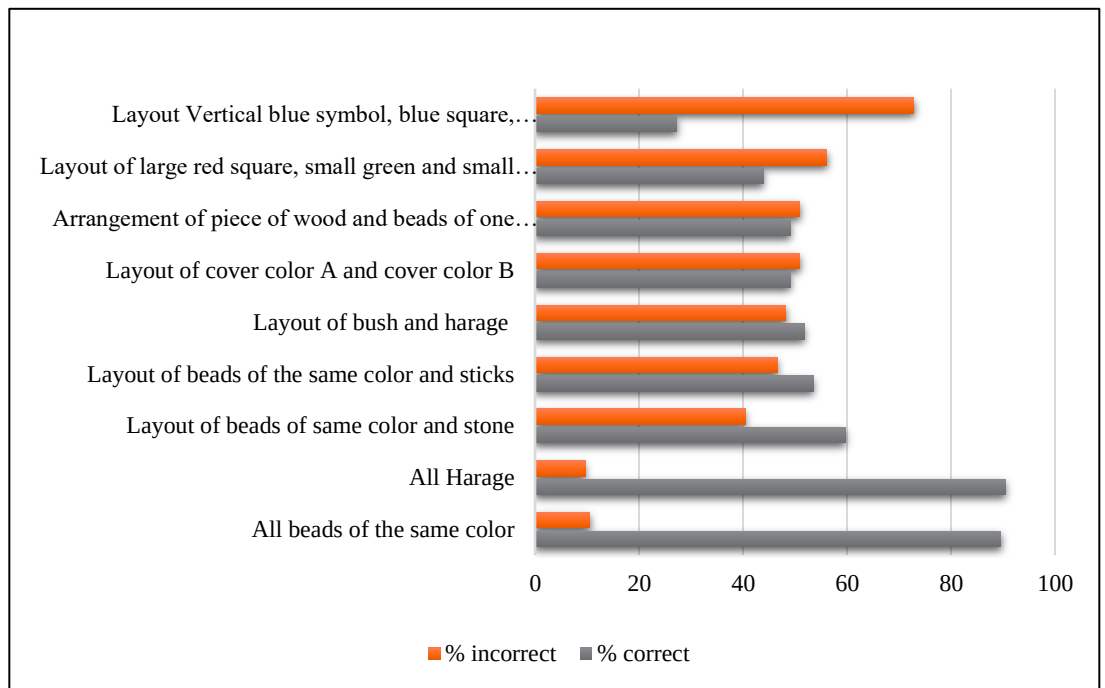


3.1.6.2 Alphabet letters a child name in two minutes

The results show that majority of students (81.6 percent) managed to name an average of 5 alphabet letters in 2 minutes. Also the ability to name the alphabet letter is decreasing as the number of alphabets increases. That 0.9 percent were able to name 23+ alphabets, 5.3 percent named 17-22 alphabets, 4.4 percent named 12-16 alphabets and 7.9 percent named 6-11 alphabets. See the figure below



3.1.6.3 Tactile Pattern Completion



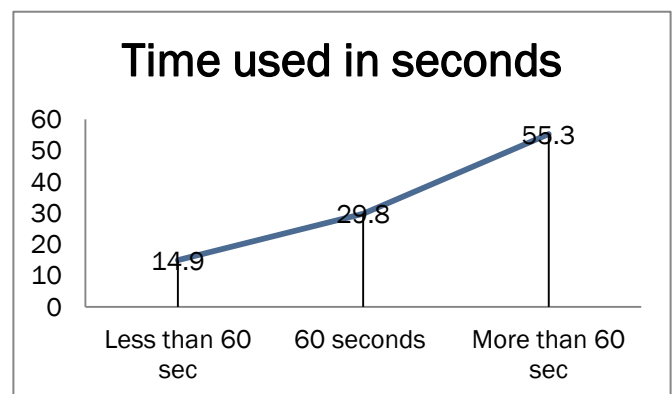
3.1.7.0 Serial rapid naming: Ran-pictures

3.1.7.1 Fastness that a baby has named Pictures placed before him/her

The study employed the following parameters in assessing the child's fitness in naming the pictures placed before him/her. The parameters were; time used in seconds, how many times she/he has corrected herself/himself, number of pictures not identified and number of mistakes (skipped and corrected). The following are the results in each parameters.

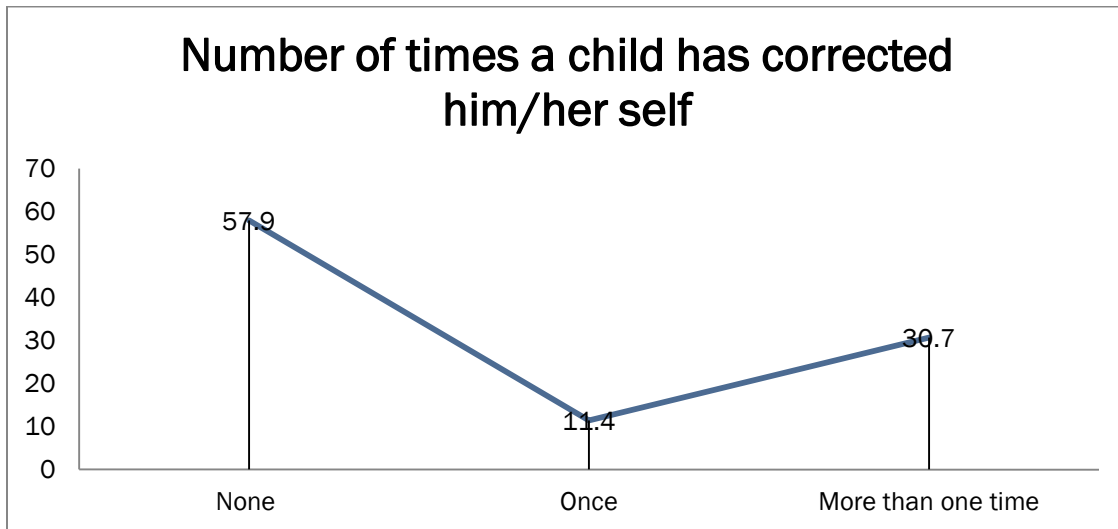
3.1.7.1.1 Time used in seconds

This refers to the time used by a child to name the pictures presented before him or her. The results show that 55.3 percent of children spent more than 60 seconds. Whereby only 14.9 percent spend less than 60 seconds. See the figure below.



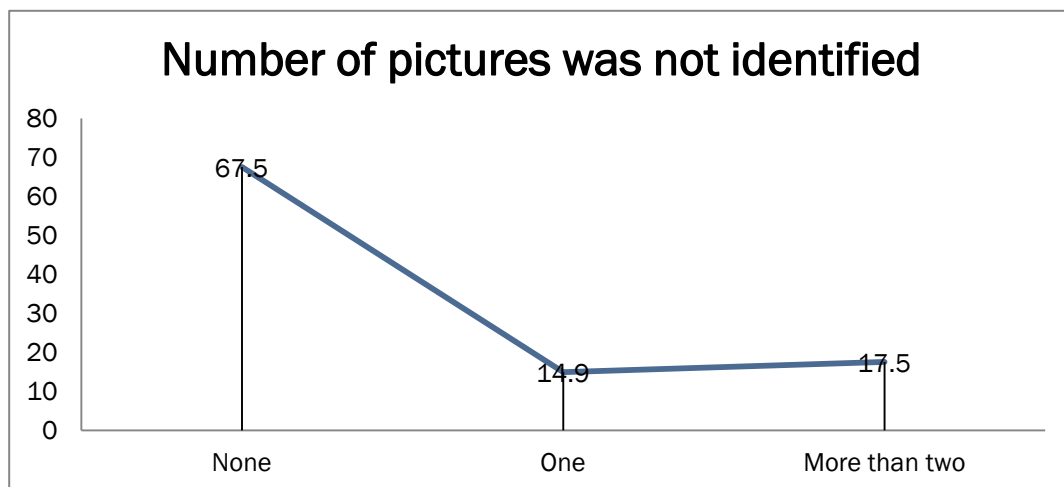
3.1.7.1.2 How many times she/he has corrected himself

This refers to the number of times a child has corrected him/her self during an exercise of naming pictures placed before him or her. The results show that 57.9 percent have not corrected themselves during an exercise. Whereby 30.7 percent has corrected themselves for more than once. See the figure below.



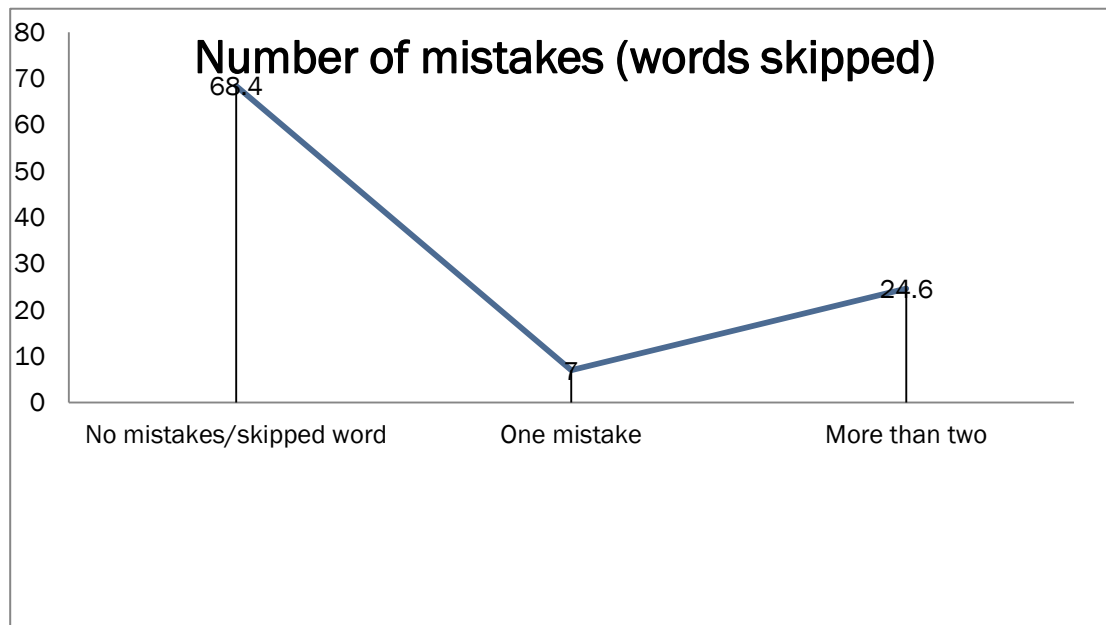
3.1.7.1.3 Number of pictures not identified

This refers to the number of pictures which were not identified by children during an exercise. The results show that 67.5 percent of children were able to identify all the pictures. Also 17.5 percent failed to identify more than two pictures. See the figure below.



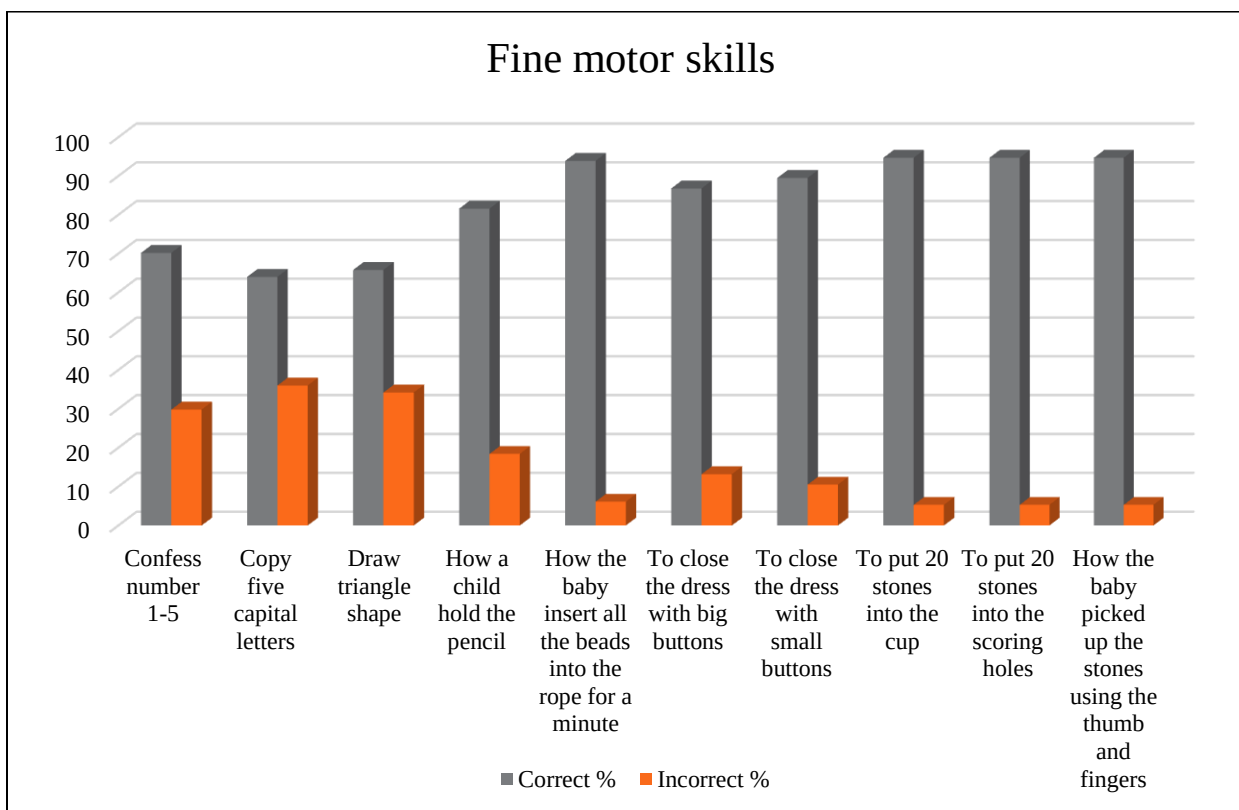
3.1.7.1.4 Number of mistakes/Words skipped

This refers to the number of words skipped by child during an exercise. The results show that 68.4 percent of children didn't skip any word during an exercise. But 24.6 percent of children skipped more than two words. See the figure below.



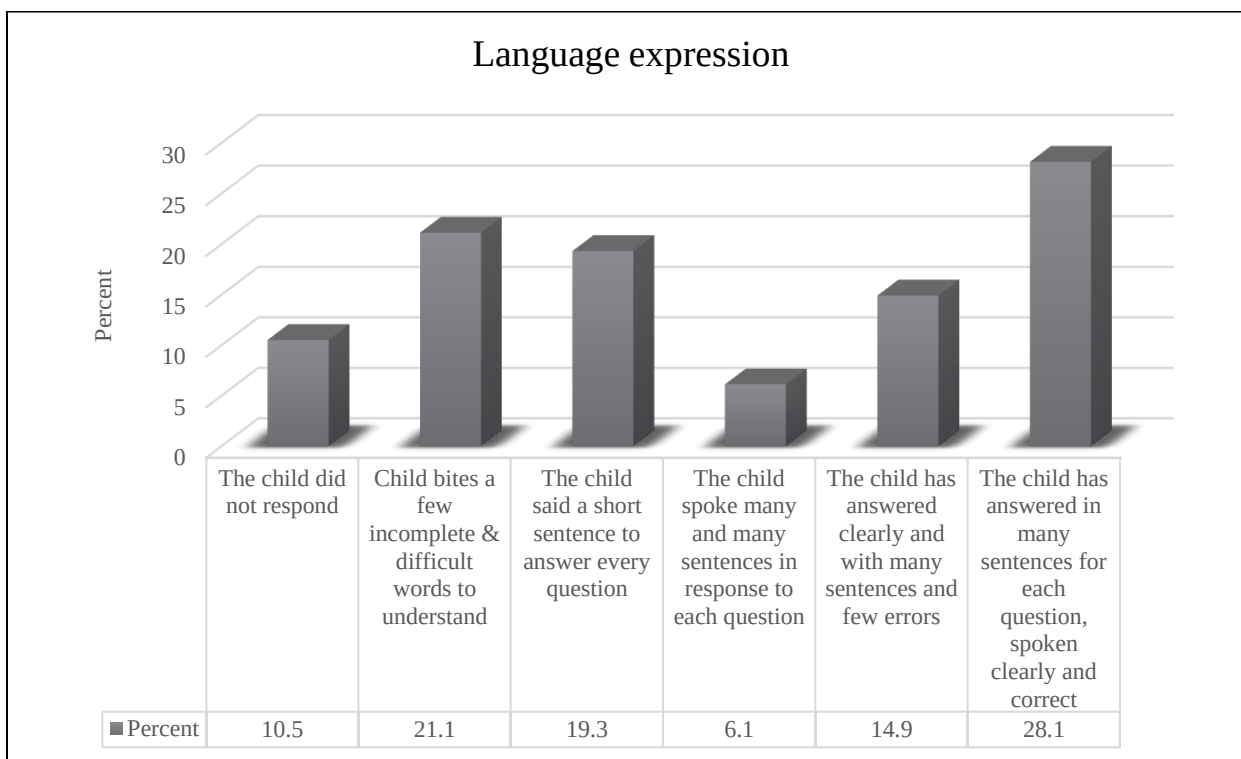
3.1.8 Fine motor skills

In general children are very good at fine motor skills. On average of all skills, 83.59 percent of children were correct while only 16.41 percent were incorrect. The top three skills which children were good at are (i) to put 20 stones into the cup; (ii) to put 20 stones into the scoring holes and (iii) how the baby picked up the stones using the thumb and fingers whereby in each skill children were correct by 94.7 percent. Consequently, more than 25 percent of children are not good in the following motor skills; Copy five capital letters, draw triangle shape and to confess number 1-5 by 36 percent, 34.2 percent and 29.8 percent respectively. See the figure below.



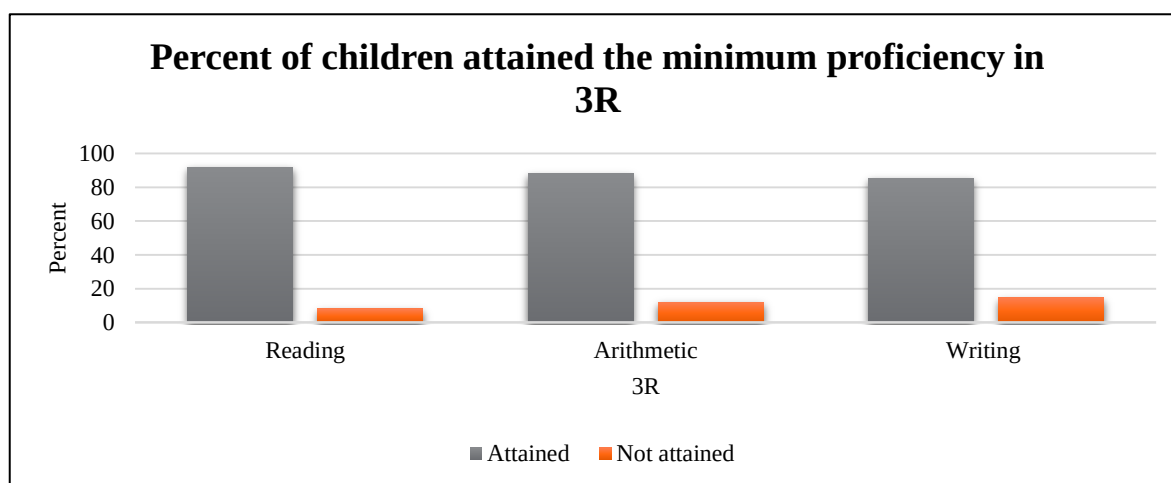
3.1.9 General testing of the language of expression

This aspect measures the child's capacity in self-expression. The result shows that 28.1 percent of children responded in many sentences for each question, whereby they spoken clearly and correct and 14.9 percent of children answered clearly and with many sentences but with few errors. Also 6.1 percent of children spoke many and many sentences in response to each question. On the other hand 10.5 percent of children didn't respond to the question. While 21.1 percent of children bites a few incomplete & difficult words to understand and 19.3 percent of children said a short sentence to answer every question. See the figure below.



3.2 Minimum proficiency in 3R

The result shows that majority of pupils in standard I and II have attained the minimum proficiency level in 3R. Whereby 91.7 percent have attained the minimum proficiency in reading, 88 percent in arithmetic and 85.31 have attained the minimum proficiency in writing. See the figure below



4. Conclusion

The project has almost attained its targets in all three outcomes of the project. This translates to the positive response of the project beneficiaries which indicate the sustainability of the project.