



ENDLINE SURVEY REPORT

TUWALINDE WATOTO PROJECT 1



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Abbreviations and Acronyms

CBCPM	Community-Based Child Protection Mechanism
CRs	Child Right
ECD	Early Childhood Development
WCPCs	Women and Child Protection Committees
MEK (WEO)	Ward Education Coordinator
NPA- VAWC	National Plan of Action to end Violence against Women and Children.
SAWA	SAWA Wanawake Tanzania
VSL (VICOBA)	Village Saving and Loans
VVCs	Village Volunteers Counselors
WCPC	Ward Child Protection Committee

1.0 Introduction

1.1 Project Background

Sawa Wanawake Tanzania (SAWA) is a Non-Governmental Organization, which operates in Tanzania and is committed to achieving its vision through the provision of various interventions such as advocacy, training and awareness creation among children, women and community members in collaboration with Local and Central governments to improve the wellbeing of women, young girls and children. SAWA strives to improve Early Childhood Development (ECD), Basic Education as well as Community Based Child Protection systems. SAWA, Childfund Korea and Mvomero District Council have been implementing a 3 years Tuwalinde Watoto Project 1 (TWP1) since 2018 and that the project came to an end in July 2021. The project was implemented in Matale, Mtipule, Msongozi and Doma Villages of Mvomero District with the overall goal of improving the access to ECD, quality education and a protected environment for the child. Specifically, the project aimed to achieve the following:

- i. Eighty-five percent (85%) of the children aged 0- 6 years at Matale, Mtipule, and Msongozi Villages have accessed quality community and centre-based ECD services by end of 2021.
- ii. Ninety percent (90%) of the children aged 7 – 16 years at Matale, Mtipule and Msongozi Villages have accessed equitable and quality basic education by end of 2021.
- iii. Sixty (60%) of the children aged 0 -16 years at Matale, Mtipule, Msongozi and Doma Villages have accessed effective community-based child protection services by end of 2021.

1.2 Objectives and Scope of the Endline Survey of TWP1

The overall purpose of the Endline survey is to assess the progress made after project interventions in the target communities and provide quantitative and qualitative interpretations on specific indicators as reflected in the project M&E plan. In so doing, the Endline survey findings are compared against the benchmark data of the prevailing situation before the start of the project and Midline survey data that was conducted end of 2019. This Endline survey was carried out in Matale, Msongozi, Mtipule and Doma Villages of Mvomero District. These are the areas where TWP1 has been implemented.

4.0 Approach and Methodology

2.1 Description of the Approach

The Endline survey utilized a mixed-methods approach across project sites in the four villages (i.e. Matale, Msongozi, Mtipule and Doma) of Mvomero District. To meet the objectives, the Endline survey utilized existing quantitative data and collected associated qualitative and quantitative data from different groups of beneficiaries such as children, teachers, parents/caregivers, village/community leaders, community child protection actors, school committees, ECD committees, VICOPA Groups and Mvomero District officials. The Endline survey was conducted in a participatory manner to bring multiple perspectives from key stakeholders in assessing the performance of TWP1 in meeting its underlying strategic goals.

2.2 The Endline Survey Design

The Endline survey adopted a descriptive cross-sectional research design appropriate for data collection for the key TWP1 indicators one time only. Using a participatory approach, each of the key target groups for this Endline survey was given adequate space to give their views on what worked and what did not work, what they were able to achieve and what they were not able to achieve. Efforts were made to

triangulate information collected from different target groups and information gathered from various documents reviewed.

2.3 Sampling Plan

A multistage sampling technique was employed in the Endline survey. First, all ten (10) hamlets from four villages (i.e. Matale, Mtipule, Msongozi and Doma) in Mvomero District pre-identified by the client (SAWA) as project sites were recruited to take parts in the Endline survey.

Table 1: Sampling of ECDs, Schools, Parents/Caregivers and Childrens

Villages	Hamlets	Parents/ Caregivers	Children (0-6yrs)	Children (7-16yrs)	ECDs	Schools
Mtipule	Mtipule Njia Panda	10	5	20	1	1 (Mtipule Primary)
	Mtipule Shule	10	5			
	Mtipule Juu	10	5			
Matale	Matale	10	5	20	1	1 (Matale Primary)
	Kisanga	10	5			
Msongozi	Msongozi	10	5	20	3	1 (Msongozi Primary)
	Gwata	10	5			
	Lusanga	10	5			
	Ndama	10	5			
Doma	Doma	-	-	10	-	1 (Doma Secondary)
Total		90	45	70	5	4

Second, five (5) ECDs and four (4) schools (3 pre-primary/primary & 1 secondary) were purposefully selected to participate in the Endline survey (Table 1). As indicated in Table 1, ECDs and pre-primary/ primary schools were selected from Mtipule, Matale and Msongozi Villages which are project areas for early childhood development and primary education interventions. Doma

secondary school from Doma Village was recruited to this study since it was an intervention area for secondary school education where the girls' hostel was constructed by the project. The selection of the ECDs and schools were limited to those which are engaged with TWP1.

Third, ten (10) parents/caregivers, who are also community members were selected from each of the nine (9) hamlets to participate in the (knowledge, attitude, practise (KAP)) survey. As indicated earlier, Doma was not included in KAP survey as it was mainly an intervention area for secondary education. Fourth, five (5) children aged 0-6 who are associated with sampled parents/caregivers were sampled from each hamlet to participate in the assessment of the project impact on early childhood development using the Zambia Child Assessment Tool (ZamCAT). Fifth, twenty (20) children aged 7-16 from each of the three primary schools and 10 children falling within the same age category from Doma Secondary School were selected to participate in the assessment of the project achievement on various aspects related to primary and secondary school interventions. Half (10) of the children selected from each primary school, particularly, those in Class I & II participated in the UWEZO test which assessed their competencies in reading, writing and arithmetic. The remaining students from primary school and those from Doma Secondary School participated in focus group discussions. In the end, 90 parents/caregivers and 45 children aged 0-6 years and 70 children aged 7-16 years were sampled for the Endline survey.

Table 2: Number of FGDs conducted

FGDs Category	Villages				Total
	Matale	Mtipule	Msongozi	Doma	
School committees/ Boards	1	1	1	1	4
ECD committees	1	1	1	-	3
School children (primary & secondary)	1	1	1	2	5
Women and Child Protection Committees (WCPCs)	1	1	1	-	3
VICOBA Groups	1	1	1	-	3
Total	5	5	5	3	18

Eighteen (18) FGDs were conducted as part of the Endline survey exercise (Table 2). The number of members participating in FGDs ranged from 7-12. To ensure homogeneity, facilitate discussion among the FGDs members, and simplify the analysis, participants were

selected purposively from the list of project stakeholders in each village having a shared characteristic. The inclusion criteria included those participants with an interest in services promoted by TWP1.

Table 3: Number of KIIs conducted

Source of KIIs	No. KIIs
Primary/pre-primary school headteachers	3
Secondary school headmaster	1
Heads of ECD centres	5
Village leaders	4
Village Volunteer Counsellors(VVCs)	6
District officials	2
TWP1/ SAWA staff	3
Total	24

Twenty-four (24) key informants for the entire study area were interviewed (Table 3). A maximum variation/ heterogeneous purposive sample of key informants were selected to provide a diverse range of cases relevant to the implementation and

achievement of the TWP1. The purpose of this kind of sampling strategy was to provide as much information as possible concerning the implementation of the TWP1. The key informants were selected from stakeholders with knowledge of TWP1 in the study area.

Purposive sampling was used to select documents for review. The criterion for the inclusion of documents in the review process was the relevance of each document to TWP1 objectives. The documents reviewed included: project proposal; project results framework; project reports; monitoring data collected through the project, consultant reports (Baseline and Midline survey reports); Pre-Endline survey report, National ECD Strategy, Tanzania Education Policy and National Plan of Action to End Violence against Women and Children (NPA VAWC) (2016-2021).

2.5. Methods of data collection

A mixed-methods approach was used, combining qualitative and quantitative approaches and methods which allowed for more comprehensive findings, better triangulation and greater rigour. To answer the Endline survey questions and establish evidence against the stated project objectives, the Endline survey utilized existing quantitative data and collected associated quantitative and qualitative data from key project stakeholders. Qualitative methods included collection and analysis of data generated through FGDs, key informant interviews and document review. Appendix 1 provides more details on project outcomes, indicators, types of data, sources and methods of data collection. Primary data collection instruments included a guide for in-depth interviews with different groups of key informants and FGDs. Secondary data were generated through desk work review of relevant documents associated with TWP1.

2.6 Inception Meeting

There was an inception meeting comprising of SAWA/TWP1 staff and the Consultant. Ahead of the inception meeting, the Consultant will prepare an inception report containing details on the proposed methodology which include Endline Survey design, types of data and sources, means of collecting the data from sources, detailed work plan, analytical approach, and the logistical aspects required to ensure successful completion of this assignment. The inception report was presented to the client and comments received were used to refine the Endline survey methodology

2.7 Recruitment, Training of Research Assistants and Pretesting of Tools

The Consultant was accompanied by 8 research assistants. The study recruited research assistants who are professionals as well as gender-sensitive, and who have experience in social sciences research to maintain high-quality data. Research assistants were trained on how to collect/generate high-quality data including probing techniques. The training sessions covered an introductory session on the Endline survey objectives, target groups, interviewing techniques and survey procedures, a detailed review of each item in the interview guides, specific survey instructions and research assistants' roles in the survey. A half-day pre-testing or field practice formed part of the training before the data collection tools were finalized.

2.8 Data Management

Figure 1 visually illustrates the data management process applied in the Endline survey. The Endline survey drew on the sources in the top row to fill in excel spreadsheets gathering evidence for each of the four villages involved, (i.e. 'Villages Frameworks' in the figure) and one spreadsheet for the client (SAWA) related findings. The spreadsheet each includes the key Endline survey objectives and associated Endline survey questions under these (second row). The data was then sorted to provide findings for each of the Endline survey questions (third row down). These then were filtered and analysed (the fourth row down) and fed into the Endline survey findings (bottom row) against the three Endline survey criteria/objectives.

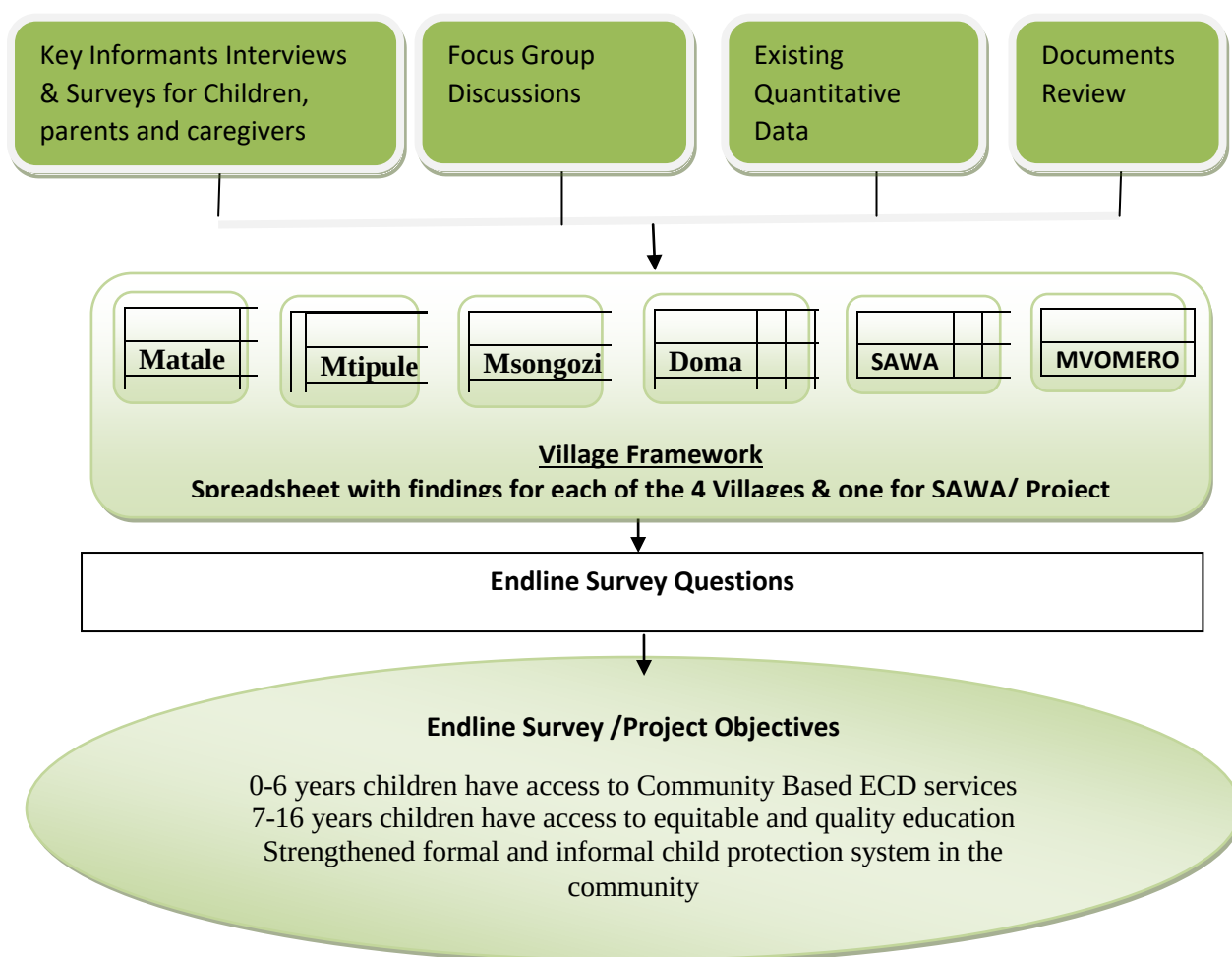


Figure 1: Data management and analysis plan.

2.9 Data Analysis and Report Writing

The Endline survey applied both qualitative and quantitative data analytical techniques. Quantitative data were analyzed using SPSS and Excel and, in this case, descriptive statistics mainly percentages and totals were computed to show the existing situation of the key Endline survey indicators. The results are presented in tables and figures. Thematic analysis of qualitative data was applied in which information generated from respondents were summarized under themes corresponding to each of the Endline Survey questions and indicators.

2.10 Ethical Considerations

Ethical and child safeguarding measures were considered during all stages of data collection, storing, handling, sharing and analysis in order to not harm children and their parents/caregivers. All eligible participants were informed about the study before they were invited to participate in the survey and it was made clear that they are under no obligation to participate in the study. All participants were assured that there were no negative consequences if they choose not to participate in the study. The consultant assured the participants of their anonymity, confidentiality and that data collected are protected and were used for the agreed purpose only.

3.0 Endline Survey Findings

This section presents the Endline survey findings for three years TWP1 which was implemented in Matala, Mtipule, Msongozi, and Doma Villages in Mvomero District, Tanzania from 2018. The findings section is organized under three subsections which also correspond to the three project outcomes: 0-6 years children have access to community-based ECD services; 7-16 years children have access to equitable and quality education; strengthened formal and informal child protection system in the community.

3.1 Access to Community Based ECD Services among Children Aged 0-6 Years

Table 4 summarises the progress made in achieving the target set for each indicator under project outcome number one- i.e. 0-6 years children have access to community-based ECD services. The project targets for most indicators under this outcome were achieved.

Table 4: Progress made on access to community-based ECD services among children aged 0-6 years.

Indicator	Surveys				Target	% Achieved of Target
	Baseline	Midline	Pre-Endline	Endline		
% of parents and caregivers who have appropriate parenting knowledge and skills/ practices	26.3%	40% (2019)	84.1%	88%	70%	125.7%
% of children in STD 1 who have attended ECD centre/ Pre-primary school	18%	80.8%	100%	99%	50%	198%
% of children in appropriate development stage according to their age (Also % of children within the range of age-appropriate weight and height standards)	ZamCAT: 36.3	68	70	69.3%	70%	99%
	CIAF: Nil	Nil	Nil	92.1%	Nil	
	No Stunting: Nil	Nil	Nil	100.0%	Nil	
	No Wasting: Nil	Nil	Nil	92.1%	Nil	
	No Underweight: Nil	Nil	Nil	100.0%	Nil	
% children who have a strong connection with their parent/ caregiver	Closeness: Nil	Nil	Nil	100.0%	Nil	
	No conflict: Nil	Nil	Nil	94.6%	Nil	
% of households reporting an increase in income or household assets (savings, property, durable goods, livestock, etc.)	Nil	Nil	Nil	94.0%	Nil	
% of spending on food/nutrition, education, healthcare, etc. in a specific period	Food: Nil	Nil	Nil	39.5%	Nil	
	Clothing: Nil	Nil	Nil	15.2%	Nil	
	Housing: Nil	Nil	Nil	8.1%	Nil	
	Health: Nil	Nil	Nil	15.6%	Nil	
	Education: Nil	Nil	Nil	12.7%	Nil	
	Savings: Nil	Nil	Nil	8.9%	Nil	

3.1.1. Parents and Caregivers who have Appropriate Parenting Knowledge and Skills/ Practices

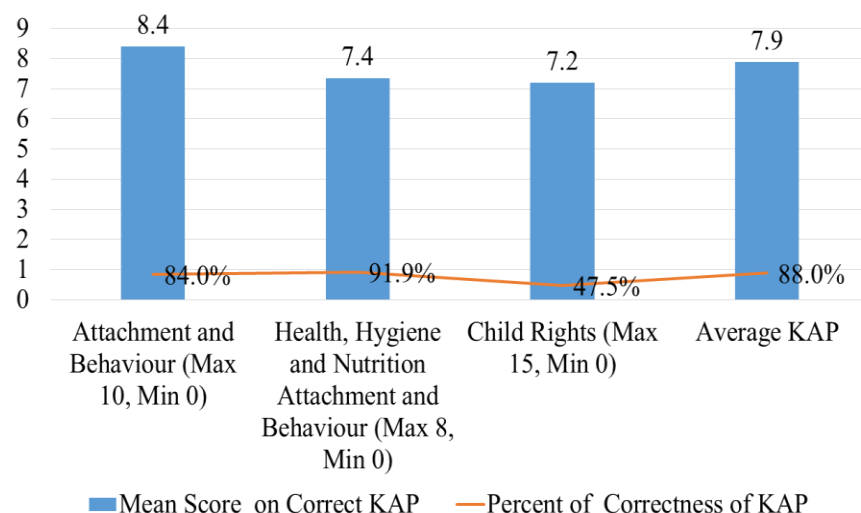


Figure 2: Percent of parents and caregivers with appropriate parenting practices

caregivers on the appropriate parenting practices. The Endline survey found that the majority (88%) of the parents and caregivers had the appropriate/correct knowledge, awareness and practices (KAP) (Figure 2). This exceeded the target of having at least 70% of parents and caregivers with appropriate parenting knowledge and practices. However, less than 50% of parents had correct awareness of child rights which call for specific intervention in this aspect.

3.1.2. Children in STD1 Who have Attended ECD Centre/Pre-primary School

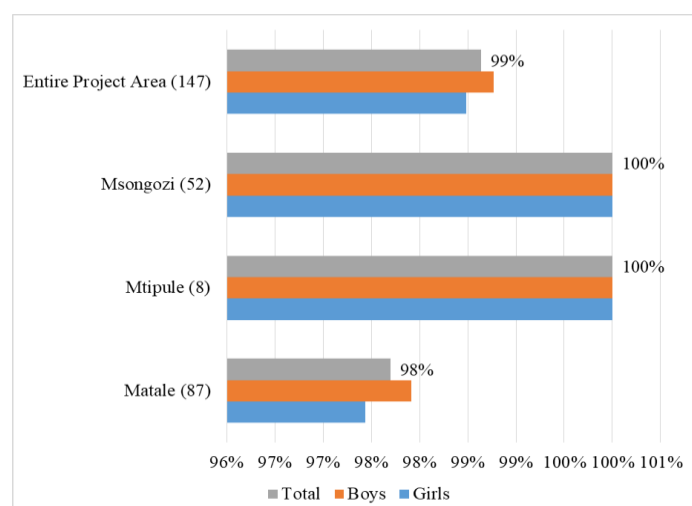


Figure 3: Percent of children in STD 1 who have attended ECD centre or/and Pre-primary school

joining STD 1 who have gone through ECD/Pre-primary school. Figure 3 indicates that almost all (99%) children who joined standard one in the project area went through the

TWP1 implemented the community-based ECD interventions at the four villages through Households visits, using VVCs who were recruited from the community and trained on proper parenting, child protection, early childhood stimulation and health and nutrition practices. Each VVC was expected to train parents and

According to the Tanzania national Education Act of 2002, children need to have 2 years of pre-primary education. To implement the Act, the Tanzania government set pre-primary classes in all primary schools. However, access to the pre-primary school seems to be limited only to the children who live nearby. As a result, SAWA established a community-based ECD in the hamlets where the pre-primary school was too far in cooperation with the community. The project aimed to have 50% of children

ECD/pre-primary education. This exceeded the project target of having 50% children in standard one who went through ECD centre or pre-primary school.

3.1.3. Children in an Appropriate Development Stage According to their Age

In order to measure the developmental status of young children, the Endline survey adopted the Zambian Child Assessment Test (ZamCAT) which combines a set of existing as well as newly-developed child development measures to provide a broad, multiple-domain based assessment of children of pre-school age. The tool has seven thematic areas which include non-verbal cognition, receptive and expressive language, fine motor skills, information processing and executive function (Fink et al., 2012). Since the domains under ZamCAT tool were not uniformly measured using the same scale, the child's total raw score for each domain was converted to z-score using SPSS to allow comparisons to be made between child score for each dimension with different distribution characteristics, i.e. mean and standard deviation (SD). In each dimension of ZamCAT testing, a child was considered to have poor performance if the child's z-score was < -1 (for all dimensions where a lower score was a worse outcome except for serial rapid naming task) or > -1 (for a serial rapid naming task, where a higher score reflected a worse outcome). Overall, the ZamCAT pass rate was 69.3% meaning that 69.3 percent of children in the project area were within the appropriate developmental stage (Table 5 and Table 6). Table 5 presents ZamCAT pass rate by ECD/pre-primary while Table 6 presents the pass rate by children sex

Table 5: Percent of children in appropriate development stage according to their age: ZamCAT findings by ECD/Pre-Primary

ZamCAT Dimension	Matale (n=5)	Kisan ga (n=6)	Mtip ule Njia Panda (n=5)	Mtip ule Shule (n=5)	Mtip ule Juu (n=5)	Msong ozi (n=7)	Gwa ta (n=5)	Lusan ga (n=5)	Nda ma (n=5)	Overall Score for each ZamC AT Dimens ion (n=48)
Picture Vocabulary	100.0%	100.0 %	100.0 %	100.0 %	100.0 %	85.7%	80.0 %	100.0 %	100.0 %	95.8%
Info processing	100.0%	100.0 %	60.0 %	60.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	91.7%
Cognitive skills	80.0%	83.3 %	100.0 %	40.0 %	100.0 %	57.1%	100.0 %	60.0%	100.0 %	79.2%
Fine Motors Skills	100.0%	100.0 %	60.0 %	60.0 %	80.0 %	100.0 %	40.0 %	100.0 %	100.0 %	83.3%
Attention: Pencil Tapping	100.0%	83.3 %	60.0 %	40.0 %	100.0 %	85.7%	60.0 %	100.0 %	60.0 %	77.1%
Expressive Language	0.0%	100.0 %	100.0 %	20.0 %	0.0%	71.4%	80.0 %	60.0%	80.0 %	58.3%
Serial Rapid Naming	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Overall ZamCAT Score for ECD/Hamlet	68.6%	81.0 %	68.6 %	45.7 %	68.6 %	71.4%	65.7 %	74.3 %	77.1 %	69.3%

**Table 6: Percent of children in appropriate development stage according to their age:
ZamCAT Findings by Child Sex**

ZamCAT Dimension	Male (20)	Female (28)	Overall Score for each ZamCAT Dimension
Picture Vocabulary	95.0%	96.4%	95.8%
Info processing	95.0%	89.3%	91.7%
Cognitive skills	90.0%	71.4%	79.2%
Fine Motors Skills	85.0%	82.1%	83.3%
Attention: Pencil Tapping	85.0%	71.4%	77.1%
Expressive Language	55.0%	60.7%	58.3%
Serial Rapid Naming	0.0%	0.0%	0.0%
Overall ZamCAT Score by Child Sex	72.1%	67.3%	69.3%

The Endline survey also determined the percentage of children within the range of age-appropriate weight and height standards. Table 7 shows that almost all children in the project area were within the range of age-appropriate weight standards (i.e. stunting (100%), wasting (92.1%) and underweight (100%)). The Composite Index of Anthropometric Failure (CIAF)¹ also showed that 92.1 percent of children in the project area did not experience any form of growth failure.

Table 7: % of children within the range of age-appropriate weight and height standards by ECDs

ECD/Pre-Primary	Stunting: Normal Height for Age (n=38)	Wasting: Normal Weight for Height (n=38)	Underweight: Normal weight for age (n=38)	Composite Index of Anthropometric Failure (CIAF): No Failure (n=38)
Matale	100.0%	100.0%	100.0%	100.0%
Kisanga	100.0%	83.3%	100.0%	83.3%
Mtipule Njia Panda	100.0%	75.0%	100.0%	75.0%
Mtipule Shule	100.0%	100.0%	100.0%	100.0%
Mtipule Juu	100.0%	100.0%	100.0%	100.0%
Msongozi	100.0%	80.0%	100.0%	80.0%
Gwata	100.0%	100.0%	100.0%	100.0%
Lusanga	100.0%	100.0%	100.0%	100.0%
Ndama	100.0%	100.0%	100.0%	100.0%
Total	100.0%	92.1%	100.0%	92.1%

¹ A Composite Index of Anthropometric Failure (CIAF) is an index derived from the three indices of undernutrition, i.e. stunting (height-for-age, HAZ), underweight (weight-for-age, WAZ) and wasting (weight-for-height, WHZ) for detecting total malnourished children in developing countries (Svedberg, 2000).

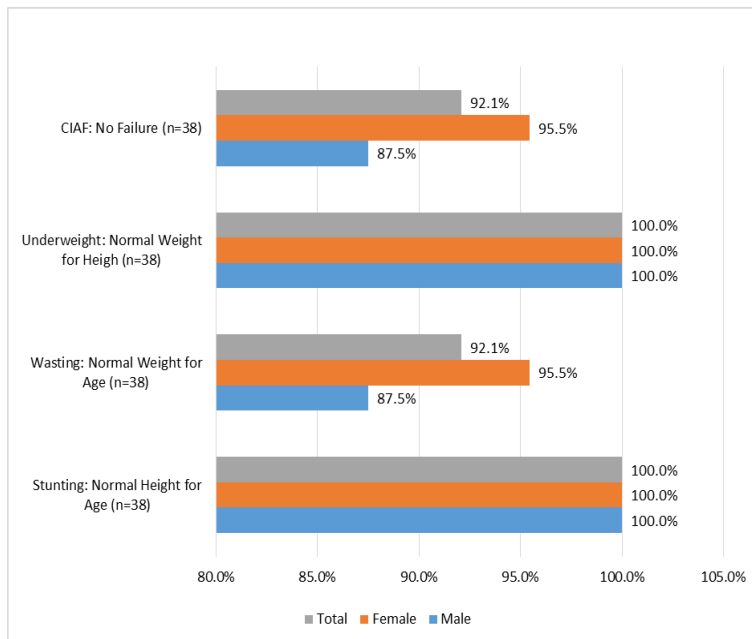


Figure 4: Percent of children in appropriate development stage according to their age: children within the range of age-appropriate weight and height standards by sex

Figure 4 presents the sex-wise distribution of rates of wasting, stunting and underweight and their respective indices among children in the project area. It also provides the sex-wise prevalence of anthropometric failure using CIAF. Using the WHO Z score classification, all children regardless of their sex in the project area had a normal height for age (not stunted) and normal weight for height (no underweight), while there were more boys than girls within the normal weight for age range. As per CIAF too, a greater percent of girls did not suffer any form of anthropometric failure (92.1%) as compared to boys (87.5%).

3.1.4. Children Who have a Strong Connection with their Parent/ Caregiver

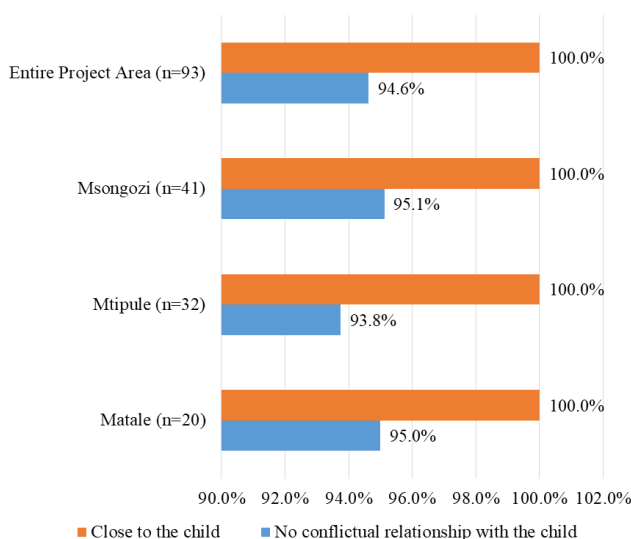


Figure 5: Percent children who have a strong connection with their parent/ caregiver

This Endline survey used the Child-Parent Relationship Scale (CPRS) developed by Pianta (1992) to measure how the child connects to his or her parent. The CPRS is a self-report instrument completed by parents/caregivers that assesses their perceptions of their relationship with their son or daughter. The CPRS as used in this survey had 15 items that were rated on 5-point Likert scales. The scale consisted of two domains corresponding to conflict (8 items) and closeness (7 items) subscales. The conflict subscale measured the negative aspects of the relationship and connectedness; the positive aspect of the relationship and connectedness subscale reports the level

of closeness and open communication within the relationship. Figure 5 indicates that all parents (100) had a close relationship with their children's while nearly all (over 90% in each village) reported having no conflictual relationship with their children.

3.1.5. Households Reporting an Increase in Income or Household Assets

With the understanding that truancy and school drop-out is intensified by parents who force their children to go to work as a means of subsidizing income at the family level, TWP1 mapped and established the capacity and gaps in the existing women groups in the four villages of the project. As a result, nine (9) VICOBA groups (one from each of the nine hamlets/communities) were established to support the most disadvantaged women and men. TWP1 conducted entrepreneurship skills training for group members. The project provided each of the VICOBA groups with seed money amounting

to TZS 5,000,000/= as a revolving fund to enable the poorest group members to borrow and establish small and medium-size businesses at the family level for at least six months to raise the income that can be used for the well-being of the family and support education for the children. Figure 6 shows that the majority of the household (over 70%) reported having increased their income and assets since engaging with the project, especially when asked about overall income, other household items, livestock, household properties, food and nutrition security and savings. The only exception was on durable goods where only 47% of households reported having an increase.

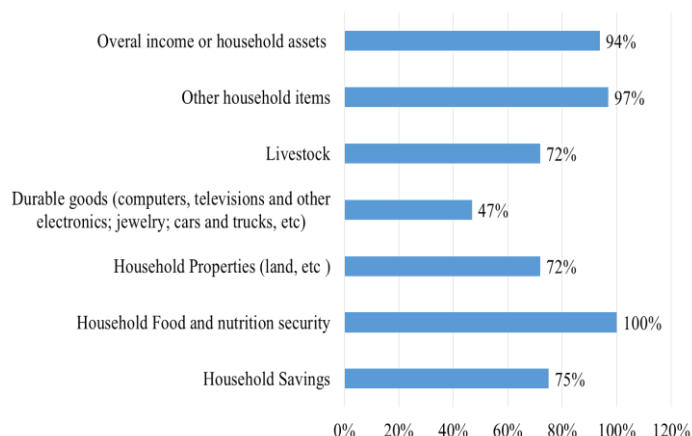


Figure 6:
Percent of households reporting an increase in income or household assets (savings, property, durable goods, livestock, etc.)

3.1.6. Spending of Household Income

Understanding how households allocate their income for various uses could help the project implementers build capacity among the household members on the best way to allocate their income, i.e balance their diet, expenditure on education, health and other necessities. This survey used the income and expenditure matrix tool to identify and quantify the relative household income spent on different items of household expenditure. The approach also helped to understand how secure or vulnerable certain households incomes are. In the expenditures matrix, it is easy to see if all, most or only some of the people's total income is spent to meet basic needs – food and clothing, shelter, health care and education. It is easy also to ask whether people have any money left over to save or to invest. In this survey, each parent or caregiver was provided with 20 stones and asked to assume that those stones together represented their overall annual household income. Each parent or caregiver was asked to assign those stones to each expenditure item to represent relative amounts of household annual income allocated for the respective expenditure item (more stones meaning more income spent on the expenditure items).

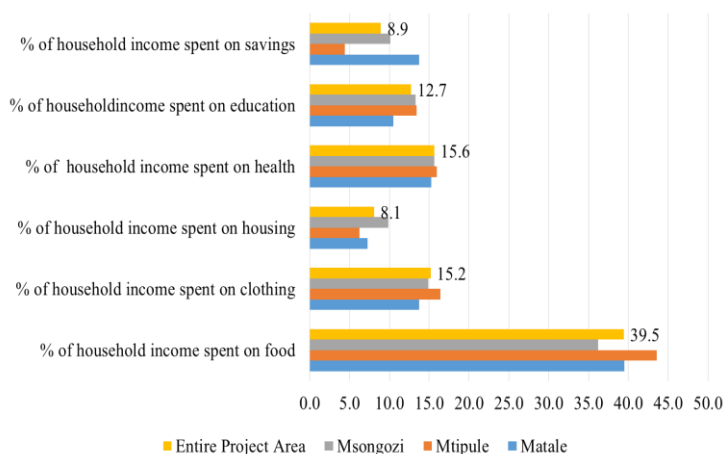


Figure 7: Percent of household annual income spent on food/nutrition, education healthcare, etc.

Figure 7 shows that nearly 40% of the household income in the project area was spent on food which is less than 51.6% of household income spent on food as reported in the Tanzania Household Budget Survey for 2017/2018 (URT, 2019a). Other expenditure items received a little allocation of the household income. There are no huge differences between the target villages.

3.1.7. Number of Children Accessing ECD and Pre-Primary Education in the Target School

Table 8: Number of children accessing ECD and Pre-Primary Education in the Target Schools

Name of School/Centre	Boys	Girls	All Children
Gwata ECD	22	19	41
Njiapanda ECD	27	30	57
Ndama ECD	15	30	45
Lusanga ECD	12	11	23
Kisanga ECD	18	22	40
Mtipule Juu ECD	22	23	45
Matala ECD/Pre-Primary	27	37	64
Mtipule ECD/Pre-Primary	5	8	13
Msongozi ECD/Pre-Primary	17	27	44
Total in the Project Area	165	207	372

The project aimed to have at least 200 children who have access to ECD and Pre-Primary Education. The survey noted that 372 children in the project area are already accessing ECD/Pre-primary services largely associated with project activities. The details are presented in Table 8.

3.1.8 Number of ECD and Pre-Primary Classrooms Constructed and Equipped

To increase the number of children accessing ECD/Pre-primary education in the target schools the project established and equipped 13 ECD/Pre-primary and 15 primary schools classrooms. A total of 28 classrooms were constructed in the entire project area. Table 9 has details on the infrastructure developed in each of the hamlets.

Table 9: Infrastructure supported by TWP1 from 2018

Village	Hemlet	Schools	Classroom (New) #	Classroom (Renovation) #	Hostel (New) #	Staff quarter (New) #	Staff quarter (Renovation) #	No of Borehole
Msongozi	Mission	Primary	8			2		1
		Pre-primary	1					
	Gwata	ECD	2					
	Ndama	ECD	2					
	Lusanga	ECD	3					
Mtipule	Mtipule Shuleni	Primary	3					1
		Pre-primary	1					
	Mtipule Juu	ECD	0	1				1
	Mtipule Njiapanda	ECD	2					
Matale	Matale	Primary	4			4	2	1
		Pre-primary	1					
	Kisanga	Satelite (Pre-primary)	1					0
Doma	Doma	Secondary	0		1			1
Total			28	1	1	6	2	5

As a result of the investment done by the project, other stakeholders have been motivated to supplement efforts done by TWP1. For instance, In Kisanga, Lusanga and Ndama ECD Centres, the ECD committees have mobilized parents to contribute towards increasing more classrooms. Likewise, there is an ongoing construction of two more classrooms at Ndama under the support of PARTENAIRES Organization from France. The government also has committed to providing additional 2 classrooms in the same ECD.

3.2. Access to Equitable and Quality Education among Children Aged 7-16 years

Table 10 summarises the progress made in achieving the target set for each indicator under project outcome number two- i.e. 7-16 years children have access to equitable and quality education.

Table 10: Progress made on access to equitable and quality education among children aged 7-16 years.

Indicator		Baseline	Midline	Pre-Endline	Endline	Target	% Achieved of Target
Percent of children regularly attending school (Pre-primary, Primary school and secondary)		Primary: 55 Secondary: Nil	87.8 Nil	90 Nil	89.0 93.0	85 Nil	- 107.7
Percent of teachers regularly attending school (Pre-primary, Primary, Secondary)		Primary: Nil Secondary: Nil	Nil Nil	Nil Nil	90.0 95.0	Nil Nil	-
Percent of out of school children (dropped out) in primary school		Primary: 22.9 Secondary: Nil	0.6 Nil	0 Nil	0.1 6.7	5 Nil	-
Percent of examination pass rate (STD4)		99	100	98	98.0	100	98
Percent of examination pass rate (STD 7)		59	64	94	93.9	70	134.1
Percent of transition rate from primary to Secondary school		Nil	Nil	Nil	100.0	Nil	
Percent of children achieving the minimum proficiency level in 3Rs		39	56	88.4	90.2	75	120%
Percent of education institutions (ECD, Primary, Secondary) that meets national standards		Nil	Nil	Nil	92.0	Nil	-
Percent of teachers applying child-friendly pedagogy		Nil	Nil	Nil	92.3	Nil	-

3.2.1. Children Regularly Attending School

It has been a conventional argument that if children find their school environments to be unsafe and/or unwelcoming, either for health risks due to inadequate infrastructure and safety practices, or due to issues such as violence and bullying, they are deterred from regularly attending school. It is therefore important that school climates be safe, welcoming and supportive, providing a nurturing learning environment that encourages children to regularly attend. In line with this argument, TWP1 allocated most of her resources to improve the target school learning environment as one of many ways which would increase children attendance at school. It was at the heart of the project that regular attendance in primary school is an important factor in student success as it fosters children's academic and social development.

As indicated in Section 3.1.8 in Table 9, TWP1 constructed 28 classrooms in the target schools. The Endline survey found that the construction of classrooms was implemented in collaboration with local communities in the target villages. The project met the costs of construction materials from the shop as communities provided locally available materials such as bricks and sand. The project furnished the classes with desks, a blackboard, a teacher's table and a chair. Other interventions implemented in the target schools include the provision of regular refresher training courses to primary school teachers to make them cope with time to time changes on the curriculum as well as child-friendly methodologies of teaching; provide training and support to members of school management committees/boards to ensure the committees develop understanding on their roles and responsibilities for effective management of the schools; support school committees to develop a clear sensitization action plan across all the nine committees that the project intervened; sensitised parents and caregivers to contribute to the feeding of their children while in schools through parents' contribution; and provision of water facilities in the target schools through boreholes. Likewise, the project constructed the girls' hostel in Doma secondary school for hosting girls coming from distantly located households. All these interventions were aimed at improving the overall learning environment and the regular attendance of children at school. Table 11 shows the total number of students registered in the four target schools.

Table 11: Number of students registered in the four target schools

Name of School	Sex		Total
	Boys	Girls	
Matale primary	350	390	740
Mtipule primary	64	62	126
Msongozi primary	295	235	530
Total Primary	709	687	1396
Doma secondary	260	380	640
Total	1134	1274	2408

Figure 8 shows that students regular attendance is generally good for all three primary schools. However, Matale primary school had poor student attendance as compared to other primary schools. Though not alarming, the relatively poor attendance at Matale could be associated with the long-distance travelled by students to and from school. Likewise, the survey noted that boys had poor attendance than girls because sometimes boys are engaged in local mining activities, something that should

alarm stakeholders to take actions that are likely to reverse the trend. The children attendance was also poor for secondary than primary schools.

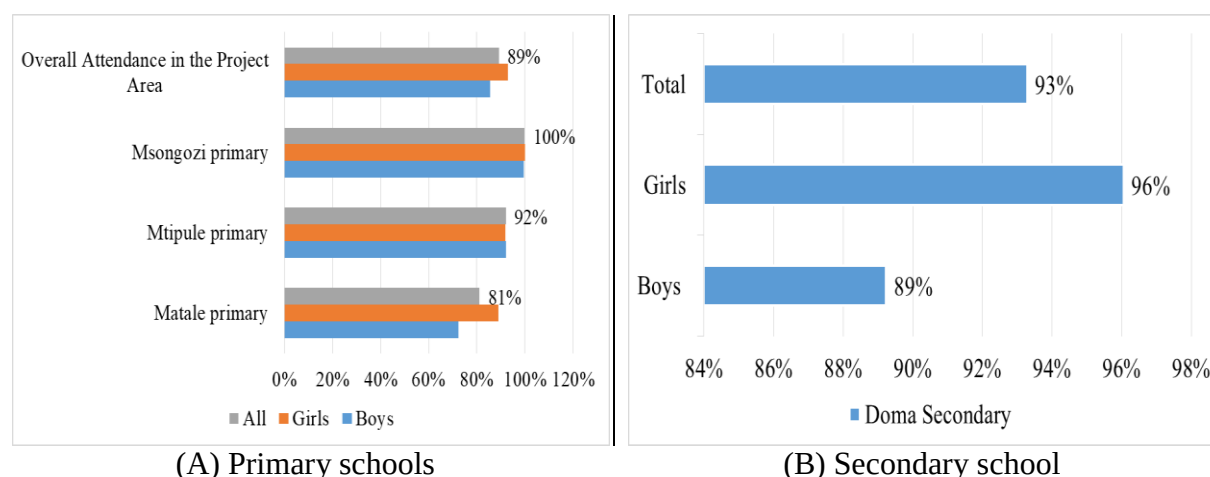


Figure 8: Percent of children regularly attending school

3.2.2. Teachers Regularly Attending School

TWP1 considered teachers attendance matters just as much as student attendance. This is because teachers attendance affects the academic achievement of students. The project constructed the modern staff houses which have resulted in increased attendance of teachers at school and ultimately improved the performance of children across all the three target schools. For instance, four houses were constructed in Matale Primary School and 2 in Msongozi Primary School. The focus group discussion with the school management committees at Matale and Msongozi primary schools revealed that before the construction of staff houses they experienced poor teachers attendance as some of them used to live almost 30 km from the schools with no reliable means of transport. Likewise, teachers leaving far from the schools arrived very late and tired and all this demotivated them. Figure 9 summarises information on teachers regularly attending schools. The discussion with headteachers for each school revealed that teachers not attending schools regularly were all on study leave.

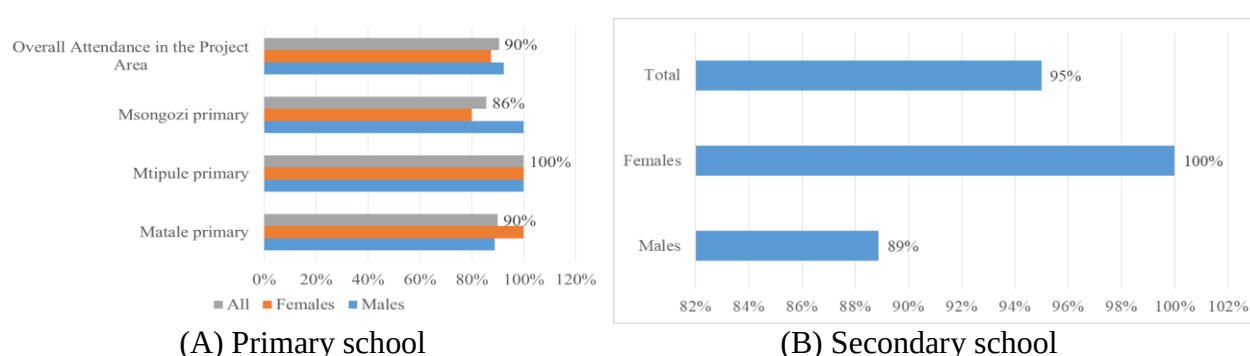


Figure 9: Percent of teachers regularly attending school

3.2.3. Out of School Children (dropped out) in Primary and Secondary Schools

There are several causes of school dropouts in primary and secondary school in Tanzania but some of them include lack of awareness on education matters, high poverty in families, cultural aspects such as early marriages, negative attitudes towards education, poor performance, rape and pregnancy (Ouma et al., 2017; Rwechungura, 2014). TWP1 strived to address some of these factors to ensure that all children of school age regularly attend school. Figure 10 shows that the overall dropout in primary schools is very small (0.1%) and it was only in Matale Primary School mainly associated with pregnancies among two children. Dropout in Doma Secondary School was 6.7% and it was more for boys than girls, and this is because boys are engaging in income-generating activities such as farming. It should be noted that the project constructed a 60 children capacity hostel in Doma Secondary School and this might have contributed to a relatively smaller dropout rate for girls as compared to boys.

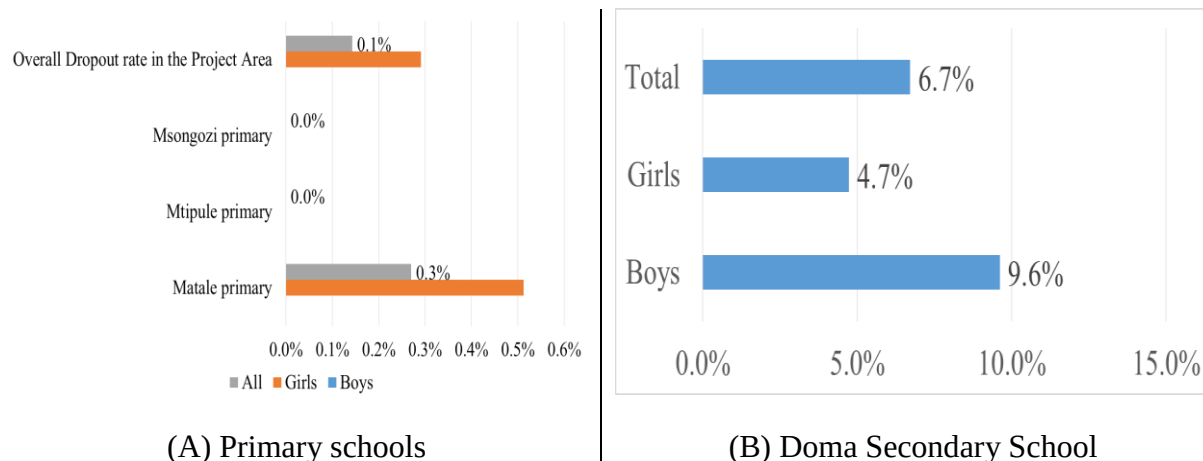


Figure 10: Percent of out of school children (dropped out) in schools

3.2.4. Examination Pass Rate in STD4 and STD7

The average pass rate of three primary schools STD7 has remained firm at 98% which was just around 99% observed in the baseline report. Matale Primary School had a slightly smaller pass rate at STD4 as compared to other primary schools working with TWP1 which had a 100% pass rate. Overall, girls had a higher pass rate as compared to boys.

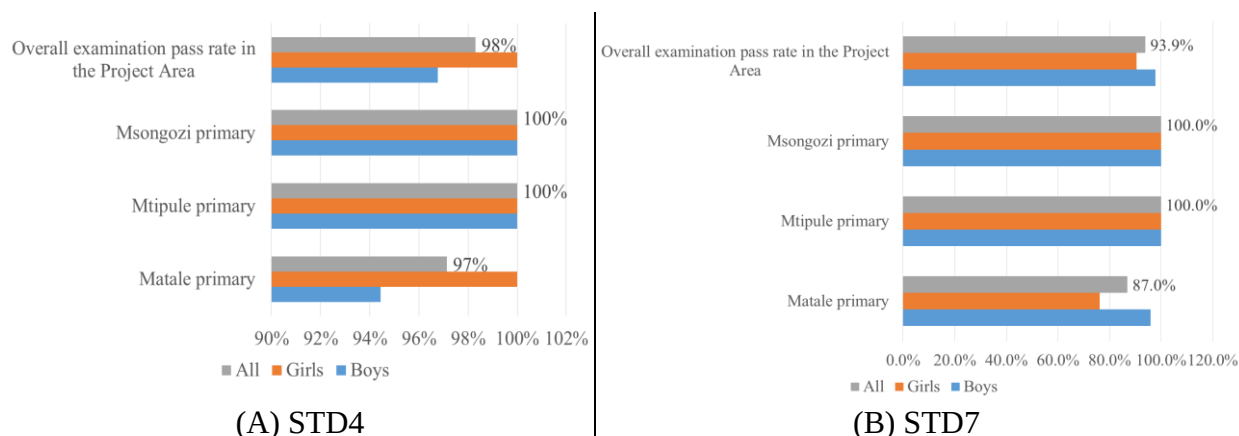


Figure 11: Percent of examination pass rate STD7 and STD 7

The pass rate for three primary schools STD7 increased from 59% in the Baseline report to almost 93.4% in the Endline survey which was well over 70% project target. Just like for STD4 examinations, all students passed STD7 examinations in Matale and Msongozi Primary Schools but fewer (87%) passed STD7 examinations in Matale Primary School (Figure 11(A)). At STD7, boys had a better pass rate than girls (Figure 11(B)).

3.2.5. Transition Rate from Primary to Secondary School

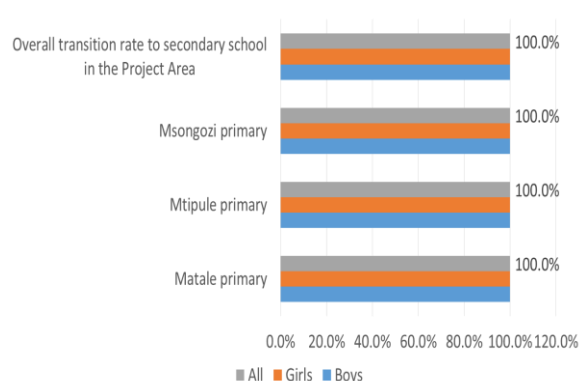


Figure 12: Percent of transition rate from primary to Secondary school

shows that the transition rate in all schools was 100%.

Transition rate in the Tanzanian context refers to the number of pupils/students admitted to the first grade of a higher level of education in a given year expressed as a percentage of the number of pupils/students enrolled in the final grade of the lower level of education in the previous year (URT, 2019b). This Endline survey considered transition rate as new entrants to Form One secondary education in a given year, expressed as a percentage of the number of pupils enrolled in the STD7 in the previous year. Figure 12

3.2.6. Children Achieving the Minimum Proficiency Level in 3Rs

As a result of the huge investment done by TWP1 in the three primary schools, monitoring of learning achievement was critical to gauge the impact. The Endline survey conducted independent monitoring of educational outcomes as the result of project intervention using the Uwezo assessment tool which measured STD1 and STD2 children proficiency levels in reading, arithmetics and writing. Figure 13 (A) shows that overall 90.2% of children in all schools passed the Uwezo test meaning that they acquired a minimum proficiency in reading, arithmetic and writing. With exception of Matalale Primary School, all other targeted schools had performed above the project target of 75%. Figure 15B indicates that girls performed better than boys.

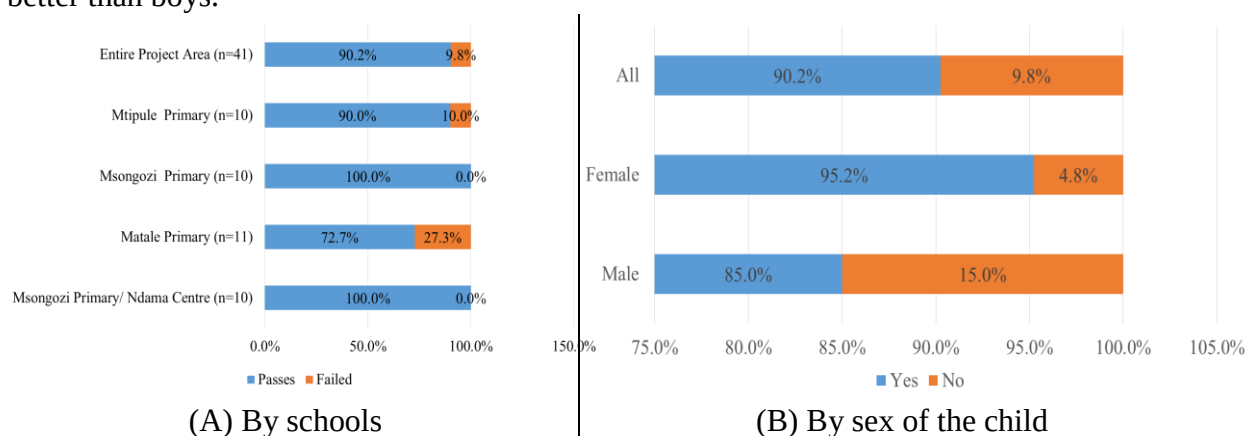


Figure 13: Percent of children achieving the minimum proficiency level in 3Rs

3.2.7. Education Institutions (ECD, Primary, Secondary) that Meets National Standards

The Ministry of Education, Science and Technology in Tanzania uses five school quality assurance (SQA) domains/indicators to establish whether an education institution has met the national standard (URT, 2017). The SQA domains/indicators include learners' achievement; the quality of teaching for good learning and assessment; the quality of the curriculum in meeting learners' needs; the quality of leadership and management including leadership of

learning, the leadership of people and resources; the quality of the school environment and its impact on welfare, health and safety; and the community engagement. In this Endline survey, we used the same indicators/domains to establish whether the ECD/Pre-primary schools, primary schools and secondary schools meet the national standards. This survey collected first-hand observation, reading and reflecting on documentation and discussion with members of the school community including the school's headteachers/headmasters, school management committees, Ward Education Officer (WEO), learners/children, parents and caregivers and members of the community. The Endline survey found that all (100%) institutions supported with TWP1 meet the minimum standards required in Tanzania. They include eight (5) ECDs (Gwata, Mtipule Njiapanda, Ndama, Kisanga and Mtipule Shule); three (3) pre-primary and primary schools (Matale, Msongozi and Mtipule), and Doma Secondary School.

3.2.8. Teachers Applying Child-friendly Pedagogy

The Endline survey found that ECD/Pre-primary school teachers were provided with refresher training courses to make them cope with changes on the national curriculum as well as child-friendly teaching methodologies. Figure 14 indicates that the majority (95% in ECD/Pre-primary and 90% in Primary schools) of teachers were employing child-friendly teaching methodologies or pedagogy in their teaching practice. Discussion with school headteachers revealed that teachers application of child-friendly teaching methodologies has been noted to affect the academic development of the children in schools.

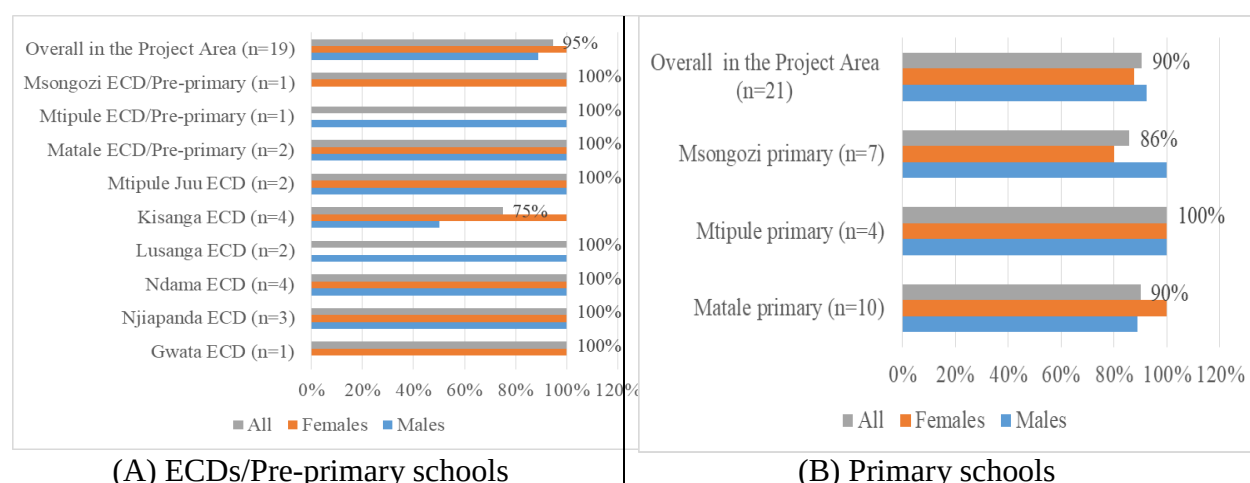


Figure 14: Percent of teachers applying child-friendly pedagogy-

3.3. Strengthening of Formal and Informal Child Protection System in the Community

Table 12 summarises information on the progress made in achieving the target set for each indicator under project outcome number three- i.e. Strengthened formal and informal child protection system in the community.

Table 12: Progress made in strengthening Strengthened formal and informal child protection system in the community

Indicator	Baseline	Midline	Pre-Endline	Endline	Target	% Achieved of Target
Number of Community based child protection mechanisms functioning	0	0	3	6.0	4	150
Percent early childbearing rate (# of cases is 2)	Nil	0	7	#2, 0.5%	40	
Percent of drop-outs due to pregnancy cases in the target schools	2	0	3	#2, 0.5%	Nil	Nil
Percent of community and children who are aware of CRs	Children: Nil Community:15.6	Nil Nil	Nil 76	63.0 72.9	Nil 55	Nil 132.5
Percent of children who feel safe in their school and community	Nil	Nil	Nil	68.0	Nil	Nil
Percent of CBCPM that report(# of the reports) in child abuse and gender-based violence (GBV)	Nil	Nil	Nil	100.0	Nil	Nil
Percent children and youth who know where to go to	Nil	Nil	Nil	46.0	Nil	Nil
Percent children 0–5 years old left alone or in the care of a child younger than 10 years of age in the past week	Nil	Nil	Nil	0.0	Nil	Nil

3.3.1. Number of Community Based Child Protection Mechanisms Functioning

A community-based child protection mechanism (CBCPM) is a network or group of individuals at the community level who work in a coordinated way toward child protection goals. With the understanding that communities can provide significant ways of preventing and responding to child protection risks, TWP1 integrated a community-based protection approach by empowering communities in the target villages to increase their safety. In collaboration with Mvomero District Officials, the project built the capacity, various stakeholders with the potential to improve child protection in their community including matron, patron, headteachers (including from Doma Secondary School) for each school; parents from UWAWA; WEC/MEK; selected children representative from each class starting with STD4 up to Form Four; children's club/groups; school management committees/board; WCPCs members; community caseworkers; religious leaders; community elders; villages leaders; *vigodoro* operators; chairperson of bodaboda groups; Village Volunteer Counselors; and VICOPA group members. The capacity building promoted by TWP1 centred on broad areas of child rights and protection issues, school governance and harmful cultural norms.

The Endline survey found that there were six CBCPM functioning in the project area including:

- (i) Village Volunteer Counselors (VVC) Program;

- (ii) Teachers and Parents Association (in Swahili known as Umoja wa Wazazi na Walimu-abbreviated as UWAWA);
- (iii) School children clubs;
- (iv) Religious institutions;
- (v) VICOBA groups; and
- (vi) Chairpersons of bodaboda groups

(i) Village Volunteer Counselor (VVC)

This is the program that aims to support parents with children aged 0-5 years around the 5 components which includes good health, adequate nutrition, responsive caregiving, opportunities for early learning through stimulation and safety and security. The Endline survey found that VVCs has provided training and counselling to parents/caregivers on various aspects including:

- (i) How parents/caregivers can play and communicate with their children.
- (ii) The best ways to correct children when they make mistakes.
- (iii) How to prepare a balanced diet, the importance of attending the clinic, exclusive breastfeeding for the first six months of the child and child protection.
- (iv) How to identify the child's risk environment
- (v) Implementation of practices that lead to child protection and child rights in the community

Table 13 presents information on various activities related VVC program of TWP1.

Table 13: Project activities related to VVC program

Activity	Achieved	Target	% of the Target
VVCs selected and trained	18	18	100
VVCs attained skills and knowledge on ECD issues	18	18	100
Households that received VVC's visits	1,503	1,503	100
VVC monthly meetings of formed parents' groups	24	24	100

(ii) Teachers and Parents Association-UWAWA

Teachers and Parents Association, commonly known as UWAWA is made up of two parents and a class teachers for each class in the primary school. The project trained 32 members (teachers and parents) from UWAWA on child rights (CRs), child protection (CP) issues and their responsibilities as per the NPA-VAWC. This committee is now overseeing the issues of child abuse at school and report to the school management committee through the headteacher.

(iii) Children clubs in school

Selected children from each school were trained on CRs and CP issues to increase their confidence and give them the capacity to organize their peers in formulating children rights and protection clubs. Sixteen (16) children clubs that advocates for child rights and protection have been facilitated by the project. Currently, 72 children (100% of target) are actively advocating for their rights.

(iv) Religious institutions

Religious institutions in Tanzania provide formal and informal resources, supports, and opportunities to children and families in their midst. The significance of these roles can be

especially pronounced in areas where the government have inadequate resources to protect children and families. This Endline survey noted that religious leaders were among stakeholders trained by TWP1 on how to deal with, and report child rights abuses in their area. Discussion with key informants from Mvomero District Council indicated that religious leaders were among the community-based institutions that reported various child abuse cases to the district One-Stop centre which was established by the project.

(v) VICOBA groups

As discussed earlier, sometimes, truancy and school drop-out are intensified by parents who force their children to go to work as a means of subsidizing income at the family level. This practice is thought to subject some of the children to an abusive environment. TWP1 facilitated the formation of VICOBA groups so that participating parents and caregivers would generate some capital for running small businesses and generate income which would, in turn, enable them to meet costs for basic needs such as food, clothes and education for their child, and as such child labour has been significantly reduced. The FGD with VICOBA members and review of project documents revealed that most of the VICOBA groups in the target villages support the ECD centres found in their localities on feeding programs. Information gathered through the survey showed that VICOBA groups have purchased cooking pots, cups, flour and sugar using money from VICOBA education fund. Likewise, parents who participated in VICOBA acknowledged that they can now support their children school needs such as bags, uniforms, pens, exercise books and school contributions.

(vi) Chairpersons of bodaboda groups

The frequently used means of transportation in TWP1 target villages is *boda bodas*². *Boda boda* drivers have a reputation for predatory behaviour toward schoolgirls, often offering free rides in exchange for sexual favours. TWP1 addressed this risk by conducting an awareness campaign to *boda boda* drivers about child rights and child safeguarding. Rather than placing the blame on *boda boda*, the project encouraged their participation in taking ownership over their role as protectors of girl's rights. The focus group discussion with MTAKUWWA revealed that in some instances, *boda boda* drivers themselves have reported instances of sexual harassment and abuse and are now playing a role to protect children in their communities.

3.3.2. Early Childbearing and School Dropout Due to Pregnancy Cases

Early childbearing, or pregnancy and delivery during adolescence, can derail girls' otherwise healthy development into adulthood and have negative impacts on their education, livelihoods and health (Wado *et al.*, 2019). Many girls who are pregnant are pressured or forced to drop out of school, which can impact their educational and employment prospects and opportunities.

² *Boda bodas* are bicycles and motorcycle taxis commonly found in Tanzania and other parts of East Africa. While motorcycle taxis like *boda bodas* are present throughout Africa and beyond, the term *boda boda* is specific to East Africa.

Interview with Mvomero District officials and other child protection actors in the four villages revealed that prior to the project intervention, children in the project area were surrounded by unsafe learning environments such as severely cracked buildings with an insufficient number of classrooms, lack of learning and teaching materials, poor transition and drop-out rates from primary to secondary schools. They mentioned many factors for the aforementioned problems including long walking distances to schools, parents' low understanding of the importance of education, poverty at home which pushes parents to take their children to work.

The Endline survey noted that TWP1 addressed the problem of school dropout through the establishment of the ECD centres and construction and rehabilitation of pre-primary and primary school classes in the three target schools (Matale, Mtipule and Msongozi). In improving girls' education and protect them from early pregnancies and other forms of child abuse, TWP1 implemented several interventions including the construction of a girls' hostel in Doma Secondary school which has the carrying capacity of 60 girls to support girls who were coming from the distantly located villages.

Likewise, the project trained and oriented various child protection actors in the four villages including Ward and Village Committees such as the Women and Children Protection Committee commonly known as MTAKUWWA in the area to understand their roles and responsibilities on how to respond to women and children abuse issues. The Endline survey discovered only 2 cases of early childbearing in the entire project area and all these resulted in children school dropouts. The two cases were found in Matale Primary School.



Figure 15: Girls' hostel at Doma Secondary School

3.3.3. Community and Children who are Aware of CRs

Children are less vulnerable to abuse when they and their parents/caregivers are aware of child rights. With the right information, children can draw upon their knowledge, life skills and resilience to reduce their risk of abuse, violence or exploitation. Children need information and knowledge to be equipped to protect themselves. The Endline survey noted that TWP1 implemented several activities that aimed at raising awareness on children rights and child protection issues. Some of the activities implemented include:

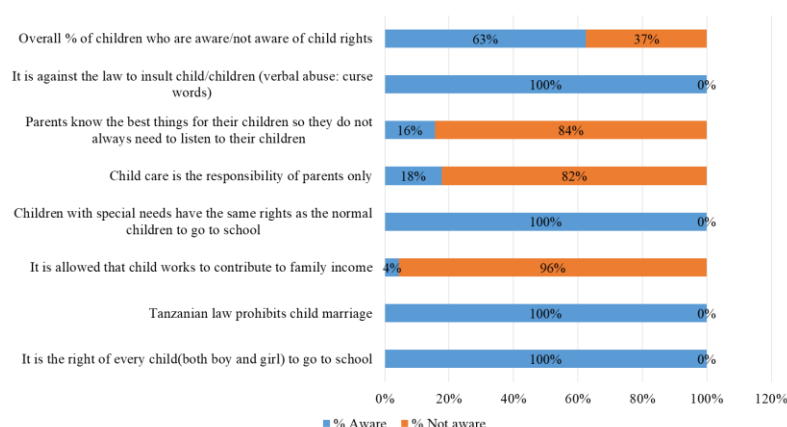


Figure 16: Percent of children who are aware of CRs.

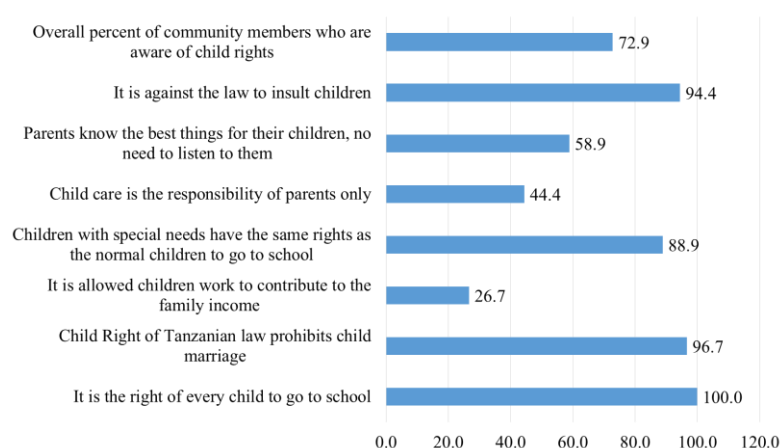


Figure 17: Percent of community members who are aware of CRs.

The Endline survey found that 63% and 72.9% of children and community members respectively are aware of the child rights and their responsibilities (Figure 16 and Figure 17, respectively).

3.3.4. Children Perception of Safety in their School and Community

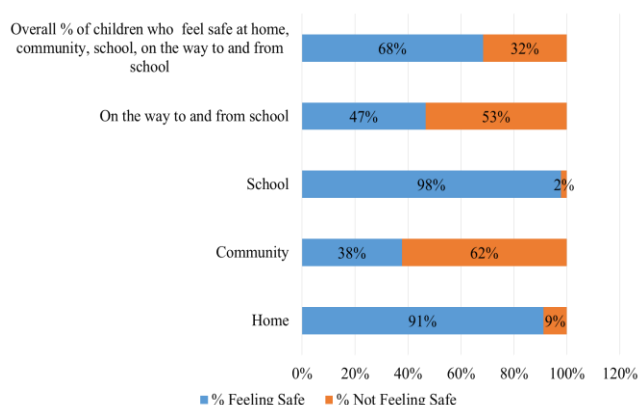


Figure 18: % of children who feel safe in their school and community

community and on the way to and from school.

- i. Supporting the representative of the children's clubs to participate in village meetings to raise awareness on child rights and protection
- ii. Facilitate children's groups to raise their issues to the public awareness campaign
- iii. Conducting dialogue with community elders such as Masai and religious leaders on child protection issues
- iv. Facilitating WPCPs to conduct community sensitization campaigns on child rights and child protection issues

Tanzania's National Plan of Action to end Violence Against Women and Children aims to eliminate violence against women and children in Tanzania and improve their welfare and safety. On ensuring it TWP1 intervened by offering training and community awareness campaigns on child rights and child protection issues. It was found that, overall, 68% of children in all targeted villages felt safe. Schools and home were considered as the safest places for children while most of the children felt they were not safe in the

3.3.5. CBCPM that Report (Number of the Reports) in Child Abuse and Gender-Based Violence (GBV)

The Endline survey noted that TWP1 facilitated the establishment of One-Stop Centre which is currently giving access to holistic services (health, psychosocial support, legal and police services) to gender-based violence (GBV) survivors under one roof and free of charge. The one-stop centre is been served by officials from Mvomero District Council including the police desk, health practitioner, legal officer and social welfare practitioner. The interview with Mvomero District Official indicated that the One-Stop centre has been instrumental in helping the victim of GBV because they can be served as quickly as possible. Interview with Social Welfare Officer from Mvomero District Council revealed that *‘the One-Stop centre has most professional needed to address any case related to GBV in a very short period’*.

As discussed earlier, there are six CBCPMs actively functioning and all (100%) are reporting the GBV cases. Mvomero District Social Welfare Official hinted that through the collaboration of CBCPMs and officials working at the One-Stop centre, a total of 69 GBV cases related to 27 males and 42 females have been reported since its establishment. Sexually related GBV were 42 while those related to male parents not taking care of their children were 27. Some of these GBV cases were reported from project target villages including Doma (9 cases related to sexually related GBV) and Msongozi (4 sexually related GBV and early child marriage).



Figure 19: One-Stop centre at Mvomero District Council

3.3.6. Children and Youth who Know Where to Go for Help

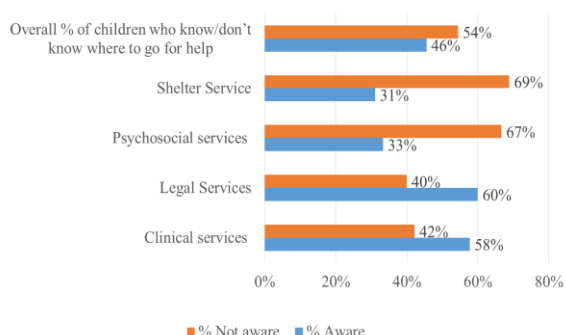


Figure 20: Percent children and youth who know where to go for help

where to go for help on various aspects. Less than half of all children surveyed indicated they know where to get support for shelter (31%) and psychological services (33%). The lower proportion of these children and youths who know where to seek help for shelter and

As indicated in Section 3.3.5, the One-Stop centre was established in Mvomero District Council to promote a survivor-centred approach to GBV, creating a supportive environment in which a survivor's rights including children rights are prioritized and where they can be treated with dignity and respect.

The Endline survey assessed if children and youths know where to go for help in case they need it. This survey found that only 46% of children and youths know

psychological services could be associated with the lack of government safe houses to offer shelter for the victims of abuse. The survey team was aware that the One-Stop centre has created a special hotline number (i.e 166) which can be used by victims of abuse to report a case of GBV including those related to child rights. However, children and youth need to be sensitised on the use of the number 166 so that they can seek support from the centre whenever they are in danger.

3.3.7. Children Aged 0–5 Years Left Alone or in the Care of a Child Younger than 10 Years of Age

Early Childhood Development (ECD) centres are important in communities as they help to prepare young children for primary school education. The centres also play a vital role in the development of children as they not only provide children with activities but also with the protection of their rights. Likewise, the availability of ECDs in the community is an opportunity for the parent to focus their attention on income generation activities because their children are under care at the ECD. This Endline survey did not encounter any case where a child aged 0-5 years was left alone or under the care of a child younger than 10 years in the previous week. This could be an indication that parents were sending their children to ECDs and pre-primary centres.

4.0 Conclusions & Recommendations

4.1 Conclusions

The Endline Survey team concludes that the project managed to meet the targets for most of the indicators as stipulated in the monitoring and evaluation framework. Overall conclusions on the achievement for each outcome are as follows:

- ☐ **Outcome # 1:** 0-6 years children have accessibility to community-based ECD services: The level of achievement is **HIGH**.
- ☐ **Outcome # 2.** 7-16 years children have accessed equitable and quality education: The level of achievement is **HIGH**.
- ☐ **Outcome # 3.** Strengthened formal and informal CP system in the community: The level of achievement is **HIGH**.

4.2 Recommendations

- i. There is a need for sustained strengthening of Child Protection Systems, focusing particularly on community-based protection mechanisms;
- ii. There is a need for continued effort to building the capacity of parents, communities to provide protection;
- iii. Facilitate developing children's resilience and their capacity to participate in their protection;
- iv. Integrated advocacy to strengthen legal frameworks and for access to basic and specialist services
- v. There is a need to establish and sustain a variety of local mechanisms, reflecting a specific child rights-based situation analysis, aiming at creating protective networks

- and environments expected to ensure the protection of all children and contribute towards strengthening community child protection systems
- vi. Construction of hostels in Doma Secondary School resulted in a reduced lower drop out among girls but dropout for boys is still higher. There is a need for stakeholders to invest in boys hostels to reduce the number of dropouts among boys.
 - vii. Children and youths need to be sensitised on the use of the number 166 so that they can seek support from the One-Stop centre whenever they are in danger.

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Appendices

Appendix 1: Data, sources of data and methods for data collection

Outcomes	Indicator	Data	Source(s) of Data	Method(s) & Tools
Outcome 1. 0-6 years children have accessed Community Based ECD services	• % of parents and caregivers who have appropriate parenting knowledge and skills/ practices	• Number of parents and caregivers who have appropriate parenting knowledge, awareness and skills/ practices	• Household (Parents/Caregivers)	Household Survey-knowledge, attitudes and practices (KAP)
	• % of children in Std. 1 who have attended ECD centre or/and Pre-primary school	• Number of children registered in Std. 1 in 2021 • Number of children in Std. 1 who have attended ECD centre or/and Pre-primary school	• VVCs Monitoring reports • Register of Hamlet/ Ward • Register of Primary school	Document review KIIs with primary school teachers
	• % of children in appropriate development stage according to their age (i.e. % of children within the range of age-appropriate weight and height standards)	• Child performance in 7 domains of child development including nonverbal reasoning, receptive and expressive language, fine motor skills, information processing, socio-emotional development, task orientation, and executive function • Child physical growth is indexed by anthropometric measures of height, weight, and Mid Upper Arm Circumference (MUAC)	• Children aged 0-6 years	Household Survey (ZAMCAT tool) Anthropometric measurements
	• % children who have a strong connection with their parent/ caregiver	• Parents/Caregivers perception of her relationship with the target child	• Parents/caregivers	Household Survey-knowledge, attitudes and practices (KAP)
	• % of households reporting an increase in income or household assets (savings, property, durable goods, livestock, etc.)	• Number of VICOBA established • Number of parents/caregivers participating in VICOBA • Income-generating activities established through engagement with VICOBA • Income before and after joining VICOBA • Number of household reporting increase in income or household assets (saving, property, durable goods, livestock, etc)	• SAWA • Parents/caregivers • VICOBA committee • VICOBA Registration certificates • VICOBA bank operations reports	Household Survey-knowledge, attitudes and practices (KAP) VICOBA FGDs KII with SAWA
	• % of spending on food/nutrition, education, healthcare, etc. in a specific	• Amount of monthly income spent on: food/nutrition, education, healthcare, clothing and footwear, etc.	• VICOBA committee • Parents/caregivers	FGDs with VICOBA committee, Parents/Caregivers

Outcomes	Indicator	Data	Source(s) of Data	Method(s) & Tools
	period.			
Outcome 2. 7-16 years children have accessed equitable and quality education	% of children regularly attending school (Pre-primary, Primary school and secondary) (%of increase of teacher/student attendance (Pre-primary, Primary, Secondary))	- Number of children registered school (Pre-primary, Primary school and secondary) - Number of children regularly attending school (Pre-primary, Primary school and secondary) - Number of teachers in school - Number of teachers regularly in work	- Attendance book of Pre-primary, primary and secondary schools - Head Teachers	Document review KIIs with School Head Teachers and Heads of ECDs
	% of out of school children (dropped out) in primary school	- Number of children registered primary school - Number of children dropped out of school	- Hamlet/Ward Register of Primary School - Head Teachers - Village/Hamlet Leaders	Document review KIIs with School Head Teachers KIIs with Village Leaders
	% of examination pass rate (STD4)	- Number of students in 2020 STD4 exams - Number of students who passed the 2020 STD4 exams	- National Examination Results sheets - Teachers	Document review KIIs with School Head Teachers
	% of examination pass rate (STD 7)	- Number of students in 2020 STD7 exams - Number of students who passed the 2020 STD4 exams	- National Examination Results sheets - Teachers	Document review KIIs with School Head Teachers
	% of transition rate from primary to Secondary school	- Number of students in 2020 STD7 exams - Number of students who registered with Form One in 2021	- Hamlet/Ward Register of Primary and Secondary School - Head Teachers	Document review KIIs with School Head Teachers
	% of children achieving the minimum proficiency level in 3Rs	Children ability in reading, writing and arithmetic	Children aged 7-16 years	UWEZO Tool
	% of education institutions (ECD, Primary, Secondary) that meets national standards	- Number of ECD, Primary, Secondary schools in the area - Number of ECD, Primary, Secondary schools in the area that meets national standards	District Official/ Education Officer	KIIs with District Officials/ Education Officers

Outcomes	Indicator	Data	Source(s) of Data	Method(s) & Tools
	% of teachers applying child-friendly pedagogy	- Number of teachers in school ((Pre-primary, Primary and secondary schools) - Number of teachers applying child-friendly pedagogy	Teachers	KIIs with Head Teachers
Outcome 3 Strengthened formal and informal CP system in the community	Number of Community Based Child Protection Mechanisms functioning	- Number of CBCPM in the area - Number of CBCPM functioning	- WCPC's Reports - Register of Hamlet/Ward - Village leaders - WCPCs - Children (0-6 yrs)	- Document review - FGDs with WCPCs - KIIs with Village Leaders - FGDs with children aged 0-6yrs
	% of the early childbearing rate	Number of early child delivery/ bearing	- Monthly WCPC's Reports - Register of Hamlet/Ward - Village leaders - WCPCs	- Document review - FGDs with WCPCs - KIIs with Village Leaders
	% of drop-outs due to pregnancy cases in the target schools	- Number of students in primary and secondary schools by sex - Number of schoolgirls who conceived - Number of students drop out by sex - Reasons for school dropout	- WCPC's Reports - Register of Hamlet/Ward - Register of School - School drop-out report - Village leaders - WCPCs - Teachers	- Document review - FGDs with WCPCs - KIIs with Village Leaders - KIIs with School Head Teachers
	% of community and children who are aware of CRs	- Number of parents/caregivers aware of CRs - Number children (7-16) aware of CRs	- Parents/caregivers - Children (7-16) - WCPCs - Village Volunteer Counsellors(VVC)	- Household Survey-knowledge, attitudes and practices (KAP) - FGDs with School Children (7-16), WCPCs and VVCs
	% of children who feel safe in their school and community	Children's perceptions of safety at school and in the community	Children aged 7-16 years	FGDs with School Children (7-16)

Outcomes	Indicator	Data	Source(s) of Data	Method(s) & Tools
	% of CBCPM that report(# of the reports) in child abuse and gender-based violence (GBV)	- Number of child abuse and GBV reported - Total number of CBCPM available in the area - Number of CBCPM that report(# of the reports) child abuse and GBV	- WCPCs reports - WCPCs - Village Leaders - Teachers	- Document review - FGDs with WCPCs - KIIs with Village Leaders and Head Teachers of Schools
	% children and youth who know where to go to	Number of children and youth who know where to go to seek clinical, legal, psychosocial or shelter services	Children aged 7-16 years	FGDs with School Children (7-16)
	% children 0–5 years old left alone or in the care of a child younger than 10 years of age in the past week	Number of children 0–5 years old left alone or in the care of a child younger than 10 years of age in the past week	- WCPC's Reports - ECDs Teachers - WCPCs - VVC	- Document review - KIIs with heads of ECDs - FGDs with WCPCs and - KIIs with VVCs