

Strengthening Quality for Girls Education
in Bukwaya Area - Musoma Tanzania.

STUDY REPORT

Contact Person: Fr. Kazeri

Conducted by:

SIDE Development & Management Services (T) Ltd

P.O. Box 11987

Mwanza ,Tanzania

Tel. (Off) +255 28 2541129

(Mobile) +255 765 654312

E-mail sidedirector@yahoo.com

Prologue

Maria (Not a real name) is a young girl of 15 years; she is currently in form one in Nyegina Secondary school. When she was 6 her father died. Her mother had no employment or any source of income. Their life was becoming very terrible as days goes on. With all problems, her mother remained an obedient Christian and spent most of her time to teach Maria the words of God, to avoid untrustworthy boys who would get her into situations that may ruin her life as well as her faith as Christian. Marias' mother was committed to spend her time for good reason: to save her daughters life -if she could commit adultery- it is a SIN but further more could get pregnancy or acquire STD, HIV/AIDS which could also affect her mental and emotional health. Maria was taught to honor God the creator who sees even in secrecy.

Her mother became serious sick, Maria took her mother to the hospital but high fees charged to see a doctor and buy medicine prevented her mother to receive proper treatment. She was not sure that her mother would survive and at the same time she had to take care of the whole family that includes herself: her mother, and her two young brothers. Unfortunately later her mother died and Maria with the two brothers are taken care by their uncle.

In her primary school education, she had to wake up early in the morning to fetch water and after school she used to leave early to do the cooking. Some times she was overworked and doesn't go to school. She used to ask herself whether to proceed on with school or not, but she succeeded to finish the std seven exams. Fortunately she is among the girls who were lucky enough to be sponsored by UMABU for secondary school at Nyengina. Life is not yet good at uncles' home; the whole family depends on fishing and agriculture, her uncle owns 2 acres of cassava and harvest depends on the years' climate—this year rainfall wasn't much to support good maize harvest and other food crops. However Maria hoped that after schooling she will be able to take care of the two brothers. Is her hopes will become reality?

At boarding schools like Nyengina, students coming from towns whose parents' economic status is not so bad (employed or do businesses) have all good clothes, shoes, school uniforms, school materials and all other basic needs. Some have been given by their parents pocket money which they use for buying extra food e.g. bytes like Maandazi and other whenever they feel to change diet from that provided at school. The poor girls cannot afford and therefore remain admiring or forced to befriend or use ather altenatives to satisfy the needs. But as they are still children (adolescents) their choices on alternatives mostly has no good end results.

When Maria goes back home during holidays, she finds the problems increasing as life becomes so difficult in all angles: lack of food, clothes as school uniforms are not suitable to be used at home while on holidays. Her

young brothers are in primary school but also get limited support from the uncles and they also lack all the basic needs together with limited psychosocial support. 'Hawa ni yatima –tutawafanyaje? Tunajitahidi tu ili angalau wapate chakula—hayo mengine labda apatikane mfadhili kama Maria yeye alivyofadhiliwa na UMABU”

It is during the holidays when the bad boys in the villages admire secondary school students in their beautiful uniforms and sometimes capable of speaking english words. Maria too falls in It is also easy to hear stories from other parts and therefore boys who have some quality in terms of education and having money are the once proposes friendship relationship or some proposes to marry the educated girls. Maria met John who also did the same to her, he proposed to marry her. Sometimes Maria thinks of getting married. This is the shortest and safest way for her to get rid of all the difficulties she is facing.

John - dropped out of school when in standard seven and ran away to town. Now he is back with plenty of money. He has built a very big house for his parents, he proposed friendship and to marry Maria and promises to build a house for Maria’s family. Wherever Maria asks him where he got the money, he is not straight but he only insists that "happiness awaits Maria”.

Marias’ uncle wanted to disagree with the idea, but the John’s money silenced him. Her friends advise her to complete her education and have her own employment because men are not always trustful. Maria always asks herself many questions – If I continue with school, will he wait for me? Why miss this golden chance? Suppose do not pass form four exams what will happen?! She is confused---How can Maria pass in such situation? Maria is at crossroads

*She is in danger of either early maariage or getting pregnant and finally she may drop out of school. I guess sometimes she consoles herself that education is not the only way to success and God knows her problems. Maria needs some help other than her school fees, either from UMABU, Teachers and other well wishers for girls Education!
NOT ONLY MARIA -- Many girls are facing even more challenges.*

Some solutions has to be proposed and implemented through joint forces among the stakeholders!

ACKNOWLEDGEMENTS

We sincerely convey our thanks to all people who participated in this study whose support in one way or the other made it possible for the report to be completed. In particular the consultants are indebted to Nyegina Secondary school team for their facilitation role which made the study accomplish its work of assessing the status of girls' education in Bukwaya area.

At the community level we would like to thank all the stakeholders who supported the study these included among others; UMABU staff, the schools teachers, Nyegina Secondary School students and ex-students and all the parents in general. Because of their cooperation it was possible to assess and identify the issues facing girls' education. We are also grateful to the Parish Priest who participated in the study and the elders (retired Education Secretaries and retired teachers) who offered to be interviewed.

TABLE OF CONTENTS:

<i>Cover Page</i>	<i>i</i>
<i>Prologue</i>	<i>ii</i>
<i>Acknowledgement</i>	<i>iv</i>
<i>Table of Contents</i>	<i>v</i>
<i>List of Abbreviations</i>	<i>vi</i>
<i>List of Tables</i>	<i>vii</i>
<i>Map of The Study Area</i>	<i>viii</i>
EXECUTIVE SUMMARY	ix
<i>Recommendations for Implementation</i>	<i>x</i>
CHAPTER ONE	1
1.0.INTRODUCTION AND BACKGROUND	1
1.1 Introduction.....	1
1.2 Historical background.....	2
1.3 National Education Sector Framework.....	3
1.4 Information in Mara Region.....	3
1.5 Background information of UMABU	3
1.6 Vision Mission and Objectives	4
1.6 Rationale for the Study	5
CHAPTER TWO	6
2.0 COVERAGE AND METHODOLOGY	6
2.1 Coverage	6
2.2 Time Frame	6
2.3 Detailed Methodology	6
CHAPTER THREE	8
3.0.MAJOR STUDY FINDINGS	8
3.1 Summary of Findings	8
3.2 Socio Economic Status	9
3.3 Education Situation.....	11
CHAPTER FOUR	13
4.0. RECOMMENDATIONS	13
4.1. General recommendations	13
4.2. Specific Recommendations for Implementation	17
CHAPTER FIVE	20
CONCLUSION	20
APPENDICES	22
Appendix 1: Proposal	22
Appendix 2: Logical framework.....	24
Appendix 3: Field visit schedule	28
Appendix 4: Appendix 5 List of Participants.....	29

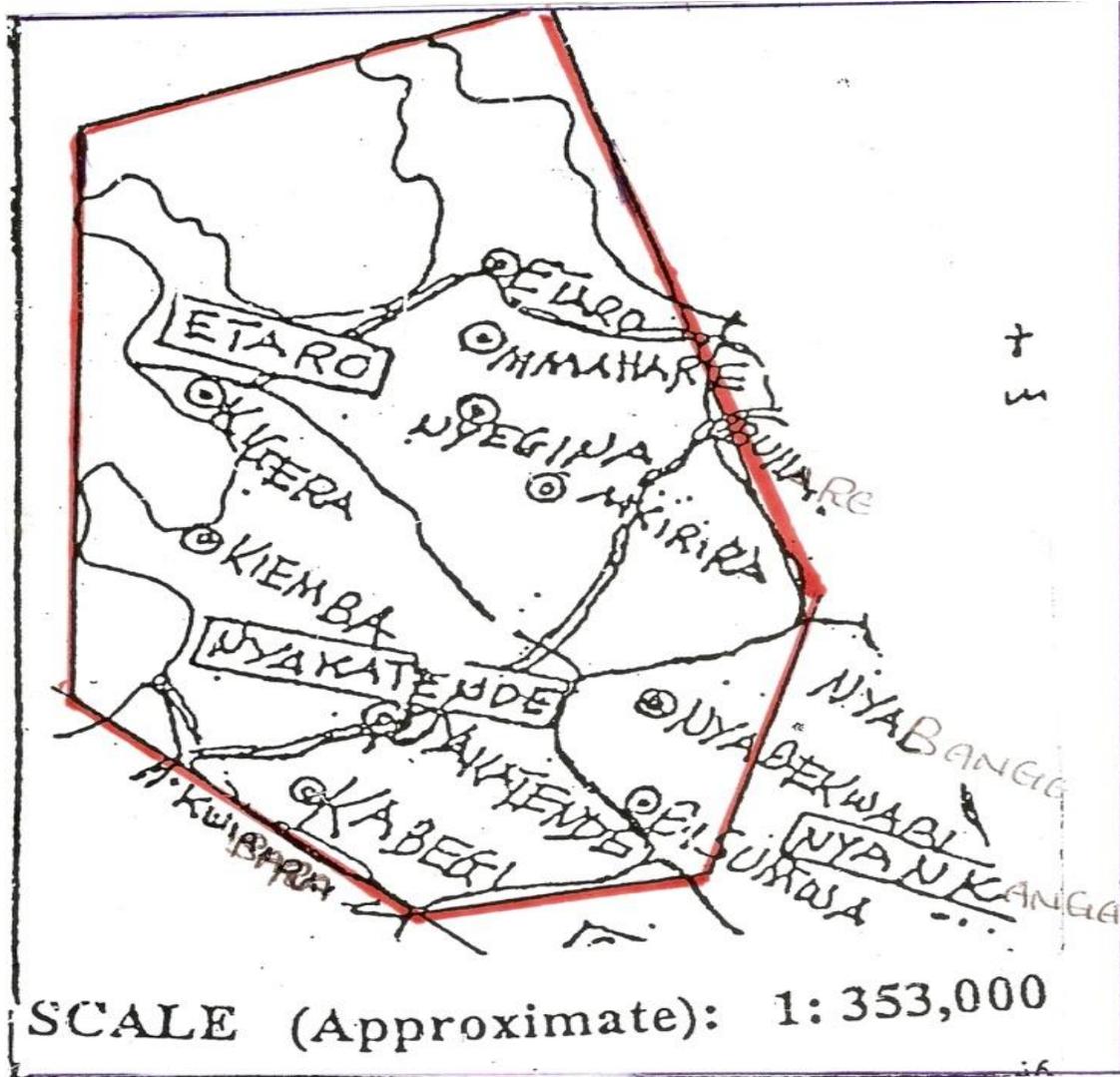
LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
BEST	Basic Education Statistics in Tanzania
ECED	Early Childhood Education and Development
FGD	Focused Group Discussions
HIV	Human Immunodeficiency Virus
MDGs	Millennium Development Goals
MKUKUTA	Mpango wa Kuimarisha Uchumi na Kupunguza Umasikini Tanzania
MOEC	Ministry of Education and Culture
NSGRP	National Strategy for Growth and Reduction of Poverty
OEQs	Open Ended Questionnaires or questions
PEDP	Primary Education Development Plan
PRSP	Poverty Reduction Strategy Paper
PRS	Poverty Reduction Strategy
TAS	Tanzania Assistance Strategy
TDH	Terre des Hommes
TOR	Terms of Reference
UMABU	Umoja wa Maendeleo Bukwaya

LIST OF TABLES	PAGE
Table 1: Sample size	7
Table 2: Students Dropout by reason and grade in Government and Non government secondary schools 2009	8
Table 3: Data of Students with Single Parents or Orphans in Tanzania	10
Table 4: Primary Education Pass rates 2009	12
Table 5: Secondary Education Pass rate -Transition from Form IV to Form V 2006- 2009	12

MAP OF THE STUDY AREA

BUKWAYA AREA



Source: UMABU Reports

EXECUTIVE SUMMARY

The study report has 5 chapters. Chapter one is the introduction and background, Chapter two is the methodology, Chapter three is the findings while Chapter four summarizes the conclusion and the recommendations. Chapter 5 basically provides a way forward for implementation of the proposed recommendations combined with the Nyegina Secondary School priorities and plans for interventions in the form of a logical framework. According to the TOR and agreement made in various discussions held with the Parish and UMABU leadership a concept note has been attached in Annex 1 as part of the proposal to be used to all the well wishers for further support to girls' education.

The study was carried in Bukwaya area and specifically in Nyegina Secondary School which is under the Parish leadership. The targeted area were Nyegina and Etaró whereby the respondents, informants and discussants included retired Education secretaries Diocese/Parish leaders, community leaders, teachers, parents, and Nyegina Secondary School students, sponsored and non sponsored, ex-students and school drop-outs.

The study was developed in order to find out the status and quality education to girls supported by UMABU in Bukwaya. However the study aimed at studying on the issues facing both sponsored and non sponsored girls, for the identified arising problems and it was essential to know the magnitude of those problems, the efforts being undertaken and the future plans in dealing with those problems. The solutions are given in terms of recommendations from the diverse groups of respondents as well as from the consultant.

Qualitative interviews were administered to the respondents in form of questionnaires, open ended questions, individual interviews and focused group discussions. The findings in Chapter three of the report have been outlined and according to the levels namely; organizational level (UMABU), school level (teachers) Students level and community levels whereby parents at households' level were contacted. It is from the information outlined in the findings especially on challenges which has enabled the consultants to make the conclusion and the suggestions on the recommendations for implementation.

At the end of the field work the consultant presented this report that contains the main findings and conclusions

The consultants from SIDE DMS (T) Ltd conducted the study: The lead consultant administered all the interviews and Focus Group Discussions (FGDs); while on the other hand a documentary was prepared as part of the report aimed to support the proposal

and mobilize resources for improving the quality of education to the girls in Bukwaya area.

Recommendations for Implementation

Organizational Level (UMABU)

1. Generally there is low awareness as far as issues of girls' education are concerned. UMABU has to continue educating and sensitizing community members on importance of supporting girls' education
2. Monitor all the concerns regarding girl's sponsorship including the criteria for selection for enrollment, monitor school attendance, performance, and completion. In case of dropout of a sponsored student as part of getting solutions take appropriately measures for the culprits so as to preventing others
3. UMABU consider other social and economic services for livelihood improvement (e.g. IGAs) to enable family support for single parenting households.
4. Whenever possible establish other programme to support the sponsorship of girl's education in lower levels ECED and primary levels.

School Level (Teachers)

1. Strengthen teachers' capacity and motivate them to improve the quality of education according to the curriculum. Ultimately as a result the passing rate of students at Nyegina Secondary School will improve.
2. Conduct Teachers' training on school management, how to handle disruptive behavior. The main objective is to develop proper discipline, transparency, responsibilities and accountability in the administration of the school.

School Level (Students)

3. Life Skills training - the life skills training should be continued with emphasize on self esteem. Other skills are such as basic survival skills: communication, decision making, assertive skills, and entrepreneurship skills to increase capacity for self-support.
4. Support and provide guidance for children who are experiencing social and emotional difficulties ***by intensifying counseling programmes.***

Community levels and Parents at households' level

- 5 Organize appropriate community awareness about the importance of educating girl children for their own advancement, their family development and development of the national in general.

6. UMABU in collaboration with the Bukwaya community use proper and transparent selection criteria which will assist in the identification of poor families and hence support the proper target group of girls since the beginning of education systems for the girls i.e. ECED, primary, secondary and continued education.

1.0 INTRODUCTION AND BACKGROUND INFORMATION

1.1 Historical background of Tanzania Education sector

According to MKUKUTA under the improvement of quality of life and Social Well-Being cluster II, the government aims to ensure equitable access to quality primary and secondary education for boys and girls and universal literacy among men and women. The education policy emphasizes that every Primary school in the country should establish a pre-school class for children from age five to six years. ECED the compulsory enrolment in Tanzania was in effect since 2001 while the implementation of ECED was to be done in collaboration with stakeholders including parents, communities and Civil Society Organizations (CSOs).

From the Basic Education Statistics in Tanzania (BEST) national data 2006 – 2010 of November 2010, there are still many challenges to overcome. One of the challenges is the number of children who do not complete their primary education due to various reasons; pregnancies being one major factor. It is estimated that drop – outs by pregnancies in primary schools represent 5.6% of total enrolment, while Despite various efforts which have been made, it appears the issues of girls' pregnancies continue to persist to impact the individual children, families and the Tanzania society in general.

As stipulated in the policy, the main purpose of pre-school is to give children a better opportunity for better physical, cognitive and social development. Exposure to pre-school is expected to enable children to experience school life for better learning in future where they enroll to standard one in primary schools. Apart from the government, several players have come in to implement the policy either by supporting ECED programmes in existing government schools or by establishing their own private pre- schools.

1.2. Trends of Education in Tanzania

On primary education it was aimed to build a basis for social, cultural values and ideals for citizenship and nation building. Primary education was viewed to be so important because it lays a basis and strengthens higher level of education and the acquisition of science and technology for self advancement and national development.

Primary education programs in Tanzania focuses on expansion in access and quantity issues with the quality and coherence aspects not given enough attention Analysis of the most recent trends in primary education shows that after the abolition of school fees, good progress has been made in increasing enrolment in primary education. This has resulted in an increase in the number of students per teacher and per classroom while access to textbooks and other education facilities has gone down. The drop out rate (especially amongst girls) has increased, and the quality of education has deteriorated as indicated by the current poor performance in learning achievements

1.3. National Education Sector Framework in relation to Poverty Reduction

The National Strategy for Growth and Reduction of Poverty (NSGRP)¹ is a second national organization framework for putting the poverty reduction high on the development agenda in Tanzania. The NSGRP is in line with the aspirations of Tanzania's Development Vision (Vision 2025)² and is committed to the Millennium Development Goals (MDGs) and the internationally agreed targets (by 2015) for reducing poverty, hunger, diseases, illiteracy, environmental degradation and discrimination against women. Furthermore the NSGRP builds on the Poverty Reduction Strategy Paper (PRSP) 2000/01-2002/03, the annual PRS review, the Medium Term Plan for Growth and Poverty Reduction and the Tanzania Assistance Strategy (TAS)³. The NSGRP -1 covered a five-year period (2005/6-2009/10) and now MKUKUTA II had been prepared to cover another 5 years to come.

In the NSGRP the Poverty Reduction, objectives have been clustered in three main clusters; (1) Growth and Reduction of Income Poverty, (2) Improvement of Quality of Life and Social Well-Being and (3) Governance - Accountability. This cluster includes sectors that were considered "priority sectors" in Tanzania's first Poverty Reduction Strategy (PRS), and it should be noted that strategies to ensure a well educated and healthy population are critical for promoting growth and for ensuring sound governance, and vice versa. The three clusters of MKUKUTA are thus mutually reinforcing, and despite the wider scope of MKUKUTA, the objectives of Cluster II, are no less important than they were in the PRS.

The first goal of Cluster II which is the "Improvement of Quality of Life and Social Well-Being" is to ensure equitable access to quality primary and secondary education for boys and girls, universal literacy among men and women, and expansion of higher, technical and vocational education.

1.4. Background Information

1.4.1. Administrative information Mara region

Mara region has 5 administrative districts including Musoma Municipality, Musoma rural, Serengeti, Bunda and Tarime. Mara region is situated in North-Western Tanzania along Lake Victoria. The population of Mara region was 1,368,602 from the 2002 census, distributed in the above mentioned 5 administrative districts.

The average household size was 5.5 people with annual population growth of 2.5. As in other Africans traditions, gender discrimination against women is common and women were not given priorities in education, formal education seemed not a priority to the people in Mara region.

1.4.2. General information of the study area

The Bukwaya area consists of Musoma town (otherwise referred to as Musoma Urban district) on the Eastern shores of Lake Victoria with a total of 11 villages in the three wards namely, Etaro, Nyakatende and Nyankanga wards in Musoma Rural District, Musoma municipality and Musoma rural forms Bukwaya area and most of the Bukwaya area is within reasonably short

¹ United Republic of Tanzania, Vice President's Office: National Strategy for Growth and Reduction of Poverty (NSGRP), April 2005. In Tanzania also known under the name Mkukuta: Mkakati wa Kupunguza Umaskini na Kukuza Uchumi Tanzania.

² Vision 2025 aims at high and shared growth, high quality lively hood, peace, stability and unity, good governance, high quality education and international competitiveness.

³ The TAS aims at the harmonisation of aid modalities for growth and reduction of poverty.

proximity to Lake Victoria. The rural population of the Wakwaya was 47,851 (National Census of 2002) currently could be increased by reasonable percent.

1.4.3. Economical Activities

Economical activities include crop production, which is inadequate and the area often suffers from food shortage due to unreliable rainfall and poor soil fertility.

Traditionally the people practiced mixed farming crop production and cattle keeping whereby important crops grown are cassava, sweet potatoes and maize. Fishing has picked up quite a bit, but the local Wakwaya are still using their traditional fishing equipment which cannot compete with modern fishing facilities owned by the rich and fishing companies therefore income on this for the local people is still very poor.

1.4.4. Poverty in relation to education status

There is a serious indication of high poverty level in the community; 75% of the household's income from crop production mostly cassava is for food which means that 25% which is very little is left for selling so as to meet other daily needs such as clothing, housing, health and educational services etc. Due to these difficulties, many people especially the younger ones cannot go on with their education because parents cannot afford to pay for school fees and other related costs like school materials and school development contribution. As a result most of the young are drawn to the towns in search of employment, but without proper education or training, their chances of getting a decent livelihood are limited -- they remain poor. Basing on this fact then every effort has to be used to reduce poverty. One of the effective strategies is improving girls' education in Bukwaya area.

Educating girls is particularly important, and is unquestionably a key to reducing poverty. It gives a young woman a sense of personal empowerment and self-confidence to make decisions that affect her life. An educated girl tends to marry later, is more likely to space her pregnancies, will seek medical care for her child and herself when needed, will give better childcare and nutrition and will ensure that her children attend primary school – all important factors in preventing the intergenerational transmission of poverty.

Education is also likely to enhance her income-generating capacity and will vitalize her to claim her rights and those of her children (UNICEF 2000).

1.5. UMABU Background Information

UMABU is the Kiswahili abbreviation for Umoja wa Maendeleo Bukwaya. This stands for Bukwaya Development Association, a community based organization that aims at enhancing development in the Bukwaya community. UMABU was formed and registered in September 1993 under the Ministry of Home affairs; Certificate of Registration No. SO.7971

UMABU has been implementing several projects supported by Terre des Hommes (Tdh) Netherlands. Since 1989 TdH NL has been supporting girls' education at different levels (ECED, Primary and Secondary school education, furthermore Tdh supported UMABU for water, youth and sports activities. For this particular study specifically the focus will be only for girls' education: girls from women headed household (single mothers, and low income earners). Most of the girls are sponsored through Nyegina Secondary school.

1.5.1 Vision of UMABU

Contribute to the development of a just society where people are accessing sustainable development and other basic needs.

1.5.2. Mission and Objectives

Programs aim at reduction of poverty protection and improvement of the environment and creation of an environment conducive to the total well-being of the community.

UMABU is one of the education stakeholders for Bukwaya, in contributing its effort towards development UMABU has been implementing the following activities:

- 1) Improved school enrolment at the various levels in the target areas – ECD, through advocacy meeting on ECD and education in general in Bukwaya area, trained lower primary teachers to take up ECED using child friendly methods
- 2) UMABU supported construction of ECD classrooms and latrines.
- 3) Also supported sports and games activities in the target schools.
- 4) Girls secondary school sponsorship whereby needy girls were selected basing on the established criteria and were supported by paying their school fees and boarding costs. The initiatives aimed at raising self-confidence among the girls through Girl Guide, forums for guidance and counseling to tackle issues such as pregnancy in school, drop out issues, poor performance issues and again facilitated sports and games in school for all.

UMABU is targeting the young people to help stop poverty cycle caused by low or poor education. UMABU struggles to reach its mission through three key programs – education, support on sport activities for their well-being but more importantly as a forum for sharing information particularly on HIV / AIDS and other socio-economic matters concerning the youth.

There is a good indication of success, but quality of education to the girl is still an issue

Girls have the right to access quality education, therefore UMABU do believe that by educating girls you'll ultimately educate the entire family and the nation as well --- girls are mothers of the next generation. Through sponsoring the girls possibly could reverse the adverse situation in Bukwaya area.

1.6. Background Information about the Study

1.6.1. Study Objectives

The objectives of the study was to collect information on the different issues that faces girls education, come up with strategies, good plan and ultimately good results that will lead to enable Bukwaya girls to access quality education for the better life and hence development in the area.

The study aimed at getting the following information using participatory methods

- a) Analyze the vulnerability of the sponsored & non sponsored girls for quality education, teaching and retention performance, drop out and causes low girls enrollment,
- b) Analyzing trends: Education in relation to poverty, attitude vs. changes, preparedness & tracking risks / risks reduction climate /environmental changes, identify barriers to qualify education factors
- c) Define best practices, involvement and risks, and finally identify intensive work to be done by all stakeholders especially focused activities to improve education quality, parenting

capacity building, school mgt vs. committee, leadership & social responsibilities and self – sustaining projects

1.6.2. Rationale for the Study

The issue of girls' poor performance and sometimes dropout due to pregnancies in schools can best be explained as socio-economic problems. UMABU recommended that a study should be conducted critically by reviewing and carrying out trend and situational analysis of the area to identify root causes of the problem and recommend solutions for implementation.

A comprehensive and analytical desk and field study was undertaken. The study also reviewed the processes of provision of support through sponsorship of the poor girls for secondary education done by UMABU, and thus had to propose standards and make recommendations for the selection of who to support; and how the management and student follow up will be done for strengthening the programme. The study also focused on the process and implementation of girls' school sponsorship and how the programme can be sustained.

1.6.3. Process of the Study

The overall purpose of study was to assess the existing situation of access to quality education in Bukwaya, the effectiveness, consistency and efficiency of the UMABU program in achieving its intended goals and sustainability of the programme. This was done in conformity with the ToR. The lead consultant revisited the relevant program documents such as Program design and various progress reports, and then data collection tools were prepared and finally shared and used in the field work. The preparation of the study started right from that stage by documenting what was happening at each development stage. Further more digital documentation was also done as part of the preparation for marking the 100 years' Jubilee for the Nyegina Parish which is the key stakeholder for the running Nyegina secondary school and specifically the girl's sponsorship programme.

The consultant planned to do the following activities in undertaking the study

- a) *Review of relevant documentation in the respect of pursued projects.*
- b) *Conduct surveys/ field visit* - to collect data/ information of facts for implemented and expected activities and to see how the proposed activities, projects or programs might be efficiently implemented. Data Collection was done in the following ways: -
 - i. Administration of open ended guiding questions to individuals and groups (Focus Group Discussions)
 - ii. Consultations - consultation through interviews and focused interviews with key stakeholders.
 - iii. To validate findings triangulation) for recommendations to be presented
- c) *Information analysis* - analyzing and contextualizing the issues involved in due cause.
- d) *Report preparation* - make suggestion, advice and recommendation to the client on the way forward.

The consultant prepared and used different approaches and methodologies for information gathering exercise, analysis of information, interpretation and compilation of the study results followed by the preparation of debriefing report presented to the UMABU team, and other stakeholders' representative like leaders and teachers.

After debriefing the consultant incorporated the relevant information obtained from the debriefing session into this final report as submitted to UMABU.

2.0 COVERAGE, SAMPLING AND METHODOLOGY

2.1 Coverage and sampling

The field work was carried out in Nyegina and Etaro in Bukwaya area. The field work was carried out in the two selected areas according to two main criteria: The first criteria is that these have the highest number of girls supported by UMABU, the second criteria is that the two areas have a large population to give a good representation of the entire Bukwaya area where UMABU works. In addition, the two areas offered villages which are away from the main centers giving the rural settings whereby the sponsorship selection criteria could be tested.

2.2. Time Frame

The field work was done in June 2011.

2.3 Methodology

A combination of methods was fair enough to enhance a smooth running of the exercise so that the study team was established. Different approaches were used to collect data from different stake holders (respondents) at different levels depending on the type of information required for the expected activities and to see how the activities, projects or programs might be efficiently implemented. Where applicable, more than one method was used to be able to access the information in context (triangulation).

2.3.1. Methods: Data collection was done using the following methods:

- Reviewed relevant documentation in the respect of UMABU projects.
- Conducted field visit to collect data/ information through:
 - 1) *Guiding questions* - Aimed at soliciting responses from a qualitative and quantitative point of view so as to guide the discussion and for gathering the opinion of different stakeholders.
 - 2) *In-Depth Interviews* - Representative teachers, parents and students were involved in in-depth interviews in order to explore information and data required in the study, and assess effective interventions, assess perceptions on girl child education and possible services/support needed for the children/families involved.
 - 3) *Focus group discussions* - The FGD were used for each objective, with specific questions based on the thematic choices and check list. Also group of mixed girl children were involved in FGD the sponsored and non sponsored children.
 - 4) Focused interviews with key stakeholders including the key informants, parents and or care givers
 - 5) Observation techniques used throughout the study and the observed facts were proved during formal discussion and during the interviews.
 - 6) Informal meeting were used for more consultations and was also required validating findings and recommendations presented in this report.

- 7) Information analysis - following the opinion of different stakeholders, especially the sponsored girls their parents and care givers, analyzing and contextualizing the issues involved in due cause and make suggestion, advice and recommendation to UMABU on the way forward and later prepare the proposal document.

The above methods and their tools had to be complemented by collection of secondary data from different main sources – documents like MKUKUTA, Child Development Policy and UMABU documents and different reports were reviewed.

Respondents/ Key Informants

These included girls student's sponsored and non-sponsored plus the Nyegina ex-students. Altogether about informants and 4 focused group discussions were involved in this participatory study. The break down of key informants and respondents is shown in the Table below.

Table I: Sample size estimation (Total number of contacted people)

	Target group	Expected number	Actual Number
1.	Key informants at the Parish level (retired education secretaries and leadership team)	6	4
2	Education Officers	2	-
3	Focused Group Discussions (FGDs) parents (13 male & 5 female)	20	18
4	School Committees: in group and individuals	10	-
5	Teachers	10	11
6	Girl Students from Nyegina Secondary school (sponsored)	20	18
7	Girl Students from Nyegina Secondary school (non sponsored)	20	30 (Girl guide group)
8	Nyegina ex-students	10	7
9	Drop out Students* : girls who left school due to pregnancy	>4	0
	TOTAL	92	88

*It was also expected to meet with drop – out girls who had left school due to various reasons including those got pregnancies but it was not possible to meet them.

3.0 MAJOR STUDY FINDINGS

3.1. Summary of Findings on the Problem (Problem Analysis)

The study identified a lot of problem and the major one being low level of education was a big problem for both children and parents. The major educational issues that were found during the study are interlinked and include late entry into primary grade one, early marriage for girls, and poor performance in the Primary School Leaving Examinations therefore at the secondary level girls' enrolment is low as compared to boys. It's obvious that the gender gap in secondary school could increase as drop out at primary level increases for girls.

The problems that are reported as findings are interrelated as one problem may cause the other, they cannot easily be separated, but vividly its effects can be separated into two categories: that directly affects completion of secondary education and those affects the performance in secondary education. In this report they are presented generally not necessarily on cause and effect manner.

A: PROBLEMS RELATED TO SCHOOL COMPLETION

3.1.1. Socio-economic status (Poverty)

The general socio-economic environment prevailing in the area is the main contributor to many of the circumstances that make quality education inaccessible to many children from poor families and especially from rural areas. Despite the abolition of school fees, parents are often unable to meet other school costs. As reported by parents, most of the causes are rooted in poverty, specifically: low yields of crops, insufficient income, limited employment opportunities, and large families with limited means to support their children education. The situations are directly associated with poverty level in the community, most parents and especially women (single parents) are not able to support their children's' education.

3.1.2. Drop out from school

High drop out rate due to various reasons including pregnancies⁴ to the girls is another problem. From the desk study it was found that there are many reasons for students' dropout in Tanzania as justified from Basic Education Statistics in Tanzania 2006-2010 National Data release in September 2010 by the Ministry of Education and Vocational training (See Table 2 below)

TABLE 2: Student Dropout by reason and Grade in Government and Non Government Secondary Schools 2009

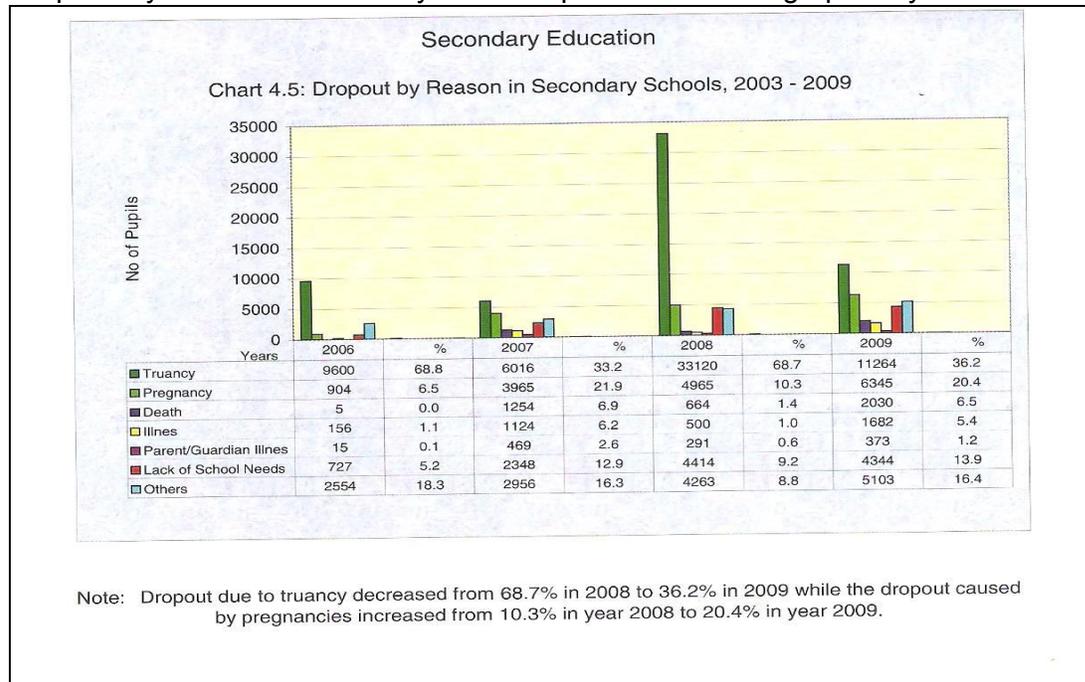
Reasons	Grade						Total
	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	
Truancy	1363	3580	3340	2883	64	34	11264
Pregnancy	674	1927	1962	1751	17	14	6345
Death	264	668	578	494	17	9	2030
Unable to met basic needs	725	1371	1158	1054	21	15	4344
Illness	182	502	473	480	20	25	16682
Parental illness	51	86	136	80	10	10	373
Others	985	1493	1410	1102	83	30	5103
Grand total	4244	9627	9057	7844	232	137	31141

Source: BEST Revised National Data 2006-2010

⁴ Unlike other reasons that may also affect boys, drop out due to pregnancies are for the girls and the figures are alarming as compared to other reasons.

Note: The size of dropout in secondary schools is higher in O-level and low in A-level classes. Form 2 has the highest number of dropouts. The main reason for dropout is truancy (36.3%) followed by pregnancies (20.4%)

Drop out by reason in secondary school is presented below graphically:



Source: BEST Revised National Data 2006-2010

3.1.3. Early marriages or early pregnancies

Some parent's inability to afford school requirements for their children due to poverty and their children are prone to drop out from school. Girls normally work or involved in small businesses to supplement household income. As a result the girls are not protected and end up with all risks of early marriages or pregnancies. This was found to be a big issue in the community especially when interviewing the girls supported by UMABU. Some explained about their friends who have been married before finishing class VII, however the really data on dropouts due to pregnancies in secondary school was not found. Some of them their mothers were among the affected girls who didn't complete or not passed in their Std VII Exams.

The problem of poverty continues and goes further as the dropped out young mothers give birth at that early ages while they also do not have ability to support them physically, emotionally and economically. The chain continues as their children experience the same difficulties. This poses a big challenge on the retention of those enrolled.

3.1.4. Cultural and traditions aspects as related to stigmatization

Stigmatization cause low esteem to children born out of wedlock marriages or with single parents. Some of the sponsored girls are called by the names of their uncles but not treated the same as their own daughters, especially when comes to the issue of education; the guardians and care takers were heard introducing the sponsored girls: *'Huyu mtoto yatima hana baba wala mama na alizaliwa tu hivi hivi mama yake alimzalia hapa hapa tu nyumbani'. Anasaidiwa na UMABU kwa sababu hana baba tunashukuru kwa sababu hatungeweza kumsomesha kwa kuwa hatuna uwezo.'*

To make it worse some the orphans their mothers have died but have father who could support them but due to traditions and culture the fathers who didn't pay dowry or to the families that take care are not formally recognized as their fathers – their parental rights are denied and not allowed to be identified either by themselves or to the girls). The situation results to stigmatization and hence lowers confidence and self esteem among the girls, sometimes affects their school completion as well as their performance as further presented in category B concerning low school performance.

Table 3: Number of Students with Single Parents or Orphans in Secondary Schools by Grade and Sex, 2010

Grade	Total Enrollment			Single Parent				Orphans (No Parents)			
	M	F	T	M	F	T	%of T	M	F	T	%of T
Form 1	240017	198810	438827	24339	22212	35075	8.0	10736	10408	24339	5.5
Form 2	254319	202427	456746	27052	23635	39337	8.6	12285	11202	27052	5.9
Form 3	195222	149075	344297	22197	18765	32875	9.5	10678	9202	22197	6.4
Form 4	177176	149639	326815	19128	17306	28170	8.6	9042	8075	19128	5.9
Form 5	23056	15278	38334	932	676	1458	3.8	526	401	932	2.4
Form 6	20381	13299	33680	1271	965	1908	5.7	637	539	1271	3.8
TOTAL ⁵	910171	728528	1638699	94919	83559	138823	8.5	43904	39827	94919	5.8

Source: BEST

Note: About 8.5% of all Secondary school students have single parent while 5.8% are orphans.

3.1.5. Bad influence from friends (Company and or peer pressure)

Teenage pregnancies and children being influenced by 'bad company' to leave school, mainly this is due to lack of life skills to resist the peer pressure. In boarding schools there are students (boys and girls) from towns or urban areas who are 'modernized' and been influenced by the advanced and fast growing communication technologies; Their life styles are more advanced compared to those who comes from rural areas. The sponsored girls comes from rural poor families unexposed to modern life styles, in boarding schools they meet with these modernized fellows and as they are exposed to new behaviors of admiring loving and demand higher class and expensive clothes, cosmetics, that they can't afford to buy considering their economical status background

- Very poor children face in not having high standard clothes, shoes or stationery for school; to deal with this deficit some children have trying to get money for school needs by doing their own petty business. Sometimes children get to school while may not have all the needs or they may have inferior school materials e.g. uniforms or shoes causes the poor children to engage themselves in indisciplinary actions in some instances like stealing of their fellow items.

⁵ All these children are the victims for dropouts and or poor performance if not well supported by the government and other well wishers like UMABU. Very few reach the advanced level of education and many are left out in education system therefore assured to be poor forever! Intensive support is needed to this specific vulnerable group.

- Psychological problems that causes girls to roam about and been involved in unacceptable behaviors; the terrible situation happens when girls attending secondary school are forced to drop out , some key informants reported that although some girls had made it through primary school and passed the exams to attend secondary level they drop out by their own decision, sometimes leave school because of stress or “for unknown reasons” but giving the reason that it is because their parents/ guardians were not able to afford for them to go on with schooling;
- Lack of compassion from the guardians for the children from single parent households or the orphaned children that results to low confidence and ultimately affects children psychosocial health: some dropout of school due to ill health.

3.1.6. Poor selection criteria for girls sponsorship

Poverty level criteria had to be used, girls’ selection supposed to be from the rural most poor household’s but currently even students from urban and middle class families in terms of economic are selected and generally no equality based on geographical areas in Bukwaya sub locations - wards, villages and hamlets (vitongoji) respectively.

Sometimes the criteria are self defeating criteria for poor families. Most girls that are selected are adult age wise as a result drop out because of various reasons including discouragement and despair of the failure trends, pregnancies and or other reasons

B: PROBLEMS ASSOCIATED WITH PERFORMANCE

3.1.7. Poor Performance in both primary leaving exams and form IV national exams

A number of factors contribute to low education performance and especially to the girls at different levels and phases of education process. For example weak education foundation provided to the children in rural and especially poor families. *“Children who enroll in primary school straight from their homes, they are not prepared for passing competitive primary and secondary schools examinations”*. Passing the school leaving examinations at all levels is based on the merits attained and since very few have gone through pre-primary school education, results to under achievement in primary and secondary levels.

The problem of low performance is in both primary school leaving examinations and poor performance in national exams that are done in Form II and in Form IV. For those who do not pass their Form II exams they are not qualified to go on to Form III. So, they have to repeat Form II. Repeating increases the risk of drop-out. Data for Mara region primary school examination pass rate can be assessed as presented in Table 4 and Table 5 below.

Pass rate of girls in primary is low, most girls fail and are left without hope. Employment is another big issue for these young people - the out of primary school youth. Anybody can think what happens to the 67.5% girls who failed at primary level? Without employment or self employment, with no any source of income hence they remain dependent. Ultimately they get married or get early pregnancies, then a further question is: what will happen to them and what about their babies? A vicious cycle of poverty as well as illiteracy as their babies too will lack support to access and attain quality education.

Low pass rate of girls from primary school contributes to low number of girls joining form 5. Poor performance also in Form IV exams has made it difficult to find candidates from the sponsored girls group for advanced secondary school education, Forms V and VI.

Table 4: Pass rate in Primary school leaving Examination (PSLE) by Region 2009

REGION	Sex	Candidates Sat	GRADE					Passed (A-C)	Failed (D-E)	% Passed	% Failed
			A	B	C	D	E				
KAGERA	M	25104	104	3354	12088	8346	1212	15546	9558	61.9	38.1
	F	25992	56	1950	10799	11796	1390	12805	13186	49.3	50.7
	T	51096	160	5304	22887	20142	2602	28351	22744	55.5	44.5
TABORA	M	19387	31	1702	7291	7729	2634	9024	10343	46.5	53.5
	F	17576	4	602	5012	9111	2847	5618	11958	32.0	68.0
	T	36963	35	2304	12303	16840	5481	14642	22321	39.6	60.4
MARA	M	29079	225	4257	9939	11073	3585	14421	14658	49.6	50.2
	F	28409	140	2457	6646	12605	6561	9243	19166	32.5	67.5
	T	57488	365	6714	16585	23678	10146	23664	33824	41.2	58.8
MWANZA	M	48170	285	7113	22616	15577	2511	30014	18088	62.3	37.6
	F	47853	109	3389	15968	23241	5108	19466	28349	40.7	59.2
	T	96023	394	10502	38584	38818	7619	49480	46437	51.5	48.4
SHINYANG A	M	41629	175	3364	14129	16607	7354	17668	23961	42.4	57.6
	F	42321	89	903	8102	22233	10994	9094	33227	21.5	78.5
	T	83950	264	4267	22231	38840	18348	26762	57188	31.9	68.1
RUVUMA ⁶	M	16919	59	3678	6128	4773	2308	9865	7081	58.0	41.7
	F	16919	45	2997	6041	5380	2417	9083	7797	53.7	46.1
	T	33914	104	6675	12169	10153	4725	18948	14878	55.9	43.9

Source: NECTA (as extracted from BEST November 2010)

Note: Range of scores A=161-200, B=121-160, C= 85-120, D=41-84, E=0-40 Pass=A, B, C Fail= D, E

Table 5: Secondary Education: transition rates from form IV to Form 5 2006-2009

Year	No. of Candidates	No. of Candidates	No. of Candidates enrolled to form 5			% enrolled to form 5 Vs Candidates Sat		
			Govt. school	Non Govt.	Total	Govt. school	Non Govt.	Total
2006	85865	76506	21789	11299	33088	25.4	13.2	38.5
2007	125288	113135	25240	12576	37816	20.1	10.0	30.2
2008	162855	126617	31201	11851	43052	19.2	7.3	26.4
2009	248336	173323	26065	12269	38334	10.5	4.9	15.4

The number of students enrolled to join form 5 in 2010 decreased by 11% (4,718 students) compared to 43, 052 students in 2009.

Basing on the above presented data the situation specifically in the Lake Zone is not good, several reasons were given by the respondents including poverty in most households that are contributed by poor crop production, low education but also the common reason is the single parenting trend in the area. As explained above single parents are increasing day by day as poverty level increases as well as poor educational performances increases, the trend is seen in many places and not only in Mara region possibly all over Tanzania as shown by data in the table below from BEST, released in September 2010. However in areas with at least better

⁶ Ruvuma data has been included to the list of regions from the Lake zone because is among the regions which have great challenges for girls education including low enrollment and completion rate. This trend shows that the education challenges are facing many girls in Tanzania.

economic activities the situation is not as bad as in Bukwaya where the economical growth is limited,

In FGDs a lot was said regarding the sponsored girl's and the general education performance of girls. The findings are directed to the different levels

Parents

- Parents have no awareness on importance of education
- Pressure from the family level especially on raising up of girl children
- Parents do not follow up their children's performance
- .

Students

- Dependency of students lacking confidence especial during examination NECTA Over dependency and cheating of exams
- Students do not take initiatives to learn they do not make all efforts and end up failing or drop out due to failure
- Globalization go by fashion affects behavior poor children struggle to cope with the rich
- Girls are easily disturbed with technological development causes many girls not to concentrate on reading
- Students do not have goals while studying
- Girls emotions as compared to boys emotions, girls do fail to be consistence with academic performance e.g. if gets 90% drops to 40% the reasons behind they forget to concentrate while boys maintains the performance
- Low involvement in sport– most girls are not active in sports so their capacity becomes low

School

- Books are not enough while education school needs a lot of preparation, sometimes parents fail to get them as they come from poor families e.g. dictionaries being helpful for understanding difficult English words - some have some don't have them
- Theoretical teaching doesn't help e.g. study tour needed for reality of subject.
-
- Lack of sports

Teachers

- Unstable education system e.g. frequent changes of curricular
- Poor language skills (English is the main hindering factor for the better performance)

This is the main challenges in teaching: Language is the challenge to students as sometimes they plead to be taught in Swahili - is this possible even to science subjects? The theories don't help unless they are practically taught is Swahili language viable in the laboratories? Is the time allows for the teachers to finish the syllabus if required to translate in Kiswahili?

3.1.8. Other general findings related to performance

The underlying problems can be divided into the following categories:

1. *Poor educational foundation*

In Tanzania Primary Education and pre primary are the bases for higher learning. Under the current system, children who are enrolled in primary education have access to pre primary enrolment as well. The transition from pre to full time primary cycle of education is therefore important for learning stages of pupils in Tanzania.

However in Bukwaya, few girls' start their education journey by being enrolled pre-primary education before enrolled in class 1, the causes for low enrolment in the pre-primary schools have been identified as '*Late enrollment to primary school*'

2. Low understanding among parents on the importance of pre school education lead to late enrollment results to their poor school performance and finally contributing to their failures and drop out Girls aged 5-6 years perform household chores e.g. caring for their siblings sometimes do petty business and the like for income. Inadequate number of pre schools in the rural areas and where pre-school is found there is long walking distances, failure of getting pre-school education means children enrolled in class one not ready to learn, poor academic achievement in higher classes, poor attendance in primary classes and drop out in the lower classes as the girls reach puberty while still in the lower levels that causes risks for early pregnancies.
3. Poor learning environment that inhibit quality learning and completion for children and mostly to girls.

Apart from the supported by various donors for improvement of its infrastructures including classrooms, laboratory and hostel construction; Nyegina secondary school still have poor learning environment in terms of the security to the students. It lacks proper security fence for the students not to easily intermingle with the villagers around the school premises. As rampant poverty prevails in the community some villagers take advantages of getting items like mattresses, buckets and other items from the students at very low prices. As a result influence the students to be attempted to engage themselves in unacceptable businesses that causes uneasy living to their fellows. If student losses their properties they get disturbed and uncomfortably they cannot study well and especially if happens to the sponsored girls who get the basic needs in a more difficulty situation from their poor parents. This single reason can affect them psychologically and academically.

4.0. RECOMMENDATIONS

Respondents were happy with the girls education support provided by UMABU to the sponsored girls. UMABU's Scholarships Program offsets many of the barriers to girls' education, but not all. The recommendations for interventions are in bolded followed by explanations. The activities to be performed are in italics, however more activities are found in the logical framework and can be further expanded as required in action plans to be developed by UMABU and other stakeholder who supports UMABU's efforts in increasing girls access to quality education.

As explained in the findings above, in addition to economic and cultural barriers, teen pregnancies also contribute to girls dropping out of school. UMABU has to address the myths, misinformation, and about the social structure that makes girls vulnerable to teen pregnancy, and the benefits of educating girls. In general the recommendations are in the format that suite to be regarded as part of the proposal for soliciting financial resources for implementation.

The recommendations are based on the general situation of the single parents in relation to improvement of quality of education to the girls in Bukwaya, however one recommendations sometimes can serve for multifaceted problems as presented in the main findings particularly in the following sections:

- 3.1.1. Poor Socio-Economic Status (poverty)
- 3.1.2. School drop-out rate
- 3.1.3. Early marriages and early pregnancies
- 3.1.4. Cultural and Traditions that obstruct girls education

4.1.1. On the poor Socio-Economic Status the following interventions are recommended:

4.1.1.1 Poverty reduction interventions that aims to encounter the low income among households to support children education

- To establish a **special poverty reduction program**

Examples:

- i) **for community economic groups'** awareness to the community, capacity building on IGA, create awareness on education and importance of contribution with check and control of building over dependency strategies like contract on supporting girls education orientation from support poor families at low grades ECED & primary education to secondary education can be used.*
- ii) **for the sponsored families** For sustainability reasons provide necessary support for the poor households in income generating activities e.g. through provision of start up grants and building the entrepreneurial skills to single parents so that they can support their children education (including the boys)*
- **Establish formation program for girls (future mothers)**
This program can be set targeting for the girls who are not qualified for the secondary school education establish formation program to help them identify their potential skills and further support them for vocational training for self help and break the poverty cycle for the poor families as they will later be capable to support their siblings education at the same time delays the early pregnancies and marriages

4.1.2. Reduction of school drop-out rate

Poverty reduction will automatically reduce dropout due to lack of basic school materials as the supported households will be able to support their children education.

4.1.3. Reduction of dropouts due to pregnancies and early marriages for the school girls–

- **Intensify counseling programs:** On the other hand school also has to create a Life Skills and Moral Program for girls and boys. Teach them on sexuality emphasizing the relevance of life stages, especially puberty and initiation, promoting qualities like patience, diligence, courtesy, trustworthiness, compassion and justice, while at the same time helping students develop the capacities, attitudes and skills - in shaping girls' experiences and opportunities for education excellence.

- *To the girls who are prone to drop out from school should be supported with counseling e.g. Life skills discussions on self awareness, how to help reduce pregnancies and whenever possible sexuality should be taught at early adolescence age before getting pregnancies*
- *To the community members on importance of protecting their girls from risks of early pregnancies and if possible the parents involve in income generating activities instead of girls being involved in small businesses with reasons to supplement households' income especially when sponsored girls are on holiday*

4.1.4. Reduce stigmatization related to cultural and traditions aspects

- **Influence changes on cultural and traditions aspects as related to stigmatization**
Stigmatization cause low esteem to girls as well as to single parents
- *Community awareness creation on child rights may reduce stigmatization to the children born out of wedlock marriages or live with single parents.*
- *Community counseling and deliberate focus on girl child rights to education will enhance education to be viewed as a priority to girls and diminish the predisposition of girls being taken as source of capital through marriage or girls being forced to marry young to get a (good) bride price.*
- *Community counseling will motivate diversified means of increasing income and reduce over dependency on support from donors that lead to some parents expose the disadvantaged children to stigmatization while they are capable to support their education.*

4.1.5. Skills development for coping with bad influence from friends (Company and or peer pressure)

- **Life skills development training**
- *For the selected girls establish orientation program before the start of form one classes- to enable them catch up with the environment, build their life skills*
- *More training on life skills to be organized to the girls in secondary level as done for the girl guide group,*
- *Train the teachers on the desired curriculum for life skills to the students*
- **Restoration of community responsibilities in raising children with integrity.**
- *For the sake of future advantages for the young ones the single parents and guardians have to be oriented on life skills to be imparted to their children they are taking care*

- *Parents have to be challenged and encouraged to motivate their children by encouraging statement, monitor and be active as role model to their children.*

4.1.6. Improving selection criteria for girls sponsorship

Concerning enrolment through UMABU sponsorship criteria

- **Improve the selection criteria and procedures for girls sponsorship**
 - Assistance to the real disadvantaged group belonging to Bukwaya community
 - Girls selection should be transparent
 - It is advised that girls selection to be done by a well established committee fair representation and involving the community members who exactly know the households in the area that deserves to be supported

4.1.7. Improve Performance in both primary leaving exams and form IV national exams

These set of recommendations also cater for the general findings as presented under 3.1.8

For the already sponsored girls who are in Nyegina secondary school

- **Students motivation for improved performances**
 - *Give introductions of the new secondary education subjects including intensive English language course*
 - *English campaign in the school as well as using subject clubs effectively*
 - *Teachers to increase homework and exercises*
 - *Poor performers to be individually helped (remedial classes)*
 - *To increase girls confidence and reduce over dependency and cheating of exams girls have separate classes therefore balancing teaching to girls classes as done in boys classes*
 -
- **Establish guardian/mentoring programme**
 - *for frequent advise on self esteems so as to help them to set goals and therefore study hard to reach the goals*
 - *counseling and provide academic advises to the girls from poor families*
 - *Make follow – upon their performance versus real life experience and provide psychosocial support through*

For the young girls in Bukwaya

Since it has been difficult to find qualified girls because of low performance and high drop out at primary level then the following are the long term recommendations

- **Utilize other opportunities like the presence of ECED to build good educational foundation of the children from poor families**
 - *support should be started at pre schools for good educational foundation to the girls from the poor families so as to enable them compete with other children. It is suggested that education fund can be set aside for the support of vulnerable children at all level from pre schools*
- **Establish community library outreach whereby secondary school students will access books during holidays for continuity learning⁷**

It is also recommended for:

⁷ Carefully managed libraries with no reading spaces so as to avoid creating risk places for the safety of girls - possibly managed by the church leaders at community level (e.g. catechists)

- **Expansion of UMABU girls sponsorship by supporting girls who did not qualify for Secondary School education for formation and or vocational training**
This will reduce the number of young mothers with no economic support to their children's education

Note: Nyegina ex-students who were interviewed were mostly married and being house wives depending on their meager husbands' income; some are doing petty businesses getting insufficient income to support their children. Most of girls who completed std VII and Form IV have to go for skills training as a safety valve for their life and coping mechanisms with life difficulties.

4.1.8. School improvement

- **Lobby for community collaboration**
The collaboration should involve all schools in Bukwaya not only for Nyegina because all children in Bukwaya should be protected with all factors hindering for quality education. For the people who will be found guilty e.g. culprits for pregnancies or early marriages for the girls –legal actions be taken against them according to the Tanzanians laws and regulations
- **Lobby and advocate for clear boundaries and guiding principles for schools management**
 - Community has to ensure that areas allocated for schools are well protected and effectively used for the quality education of their children.
- **Enhancing Nyegina Secondary school security by Fencing and intensifying students management systems**
 - The secured environment will simplify school management efforts and students' discipline will be easily monitored. Even girls and their properties will be protected and making friendly school environment for higher performances, if not the whole school at least the dormitories

The recommendations are on other specific findings given according to their level necessary for the implementation:

School Level (Teachers)

1. There is a need to review and strengthen capacity and motivate the teachers to improve the quality of education according to the curriculum so as to improve the passing rate of students and especially for girls at Nyegina secondary school.
2. Teachers should be given serious seminars on good school management to fight against the effects of indiscipline and importance of developing transparency and accountability in the administration of schools.

School Level (Students)

3. Intensify Life Skills training there is need to introduce it in primary schools for the girls in std. 5, 6, and 7 to benefit from the knowledge that will be provided. This should also focus on the effects and impacts of early pregnancies.

Village community levels and Parents at households' level

4. Appropriate community awareness need to be planned and organized among people about the importance of educating their girl children for their advancement, the family and that of the national development in general. Community leaders e.g. village and parents in general should be given seminars on the effects divorce, early marriages and the importance of good governance and the management of families.
5. Strengthen the capacity for schools management to village council governments in all communities aimed at developing responsibility and accountability in the administration of schools to improve education quality.
6. Development of selection criteria which will assist in the identification of poor families and hence support to the proper target group of girls right from the beginning of education systems for the girls i.e. ECED, primary, secondary and continued education

UMABU Leadership level

UMABU has to develop a multi-faceted strategy to overcome the obstacles that girls must overcome to get quality education and improve their performance. These strategies focus on increasing enrollment, reducing early pregnancies, providing the means for economic independence, and promoting cultural acceptance of educating girls and its economic benefits

For strategy for selection:

1. Retain geographical coverage (BUKWAYA) and strictly support households that are poor

For improved performance to the current sponsored girls

2. To ensure performance is addressed UMABU support the establishment of short term formation school at Nyegina Secondary School – Math + English + science for the students who have been selected to join form I (Short term formation school should start immediate after standard 7 national examinations)
3. Support remedial programme for students who get below average of 45% in their terminal exams by paying the additional costs

Continuing girls' support in future

4. Using UMABU committees or a network of community volunteer to advocate for girls' education, identify young girls who will never have an opportunity to go to school and enroll them in the pre and primary schools or to the most vulnerable enroll them in primary schools boarding run by the church with proven high standards of performance.

5.0. CONCLUSIONS

UMABU has done a good job to support and facilitate girls' educations in Bukwaya, however there are still a lot of challenges in all aspects of their life; the sponsored young girls are very vulnerable to the pressure arising from their situation. Poor education standards at primary schools affect their performance at secondary school and therefore further reduce opportunities for advancement. After the assessment it is proposed to have an advanced project to improve and facilitate better quality education and thereby create opportunities for intervention as well.

Although drop out of girls due to teen pregnancy is not much; poor performance causes discouragement to both the sponsored girls and the project. Since Nyegina is a boarding school, is an environment supportive of girls' education and all the physical barriers are removed for girls who are at risk. A hostel option helps and the structured time for study ensures improved performances, and to weaken cultural barriers of being drop outs. However there is a need of implementing comprehensive programs that include support education, and coaching, to reduce high-risk behaviors before teen pregnancy. The following has been proposed and expanded in the logical framework attached as appendix 2

1. The school can implement programs aimed to promote academic success, educational resources, and seek information about programs and curricula that have strong evidence of effectiveness
2. Life skills development programs aimed at positive youth development including prevention approaches promote self-worth, and reducing dependency all of which have to reduce high-risk behaviors among teens. .
3. Adults within and outside of the school system need to work together to share a common vision about education, make the most out of limited resources and income to support their children's education in more sustainable way than waiting for sponsors.

Making a long-term commitment

UMABU should have long term strategies for more impact and sustainable development and make its contribution to be of a more valuable in the area. Nyegina secondary school in receiving student's sponsorship through UMABU should be committed to the complete education of its students to advanced level and post-secondary education. Because UMABU's mission is to provide opportunities for economic independence, to enter the workforce in Bukwaya, Mara Region and ultimately the nation, The strategy is to ensure that UMABU-sponsored students remain in school as long as their desire and ability allows in their chosen fields. UMABU expands sponsorship programme and even ensuring that each student has the knowledge and skills through vocational training to those who will not be able to advance to college level

Empowering rural women education of women is the single, most effective way to alleviate poverty. By developing a series of seminars for rural women who have no formal education, which focus on practical skills in areas such as agriculture, and business. Through this effort, the mothers, grandmothers, aunts, and sisters of the students will be gaining knowledge that will improve their lives and the lives of their families and communities. At the same time, the benefits of educating girls will be demonstrated directly and immediately, thus accelerating an

increase in community support for education of girls. This strategy can be done by educating the community; and partnering with the community for maximizing community participation.

6.0. APPENDICES

Appendix 1: Proposal in the form of Concept Note

ORGANIZATIONAL BACKGROUND:

Nyegina Parish is 100 years old now supporting spiritual and development projects including education. It runs a Secondary school named after the Parish Name: Nyegina Secondary School. Its vision is to be the leading Church Education Centre in the Parish for creating conducive learning environment for Bukwaya children and especially the Girls to acquire secondary education and beyond. Its mission is to provide quality education in terms of teaching, learning and application of the knowledge acquired.

Nyegina Secondary School has been collaborating with non governmental organizations including UMABU (Umoja wa Maendeleo Bukwaya). UMABU offers girls sponsorship programs since 1998. UMABU has been receiving scholarship support from various donors such as the Tdh which sponsors 20 students each year and the(organization name). of United States of America which sponsored the school to build a safe and comfortable hostel for accommodation of about 100 girls students. The hostel construction work has been completed this year.

The above mentioned scholarships are all being administered by UMABU using various committees established for that purpose. The Nyegina Parish Priest Fr. Kazeri has been the overall overseer of the programmes implemented in Nyegina Secondary school.

OVERALL OBJECTIVE

The overall objective of this project is to contribute to improve quality of life in Bukwaya through education.

PROJECT NEED:

Although scholarships currently exist, students from disadvantaged homes sometimes rarely access the existing opportunities, and those accesses seem not performing well due to other underlying factors that are associated with poverty effects.

This is due to the fact that majority of the scholarships are merit based, and because the disadvantaged students come from poorly equipped schools they tend not to meet the extremely high standards set for the scholarship competition. A limited number of students are eligible to access the support each year however, only few can get into the school through sponsorship and privately (For the families that can pay the school fees).

PROJECT DESCRIPTION:

This project aims to set up a scholarship scheme for disadvantaged students to be able to access higher education at Nyegina Secondary school.

The project will target girls' students from all over Bukwaya each year as per the school's capacity, over a 10 year period.

The scholarship fund will increase the number of enrollment of both boys and girls from disadvantaged families and some funds to improve the learning environment.

Activities:

1. Raising Awareness: UMABU will sensitize the population about the project through the media, public school head teachers and local leaders

2. Selection: UMABU has to improve the already developed selection criteria for disadvantaged students
3. Establish a committee to Administer and Monitor the special programs for income generating project: Creation of a monitoring and evaluation unit for sustainable livelihood and development
- 4.

TOTAL BUDGET REQUEST: USD 1,552,000⁸ (Fees; Accommodation; School materials; Upkeep; Medical Insurance and 15% Administration cost)
DURATION: 2011/12- 2019/20

⁸ Realistic total budget to be worked on before presenting the concept note to the potential donors

Appendix 2: LOGFRAME FOR IMPROVEMENT OF QUALITY EDUCATION

UMABU contribution in attaining the Broad Outcomes from MDG:

1. Improved quality of life and social well-being, with particular focus on the poorest and most vulnerable groups
2. Reduced Inequalities (e.g. education, survival, health) across geographic, income, age, gender and other groups

Goal 1: Building foundation for good performance

Goal 2: Ensuring equitable access to quality pre-primary secondary education for boys and girls from poor families technical and vocational education

Goal 3: Implement specific interventions to increase girls' access and completion in secondary schools; and performance in both primary and secondary schools

Operational Targets	Sub Category	Strategies	Intervention Package	Key Actors
<i>Early Childhood</i> 1.1 Increase in the number of young children prepared for school and schools prepared ready to care for children.	Pre-school	1. Develop and support vulnerable children to access quality pre-primary programmes that link with existing early childhood provision	Early childhood development interventions Existing pre-school infrastructure improvement Pre-school books and learning aids	
		2. Promote community based day-care/pre-school e.g. in relation to Sunday school in all churches in Nyegina Parish		
<i>Primary Enrolment</i> 1.2 Increased enrolment in pre primary and later primary schools at the required age 1.3 Increased proportion of orphans and most vulnerable children enrolled, attending completing and passing primary education	Pre-school Primary education	1. Ensure all (boys and girls) children, including, orphans most vulnerable children and including children with disabilities are able to effectively access and complete high quality, child friendly and gender sensitive primary education.	Review of education support strategies in UMABU to reflect on inclusive education practices and address demand side intervention Awareness creation School infrastructure Learning Materials	
		2. 2 Operationally strategies for mainstreaming vulnerability in their primary and secondary education programme.	Identify the households of those vulnerable children and target them for specific support to enable the children to go to school Demand side interventions	

Operational Targets	Sub Category	Strategies	Intervention Package	Key Actors
		3. Prioritise the development, funding and implementation of strategies that support promotion of education for orphans and most vulnerable children	Support to vulnerable groups (e.g. uniform, food) Shelter infrastructure	
<p><i>Secondary Enrolment retention completion and performance</i></p> <p>1.4 Increased percentage of girls who qualify for secondary education enrolled and complete secondary schools at least at aged 13-16 years are enrolled in ordinary level secondary schools</p> <p>1.5 At least 50% of girls at primary level pass Standard VII examinations</p> <p>1.6 At least 50% of girls enrolled in secondary school pass at Division I-III in Form IV examinations.</p> <p>1.7 At least 25% of girls are enrolled in Advance level secondary schools</p>	Secondary education	1. Improve equitable access to quality secondary education for the poor (Including orphans and other vulnerable children	Improve selection criteria for those who will be reliable to get the support. sponsored children Select applicants based on established criteria	
		2. Develop guidelines and appropriate strategies for inclusive education that welcomes and accommodates all children (including the vulnerable) in the neighbourhood of each primary and secondary education programme.	Develop and implement guideline for the support provision Pay school fees and boarding costs for the needy girls	
		3. Monitor quality of provision of education at the school level, including transparency to all stakeholders	Teacher Training for teaching techniques improvement and for motivation	
		4. Strengthen Life skills education for guidance and counseling to tackle issues such as pregnancy in school, drop out issues, poor performance issues (e.g. Raising self-confidence among the girls using different initiatives as it is done for Girl guide)	Expand active, and gender sensitive staff for primary and secondary schools to be role models for girls performance improvement Life skills training for teachers to provide appropriate life skills programs for different age groups to cope with bad companies and peer pressures	
		5. Secondary school infrastructure improved	Security for girls from violence and sexual harassment especially whilst they are at home	
<i>Vocational skills development</i>	Poverty reduction	1. Expanded vocational and professional education, to provide for skill for self-employment and economic competitiveness	Vocational skills programmes Vocational training facilities Vocational trainers recruited and trained	

Operational Targets	Sub Category	Strategies	Intervention Package	Key Actors
<i>Improved household income</i>	Gender specific Single parents support to boost girls education		Establish Mechanisms in Bukwaya to strengthen and coordinate women activities and execute plan for training.	
		Increase funding for women's education and training and improve their technical skills to equip them for a positive impact on development		
		Support establishment Of Community Empowerment program	Involvement of women's groups (including care takers) at the village level - Build their capacities in income generation	

COMMUNITY EMPOWERMENT

		<u>Objective Verifiable Indicators (OVI)</u>	<u>Sources of Verification (SoV)</u>	<u>Assumptions</u>
Overall Objective	Empowered communities contribute towards children education	Increased % of parents supporting their children education	Project reports Local schools data, Ministry of Education data	The programme is funded
Project purpose	Improved community participation in supporting children education by financing and managing pre-primary and primary schools by 2013	% of community members participating in all project activities	Project reports Meetings minutes and attendance lists	community leaders willingness to support establishment of IGAs and or microfinance facilities in their respective villages
Results/ Outputs	Result 1 Community/families income improved	increase in %age of household income	IGAs or Project reports Microfinance facility and Village reports	Community members commitment
	Result 2. Increased communities' contribution to the school development.	- Amount contributed for school development - community contribution for schools development	School reports Village reports	school leaders and school committees mobilise community contribution

		- Numbers or % of supported children in pre-school and primary schools		
Activities	<p>Result 1. Community/families income improved</p> <p>1.1. Awareness creation on importance of establishing community microfinance</p> <p>1.2 Establish Community microfinance facilities.</p> <p>1.3. Conduct training to community microfinance members on savings, credits and management of microfinance facilities e.g. group leadership, book-keeping etc</p> <p>1.4 Start-up grants/ Micro-credits</p>	<p>Result 2. Increased communities' contribution to the school development.</p> <p>2.1. Support groups in Income generating activities in small projects like businesses, food crops production, husbandry projects etc.</p> <p>2.2. Conduct meetings with local government leaders to advocacy and lobby for micro-credit and other financial services for poor people</p>		

Note: The above mentioned activities will contribute to both poverty reduction and hence children education will be provided and effectively and efficiently supported

APPENDIX 3: FIELD VISIT SCHEDULE

S/No.	DATE /DAY	TIME	ACTIVITY	PARTICIPANTS
1	Monday 30 th May 2011	9.00-11.00	Focus Group Discussion	Parents
		11.00- 1.00	FGD	Sponsored Girls Nyegina
		1.00 -4.00	Household survey Nyegina	Families of Nyangeta John Yustina Emmanuel Lucia Alex Getruda China Angela Bwire
2	Tuesday 31 st May 2011	9.00-11.00	Individual interviews (Musoma)	Elders and Education secretaries: Mzee Musira Mzee Onyango Mzee Masanje
		11.00- 1.00	Individual interviews (Etaro)	Mzee Kondo
		1.00 -4.00	Household survey Etaro	Families of Jennifer Nyambaya Marycelina Andrew Nyafura Gama Angela Francis
3	Wednesday 1 st June 2011	9.00-11.00	FGD (Ex-students) Musoma	Felister Makaranga Moshi Andrew Veronica Masha Felister Shayo Pendo Gunza Husna Jumanne Matrida Mrabi
		11.00- 1.00	Household survey Bisumwa	Nyamambura Laurent Devota Alex Anastazia Kiringo
		1.00 -4.00	FGD Butiama	Girl Guide Camping group
4	Thursday 2 nd June 2011	8.30 -3.00	EPHETA	Fr. L Kazeri Mzee Musira Mwl Lunzagi Mwl Mtena Mr. Nyamberwa
5	Friday		Travel back to MZA	

Appendix 4: LIST OF PARTICIPANT

Focus Group Discussion

S/NO	NAME OF PARENTS	VILLAGES	PHONE NO
1	PANTALEO MASONYI	ETARO	0787 431803
2	EMMANUELI S. KANYIGE	ETARO	0786 529300
3	BENJAMINI EKOKORO	ETARO	PANTALEO
4	KAREGA J. EKOKORO	MMAHARE	0684 570831
5	MAGRETH WILLIUM	NYEGINA	0787 714535
6	NYAFURU KIRAGA	KIGERAETUMA	HANA
7	PUNDENSIANA MAGES	MMAHARE	0783 251677
8	GRACE ROBERT	KIGERAETUMA	0782 350248
9	ARUSI THOMAS	MMAHARE	0684 582205
10	MASESA J. MASESA	NYEGINA	0788 812246
11	KASIKA N. NDARO	ETARO	0785 882011
12	MAIKO MAREGESI	ETARO	0683065630
13	ALBINUS MATO	MMAHARE	0787 382809
14	PASCHAL MALIMO	MMAHARE	HANA
15	HERMENEGILDA MTENA	AFISA ELIMU UMABU	0784 207069
16	BONIFACE LUZANGI	H/MASTER-NYAGINA SEC	0787 700138
17	WAMBURA MWITA	KABEGI	0686 536221
18	MKINA MWITA	KIEMBA	HANA
19	PAMBA MNEMA	NYEGINA	HANA
20	AMOSI MAKAWA	KAMUGURUKI	HANA

SPONSORED GIRLS

S/NO	NAME	CLASS	AGE
1	JOYCE MAEMBA	AMEHITIMU	18
2	ESTER EMMANUEL	FORM II	14
3	MARIA TANU	FROM II	17
4	CATHERINE MAREGESI	FROM I	18
5	JANEPHA. M. BITA	FROM I	16
6	MARIA. J. MASESA	FROM III	19
7	MERESIANA JULIUS	FROM II	16
8	NYAMISIMU A. KAREGA	FROM II	13
9	NYAMTONDO KASIKA	FROM II	16
10	MONICA EMANUEL	FROM II	17
11	MERECIANA AMOSI	FROM III	16
12	VENANCIA EKOKORO	FROM II	15
13	PASCHALIA ALBINUS	FROM III	16
14	SOPHIA P. MALIMA	FROM I	15
15	PILLY SAMSON	FROM II	15
16	ANGELLA DAMAS	FROM II	16
17	PILI WAMBURA	FROM I	13
18	NYANUMBU E. MAGESA	FROM I	13

GIRL GUIDE CAMPING GROUP

S/NO	NAME	FORM
1	HAPPINESS MARWA	I
2	HAPPINESS KIBASA	II
3	ROZALIA KAMKARA	III
4	HELENA MABULA	II
5	NASRA C. FWELEFWELE	II
6	LULU GOODLUCK	I
7	NAHYA A. RASHID	II
8	MECKTRIDER N. PETER	III
9	DEBORA AIDAN	I
10	AGNES BRAYSON	II
11	CHRISTINA KOKORO	I
12	RHODA SEBASTIAN	II
13	MWANAIKI DAUD	II
14	JOYCE JULIUS	II
15	SYLVIA VEDASTUS	II
16	PERUS N. MAJULA	I
17	RACHEL GEORGE	I
18	HAPPINESS MALIMA	I
19	SWAUMU ATHUMANI	II
20	DAISA DICKSON	I
21	AGNES J. ROBERT	I
22	RACHEL NYANTITO	I
23	LUCIA W. CHACHA	II
24	FLORA N. HANGAYA	II
25	JASMINE M. ERASSY	II
26	JOSELINA WILIFRED	II
27	VAILETH SAIMON	I
28	ESTER GINERY	I
29	NYASIMBI DAUDI	I
30	EVALYNE NGOCHO	I

HOUSEHOLD INTERVIEWS TO FAMILIES OF:

S/NO	NAME
1	NYANGETA JOHN
2	YUSTINA EMMANUEL
3	LUCIA ALEX
4	GETRUDA CHINA
5	ANGELA BWIRE
6	JENNIFER NYAMBAYA
7	MARYCELINA ANDREW
8	NYAFURU GOMA
9	ANGELA FRANCIS
10	NYAMAMBORA LAURENT
11	LETICIA WILSON
12	DEVOTA ALEX
13	ANASTAZIA KIRINGO

INDIVIDUAL INTERVIEWS

ELDERS AND EDUCATION SECRETARIES

S/NO	NAME
1	MZEE MUSIRA
2	MZEE ONYANGO
3	MZEE MASANJE
4	MZEE KONDO

FGD (EX-STUDENTS)

S/NO	NAME
1	FELISTER MAKARANGA
2	MOSHI ANDREW
3	VERONICA MOSHA
4	FELISTER SHAYO
5	PENDO GUNZA
6	HUNA JUMANNE
7	MATRIDA MRABI

UMABU TEAM

S/NO	NAME
1	FR. L. KAZERI
2	MZEE MUSIRA
3	MWL LUNZAGI
4	MWL MTENA
5	MR. NYAMBERWA