

**FINAL EVALUATION OF KAHAMA EDUCATION ENHANCEMENT
PROJECT (KEEP)**



FINAL REPORT

By

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List of abbreviations

AIDS	- Acquired Immune Deficiency Syndrome
BEF	- Basic Education Fellowship
BGML	- Bulyanhulu Gold Mine Limited
COBET	- Complementary Basic Education Project
DEO	- District Education Officer
ECD	- Early Child Development
FGDs	- Focus Group Discussions
GOT	- Government of Tanzania
HIV	- Human Immune-deficiency Virus
KEEP	- Kahama Education Enhancement Project
KMCL	- Kahama Mining Corporation Limited
LEADER	- Learning and Advocacy for Education Rights Initiatives
LTD	- Limited
MoEVT	- Ministry of Education and Vocational Training
NGOs	- Non-Governmental Organizations
OVCs	- Orphans and Vulnerable Children
PSLE	- Primary School Living Examination
SMC	- School Management Committee
STD	- Standard
TOR	- Terms of Reference
TRC	- Teacher Resource Center
TVP	- Tusome Vitabu Project
VEO	- Village Executive Officer
WAGE	- Women and Girls Empowerment Programme
WEC	- Ward Education Coordinator
WEO	- Ward Executive Officer

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Executive Summary

The report presents the results of final evaluation of the Kahama Education Enhancement Project (KEEP), funded by BGML and implemented by CARE International Tanzania between 2001 and 2007. The evaluation sought to assess the project relevance, effectiveness and identify challenges encountered, drawing lessons learnt and proposing the way forward.

The forward looking assessment was done by an external consultant, using participatory approaches involving various stakeholders and players at both the national and decentralized levels. An extensive review of relevant documents including policy and project documents, mid-term evaluation and internal assessment was done. Primary data was obtained by conducting interviews and focus group discussions with various stakeholders including officials from the MOETVVT, BGML and CARE Tanzania. Other stakeholders consulted included ward and village governments' officials, head teachers, teachers, pupils and members of School Management Committees.

The final evaluation indicates that generally KEEP achieved its overall (final) goal, which was "to enable communities affecting or affected by activities of KMCL to have access to high quality relevant basic education for children and adults and increasing access to secondary education for children completing primary seven in the targeted area" (KMCL/CARE Project Document, 2001:13). The project managed to increase the number of classrooms in the project schools'. Teachers were in-serviced, motivated and became effective teachers. School management committees, ward and village government officials were mobilized and sensitized thus supported the provision of quality basic education in the ward. Besides, the first community secondary school in the ward was established and students admitted in 2005. Although there still more to be done, community attitude and support towards girls' education in the ward has improved. That is why more girls are attending basic education. It should also be noted that the district support to the Bugarama ward has also improved. There are constant visits and monitoring of education activities from the DEO's office. Besides, the district government has also been supporting schools in the ward in terms of provision of textbooks and building materials and capacity building.

All the stakeholders indicated that the KEEP has achieved its goal and created more demand for quality primary and secondary education in the Bugarama Ward. As indicated below all the key indicators show that the project was a success.

2001 Baseline Data Compared with KEEP "Outcomes" in 2006/2007

Indicators	2001 Baseline figures	2006/2007 Outcome figures
Pre-Primary (ECD)###	-	74.4%
No. of pupils Enrolled in STD I	836 pupils (419 boys; 417 girls)	1,885 pupils (962 boys, 923 girls)
School Attendance (Total No. of primary school enrolment)	4,044 (51.7% boys; 48.3% girls)	7,044 (51% boys; 49% girls).
% passing STD IV Examination (performance)	75%	85%
% passing STD VII PSLE (performance)	16%	89%

% of those selected to join to secondary schools*	3%	100%
Textbook-pupil ratio	1:5/12	1:1/4
Number of Classrooms	28	93
No. of Teachers' Houses	6	30 completed and 22 under construction
Desk-pupil ratio	1:5/6	1:2/4**

From 2001 to 2007 the number of children enrolled in ECD in all schools in the ward has increased by over 100%.

* In 2001 there was no secondary school in the ward. KEEP established a secondary school and all 302 who passed the PSLE were selected for secondary education.

** There is still congestion in the lower primary classes due to increased enrolment in Std I.

Several factors, created by KEEP interventions, are behind the outcomes witnessed in the ward. These include: stakeholders sensitization and mobilization; capacity building activities directed to school management committees and teachers, improvement of infrastructure (classrooms and teachers houses); village/ward government cooperating and working together with schools; increased support from the districts; and motivation of both teachers and pupils. Since the implementation of KEEP, the Bugarama ward has performed steady well in the PSLE, and is leading other 33 wards in Kahama district. For example, performance in the Bugarama ward and Lunguya ward in 2006 examinations indicates a big difference. While 89 per cent of pupils passed PSLE in Bugarama, only 53 per cent passed in Lunguya ward.

Based on our observations and analysis of past records, without KEEP interventions, the impressive achievement reported in this report would have not been realized.

Based on the evaluation, therefore, the following strategic recommendations are made: Short-term recommendations include:

- BGML and CARE should facilitate and support the completion, equipment and use of the Ward TRC under construction.
- All stakeholders, including district government, should develop Whole School Development Plan (mpango kazi) of completing the unfinished buildings in schools. The support to Kakola 'C' with necessary infrastructure and facilities is necessary and need to be given priority.
- All stakeholders, including the Government of Tanzania, should invest in and support the development of quality education in Bugarama Secondary to avoid wastage and despair. The District government should work with other stakeholders and contact MOETVVT for a major fund-raising for the school, using the Kenya's Harambee (Self-help) style. The school needs to be developed as a center of excellence for both the youth and adults. The school needs:

Bugarama Secondary needs:

- A library
- Laboratories

- Hostels (dormitory)
- More vitabu vya kiada and rejea
- More furniture: teachers' chairs and tables, cupboards etc.
- Transport facility
- Teachers houses
- Board of Governance

Bulyanhulu Secondary school should move to it's cite and given all the necessary infrastructure and facilities.

- Addressing girls' education and teenage pregnancies needs agent attention. First, the existing laws on pregnancy, sexual abuse and marriage of under-age girls should be applied without favor. Parents, community members and government officials need to be sensitized on these laws and consequences of floating them. Village or ward leaders who collude with perpetrators of these vices or fail to take action need to be dealt with ruthlessly. Second, there is need to mount continuous and comprehensive training of the pupils and students on their rights and life skills. Third, the sensitization and empowerment of community members, women in particular need to be initiated, targeted and scaled-up to reach all villages in the ward.
- Provision of water to all schools in the ward should be a priority. Since there are good building in schools, each should be provided (on a cost-sharing basis) with one or two water tanks and rain-water harvesting system.
- CARE should work with the District Education Office and support school and ward EMIS through training and sensitization on collection, storage, analysis and use data (takwimu) for decision making and planning.
- CARE should develop human resource retention strategy to deal with the issue of turnover in community based projects like KEEP. This would promote consistency and effectiveness. Offering competitive salary packages and other incentives like training or tours are some of the strategies to keep qualified staff in a project.
- CARE should hire the services of a consultant to comprehensively document the entire KEEP processes. The document should be printed and disseminate widely to various stakeholder including NGOs, the private sector, development partners and government officials.

The Strategic Recommendations: Medium Term (13 months plus) include the following:

❖ CARE & BGML should go back to the drawing board and develop KEEP II based on the Final Evaluation Report. Developing a follow-up project would not only entrench the gains of KEEP but would also provide opportunities for all the stakeholders at village, ward and district levels to work on sustainability and ownership of education development in the region.

❖ CARE is already implementing Women and Girls Empowerment (WAGE) Programme and Learning & Advocacy for Education Rights Initiative (LEADER) in the ward. These projects need to take into accounts the findings of this final evaluation. There is need to synchronise and fast-track the two initiatives to address appropriate gaps and challenges emerging from KEEP, girls' education and empowerment of women in particular.

❖ The GoT and stakeholders in Kahama district, education office in particular, need to initiate and explore opportunities of working with other organizations in the private sector for the development of quality education in the district.

❖ Taking into consideration that Bugarama has immigrants from different parts of the world who interact with the locals and the reality of incidence of HIV/AIDS in Tanzania, in general and Shinyanga region in particular, CARE Tanzania and BGML need to work with relevant ministries and stakeholders and establish 'HIV&AIDS and Education' project. The first step is conducting an impact assessment on an HIV&AIDS in the education sector in the ward, in terms of staff implications, OVCs support and care, and financial scenarios. This should help further to fine-tune the HIV&AIDS program and provide indications of priorities for the coming years.

Photo: Students in class at Bulyanhulu Secondary School



1.0 Introduction

1.1 Context

Since August 2001, CARE International Tanzania has been implementing the Kahama Education Enhancement Project (KEEP), which is 100 per cent funded by the Kahama Mining Corporation (KMCL) currently known as Bulyanhulu Gold Mine (BGML). BGML is an affiliate of Barrick, a Canadian mining company, which operates in Bugarama ward, the catchment area of the project. The project is in Bugarama Ward, Kahama District, Shinyanga Region in Tanzania. This is a six year project, which is expected to end in July 31, 2007. The multi-year project focuses on improvement of quality and relevant basic education for children and adults in Bugarama ward (7 villages) and Mwingiro ward (1 village) of Kahama and Geita districts respectively. The project is implemented in 10 schools in the two wards.

The KEEP project was necessitated by the poor quality of education in the area, including poor enrollment of school age children (7-13 years), low completion rate, low availability of teachers, limited and poor school facilities (critical shortage of classrooms, latrines, teachers' houses, libraries secondary school and Teacher Resource Centers), and poor academic performance in STD VII examinations (14.1%), with very low transition rate from the primary level to secondary school level of 0.04 % (Baseline Survey Report, 2002). BGML funded this project as part of their social responsibility to the community.

The overall goal of Kahama Education Enhancement Project (KEEP) is “to enable communities affecting or affected by activities of KMCL to have access to high quality relevant basic education for children and adults and increasing access to secondary education for children completing primary seven in the targeted area” (KMCL/CARE, 2001) The project is implemented in collaboration with the education offices at the district and ward level, and also with school committees and other stakeholders at the community level. The project was expected to realize the following:

- Physical environment and infrastructure in the ten schools from 8 villages is effectively supporting teaching and learning.
- Teachers' in participating schools, Early Child Development Centers and non formal education centers are effectively using gender sensitive, learner centered methods supported by appropriate resources.
- Communities are managing and supporting basic education in their areas.
- Community-Based Secondary School is effectively established and is providing high quality secondary education to selected primary school leavers in the Bugarama ward.

The first three years phase (August 2001 to July 2004) was implemented, heavily focusing on infrastructure development and improving teachers' pedagogical skills. A baseline survey and mid term evaluation of the project were done in 2001 and in 2004 respectively. Basing on the findings of the mid term evaluation a second phase of three years (August 2004 to July 2007) was recommended, that could focus on teachers; professional development, COBET sustainability, girls education, teachers' availability , child rights, establishment of a secondary school, teachers' resources centre and completion of construction work initiated in the first phase .

1.2 Objectives of Final Evaluation

As part of the contract between Kahama Mining Corporation (BGML) as a donor and CARE Tanzania as an implementing partner, there was an agreement that, there will be a final evaluation towards the end of year six. Besides, CARE International Evaluation policy calls for evaluations of the programs/projects it implements. Since the project comes to an end by July 2007, therefore a final evaluation was proposed. Dr. Okwach Abagi (International Consultant) was commissioned to undertake the final evaluation. The evaluation sought to assess; the project relevance, project's strategies, effectiveness, extent of community participation, identify challenges encountered and drawing lessons learnt and propose the way forward in order to sustain the achieved successes (refer to Appendix I for the TOR). The evaluation study was to accomplish among others the following tasks:

- a) To asses whether or not the project's goal and objectives were really relevant to addressing underlying causes of the identified problems and unfulfilled rights of the target population.
- b) To asses the extent of achievements of project objectives and effectiveness of implementation strategies employed and the readiness of the community to own the project's interventions.
- c) To examine both benefits and weaknesses, including intended and unintended, positive and negative impacts on specific groups' of women and men.
- d) To capture Lessons learnt/best practices attained during the implementation phase.
- e) Recommending effective ways of enhancing sustainability and addressing needs emanating out of project implementation.
- f) Producing comprehensive evaluation report enriched with success stories and relevant photos.

1.3 Methodology

The nature of the consultancy made this assignment participatory, reflective and interpretative. This was a forward-looking final evaluation guided by an efficiency-effective oriented service delivery assessment based on "*Input-process-output-outcome-impact*" M&E framework, using various research tools described below. An international consultant was assisted in the final evaluation by Ms. Neema Semwaiko Mr. Stivin Lugongo and Mr. Robert E. Malogoi. During the field visits the evaluation team was accompanied by Mr. (Ag. DEO), Mr. James M. Mikenze (KEEP - Project Officer), Ms.

Mariam Nyangayi (KEEP Field Officer) and Mr. Nthahorubuze Erasto (Ward Education Coordinator).

All the ten primary schools in the project (Nine in Bugarama Ward in Kahama District, and one in Mwigiro ward in Geita District) were visited during the evaluation. All the school heads of the selected schools were interviewed. Four to five teachers from each school were involved in focus group discussions (FGDs). Eight pupils (4 girls and 4 boys) in Class 7 per school were selected at random and were also involved in focus group discussions. Four members of the school management committees (2 women and 2 men) per school also attended FGD sessions in their school.

Data/information at the school level and surrounding communities were collected through a combination of a document review, individual interviews, field visits and focus group discussions. The adoption of triangulation methodology was critical.

Document review and country brief: - In consultation with the Education Sector Coordinator – CARE International Tanzania and the Project Manager – Kahama Education Enhancement Project (KEEP) relevant documents were identified and thoroughly reviewed (see Reference section). From the document review, research tools were developed. These included interview guides, FGD guides and observation checklist.

Individual interviews: - The interviews were conducted with various stakeholders including (refer to Annex II for details of those interviewed):

- Relevant MOETV officials.
- CARE International Tanzania and KEEP staff.
- BGML Community Development Staff.
- Ward and Village council officials.
- Civil society groups.
- School Heads.

Focus groups discussions: - FGDs were conducted with School Management Committee members and teachers in the 10 primary schools and one secondary school.

A checklist: - ***This tool was*** used to collect observational and statistical data from the schools. Observations were done on the physical facilities and infrastructure in the project schools, teaching-learning resources and general school environment. Data on enrollment, dropout, school performance in national examinations and transition rates to secondary schools were also collected.

Debriefing and validation of the findings: -

Two debriefing and discussion sessions were held with stakeholders in both the Bugarama ward and Dar-es-Salaam CARE Tanzania Office. These provided opportunities for the consultant to share the main preliminary findings and tentative recommendations, and get feedback from the various stakeholders.

2.0 Findings of the Final Evaluation

2.1 Structural arrangement, Governance and Management of KEEP

The implementation of KEEP involved four key players working in partnership. These were Bulyanhulu Gold Mine Limited (BGML), CARE International Tanzania, Kahama District Council (Education Department) and the School Committees in the targeted areas and selected teachers from the 10 participating primary schools and one secondary school. As indicated in the contractual documents, BGML was the financier and CARE Tanzania, a contractor, in charge of overall management of the project, providing technical services and back-ups to the project and playing advocacy, mobilization and mediation roles. CARE created 5 positions to oversee the project: The Project Manager, Project Officer, Field Officer, Project Administrator, and Project Accountant. A driver was also hired. Through the BGML, CARE was given an office and a project vehicle, which they have been actively and effectively using to manage the project.

A Project Advisory Committee (PAC) was created to provide advisory services to the project. The membership of PAC included; representatives from BGML, CARE Tanzania, Ministry of Education, DEO, WARD and Villages, councilors, head teachers and chairpersons of School Management Committees (SMC).

The respondents talked to reported that the PAC was very effective and did a recommendable job. “They met as agreed and were very keen in monitoring progress of developments in schools and how they are being done” (Respondent, 2007). Qualified contractors were hired to supply physical materials under the project and also to offer technical services like running training and sensitization workshops.

Based on its international experience in education and the three main projects in Tanzania - the Institutional Capacity Building Initiative (ICBI), the Basic Education Fellowship (BEF) and Tusome Vitabu Project (TVP) - CARE Tanzania used KEEP to provide education expertise in the Bugarama Ward and the Kahama District Education office. That is working pro-actively with various stakeholders in education to identify appropriate technical assistance in order that its education programmes are designed and run according to acceptable MOETVVT standards—and furthermore to show success. In line with the Right Based Approach, each project school was supported by CARE to develop a detailed development plan with the School Management Committees (SMC). Members of SMC in the project schools were trained in school management and leadership and establishing of a multiyear development plan, with estimated period of time, budget and the community contribution scheme (in kind or cash). They played the role of implementing and supervising KEEP at the school level. All the school heads were also trained on school leadership and management, financial management and keeping education records.

The final evaluation indicates that this ‘tripartite’ arrangement in KEEP, worked well to make the project achieve its objectives. The responses from stakeholders confirmed that each partner in the project agreement generally played part effectively. Several factors were cited as being behind this success:

First, the use of existing government structures to implement the project was a good practice. The tripartite collaboration involving the BGML, CARE and schools (/communities) generally created an enabling environment that is strengthened the capacity of district and local government official, schools and community leaders to manage, coordinate and supervise development projects.

Second, CARE's commitment and professionalism in the education sector in Tanzania in general, and the Lake Victoria region in particular made a difference. Through advocacy and mobilization, CARE-KEEP managed to effectively involve the communities around the project schools to participate in the development of schools in their areas and take the education of their children, girls in particular, more seriously. Village governments and communities (parents) were given the opportunity to understand their role, prioritize their needs and contribute towards the development of physical environment and infrastructure in the 10 primary schools and one secondary school in the Bugarama Ward.

Third, the support and commitment and leadership by the Kahama District Education Office made the operation of KEEP easier. The DEO's office was committed to the development of education in Kahama District. Thus, having worked with CARE in other education projects like TVP, it fully supported KEEP and was ready to work closely with CARE and BGML to make the project realize its objectives.

Fourth, the active participation of stakeholders from the village and Ward governments (VEO, WEO, Village and Ward Chairpersons), parents and the commitment of teachers at school level enhanced the implementation and supervision of the project.

Fifth, continuous monitoring of KEEP activities by CARE and the Ward Education Coordinator (WEC) assisted the project to remain on track and achieve its objectives. The project had a baseline survey done in 2001 and mid-term assessment done in 2004. The findings from the two studies were used to inform the interventions of KEEP.

Despite the effective structural and management arrangements, several issues/gaps emerged on this issue, including the following:

- The communication between BGML (financier) and CARE (contractor) has not been very effective. Although it is not explicit in the funding agreement, according to BGML, CARE was expected to 'sell' (popularize) the firm within the community. The KEEP financier feels that CARE did not do this. "Although CARE provided expertise, it did not sell us, but instead just promoted itself. KEEP is known as a CARE project. Communities and schools do not know that the company financed the project 100%. Our commitment to the development of education in the Ward needs to be recognized" (BGML Officer, 2007). Exchanging information between the two agencies about the project was also a bit problematic. For example, BGML representatives visited schools without informing CARE; CARE also visited schools without informing the company. "In most cases, we used to meet when we were getting into a school and they were getting out. We never sat down and agreed how and when to harmonize our operations or support to schools" (CARE official, 2007). These issues were never formally discussed.

- The BGML continued with their strategy of supporting Bugarama community through community development department by directly supplying building materials (cement, stones, iron-sheets, and wire-mesh) and balls to schools, through the village governments. This was outside CARE-BGML contract under KEEP. This made it difficult for the later to supervise or advise on how the supplies were used by the schools.
- The DEO office was not fully briefed and had no records about the numbers, quantities or quality of supplies to schools. Besides, the office had no records on how these building materials were used. It was thus difficult for them to give an informed advice about the use of such materials.
- The contractor who was given the assignment of making play-grounds in schools had not finalized the work by the time of this evaluation. However, it was reported that after some logistical problems the contractor is now making final touches of the completion. During the final evaluation exercise the contractor was busy doing the agreed-upon assignment. He has also provided two balls (netball and football) per school.
- The governance of KEEP activities, including managing the project supplies, in some villages was reported to be ineffective. For example, there are reports that in some villages there were delays of delivering supplies to schools and/or misuse of some of the supplies, cement in particular. There were also cases when Ward and Village leaders did not take a pro-active action to deal with issues affecting education negatively. For example, although the issue of students' truancy and pregnancies is well known to leaders, no serious action has been taken to stop it.

2.2 Impact (Achievement of KEEP overall Goal)

Final goal of KEEP was to “to enable communities affecting or affected by activities of KMCL to have access to high quality relevant basic education for children and adults and increasing access to secondary education for children completing primary seven in the targeted area” (KMCL/CARE Project Document, 2001:13). During the final evaluation we used a number of indicators to assess whether this goal has been achieved. The indicators includes: the number of pupils registered and enrolled in ECD and the 10 project primary schools; performance of pupils in the STD IV and STD VII Examinations; availability of a secondary school within the Bugarama Ward and the number of students enrolled. We conducted a trend analysis of the relevant school data from 2001-2007, where it was available.

All the stakeholders indicated that the KEEP has achieved its goal and created more demand for quality primary and secondary education in the Bugarama Ward. This is supported by the available data on school enrolment from 2001-2007.

Access to ECD and primary education: - The enrolment to standard I was regarded as a good indicator of access to basic education in the Ward, since we could not calculate the proportion of school age children who are enrolled in school. Data on the school age population in the ward does not exist. The Ministry of Education and Vocational Training policy is that every school should conduct pre-primary school classes. In the nine primary schools of the Bugarama ward, pre-primary school classes are conducted. KEEP played a great role in enabling the schools establish pre-primary schools by providing training to pre-primary school teachers, teaching and learning materials, sports equipment and school furniture. Pre-primary enrolment has increased by 100 per cent.

Pre-primary pupils' attendance differs from one school to another. However, all schools in the Bugarama ward enrolled a total number of 2,385 pupils (1,191 boys; 1,194 girls). The total attendance rate is 74.4%. Shortage of classrooms in some of the schools in the ward caused some of the pre-primary school classes to be conducted in the open space, outside the available classrooms. Another shortfall observed in the schools was that pupils while at school were not provided with porridge. Such circumstanced contributes a lot to lower motivation of children towards attending school (Internal Review, Feb, 2007). The Table 1 below shows pre-primary enrolment, attendance and attendance ratio by sex for each school in the ward in 2006/2007.

Impact of KEEP in summary:

- For the first time, Bugarama ward has pre-primary teachers. There has been steady increase in school age children enrolment in STD I;
- KEEP initiated the first COBET programme in Shinyanga Region, although now the learners have been mainstreamed in the formal school system;
- Through KEEP, the number of primary teachers in the ward has increased and about 100 teachers have gone through in-serving and training in child-centered teaching approaches and making and using teaching-learning;
- Bugarama Ward has improved its place in exam performance in the district, region and the country as a whole;
- KEEP enabled Bugarama to have its first secondary school and more children who pass STD VII examinations are joining secondary education. Students for a second secondary school in the ward have already been selected and learning in the first school.

Table 1: Bugarama Ward Pre-primary enrolment and attendance rate 2006-/2007

School	Pre-primary Enrollment			Pre-primary Attendance			Attendance Ratio		
	M	F	T	M	F	T	M	F	T
Bugarama	123	114	237	106	106	212	86.2%	93.0%	89.5%
Busindi	54	53	107	35	35	70	64.8%	66.0%	65.4%
Busulwangili	139	124	263	114	108	222	82.0%	87.1%	84.4%
Buyange	140	110	250	126	102	228	90.0%	92.7%	91.2%
Ibanza	286	304	590	190	202	392	66.4%	66.4%	66.4%
Igwamanoni	147	165	312	85	90	175	57.8%	54.5%	56.1%
Iyenze	56	64	120	30	15	45	53.6%	23.4%	37.5%
Kakola "A"	76	95	171	57	74	131	75.0%	77.9%	76.6%
Kakola "B"	100	96	196	100	96	196	100.0%	100.0%	100.0%
Kakola "C"	70	69	139	55	48	103	78.6%	69.6%	74.1%
TOTAL	1,191	1,194	2,385	898	876	1,774	74.4%	73.4%	74.4%

Source: Internal Review Report (Feb. 2007).

**Key - M – males F – female T - total

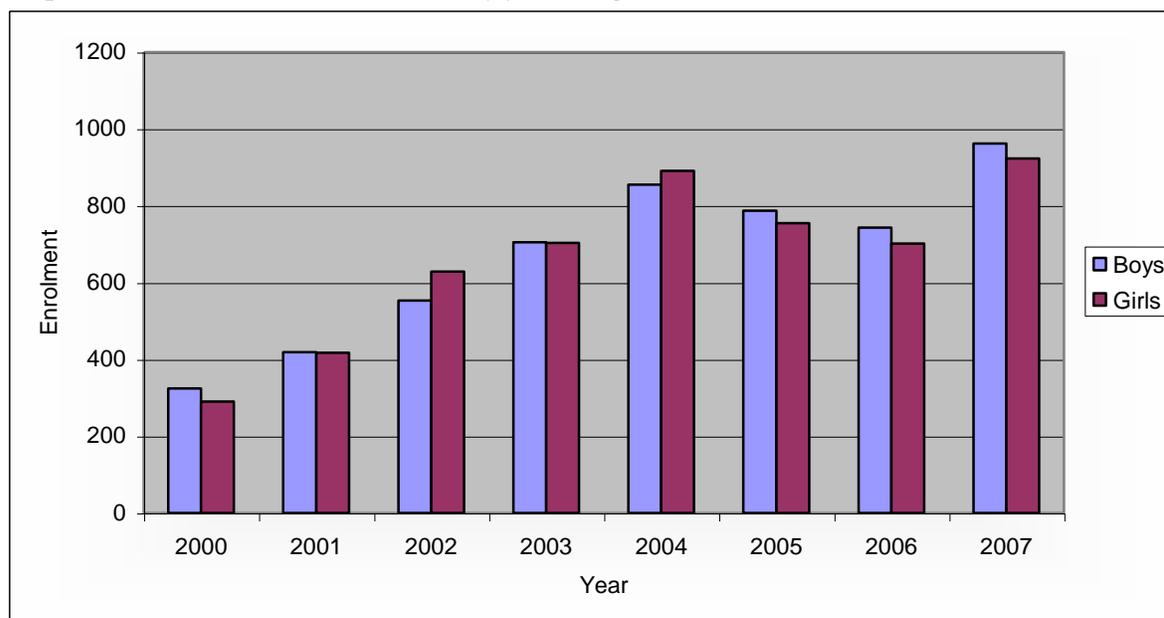
Table 2 and Graph 1 provide number of children enrolled to standard I from 2000 to 2007.

Table 2: Standard I Enrolment in Bugarama Ward for 2002-2007

Year	Boys	Girls	Total	% increase
2000	324	290	614	**
2001	419	417	836	36.2
2002	553	629	1182	41.4
2003	705	703	1408	19.1
2004	855	891	1746	24.0
2005	787	755	1542	11.7
2006	743	702	1445	23.3
2007	962	923	1885	30.4

Since 2001 the enrolment in STD I in the ward has increased from 836(50.1% boys, 49.8% girls) to 1,885 (51% boys, 49% girls) in 2007. There has been an increment of about 67.4% in the last 7 years (2000-2007). In terms of gender, the enrolment of boys and girls has increased by 66.3% and 68.6% respectively in the same period. Indeed, KEEP has provided an opportunity for more girls to attend basic education.

Graph 1: Total enrolment in standard 1 by year and gender 2000-2007

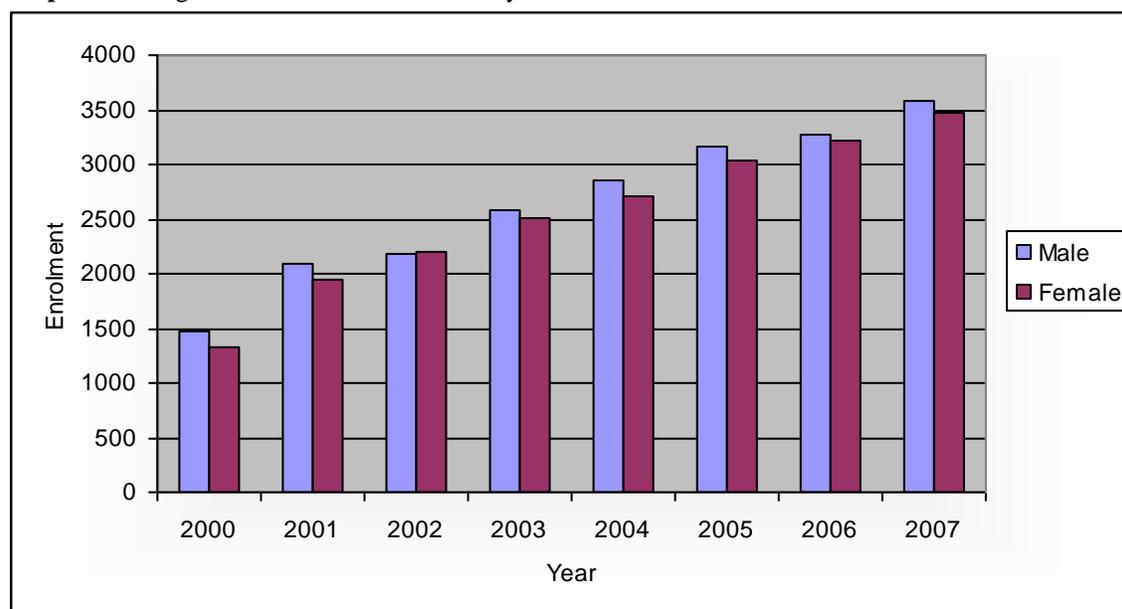


Since 2001 the overall primary school attendance in the Bugarama ward has increased because of the interventions of KEEP. Table 3 and Graph 2 show an increment in enrolment from 4,044 (51.7% boys; 48.7% girls) in 2001 to 7,044 (51% boys; 49% girls). There has been an increment of about 60% in the last 7 years (2000-2007). In terms of gender, the enrolment of boys and girls has increased by 58% and 62% respectively in the same period.

Table 3: Bugarama Ward Primary School Enrolment

Year	Boys	Girls	Total	% increase
2000	1475	1319	2794	**
2001	2091	1953	4044	44.74
2002	2185	2202	4387	8.48
2003	2589	2514	5103	16.32
2004	2860	2703	5563	9.01
2005	3157	3045	6202	11.49
2006	3274	3219	6493	4.69
2007	3574	3470	7044	8.49

Graph 2: Bugarama Ward Trends in Primary School enrolment 2000-2007.



There were 7,044 pupils (51% boys; 49% girls) enrolled in 2006 in nine primary schools of the Bugarama ward and Iyenze primary school of Mwingiro ward in Geita. According to data available the attendance rate in the school is 81% (boys 74% and girls 88%). This is a great improvement as compared to the situation during the baseline in 2001, where the attendance rate averaged only 50% (47.1% for boys and 51.2% for girls). The drop-out rate is very minimal in all the schools, apart from Kakola 'C' that reported 23% drop-out rate (21% boys; 25% girls) (Internal Review of Progress, 2004). The drop-out rate is due to un-conducive school environment, lack of facilities and in few cases pregnancies. All the pupils in this school are former COBET learners.

KEEP also supported the Complementary Basic Education Project (COBET) in the Ward. COBET provides educational opportunities to two cohort groups, cohort I comprising of

children age 8-13 and Cohort II comprising children of age 14-18. The COBET program has been well received by the stakeholders and beneficiaries. It has been estimated that out of 912 the COBET population, 760 COBET learners (83%) have been enrolled in the 10 project schools and are learning effectively. However, from 2006 through the MOETVVT directive, all COBET learners have been mainstreamed into the formal school system. The best example is Kakola ‘C’, which has been transformed from the COBET Centre to a formal primary school. All the pupils in Standards V, VI and VII are former COBET learners. Table 4 indicates the enrolment at the school.

Table 4: Enrolment at Kakola ‘C’

Year	Sex	Std I	Std II	Std III	Std IV	Std V	Std VI	Std VII
2005	Males	25	16	25	23			
	Females	15	20	20	17			
	Total	40	36	45	40	M E M K W A		
2006	Males	20	21	15	24	18		
	Females	18	26	10	13	15		
	Total	38	47	25	37	33		
2007	Males	25	16	21	15	22	18	12
	Females	25	21	12	10	13	15	05
	Total	50	37	33	25	35	33	17

It is also the MoETVt policy that all primary schools should be centers for adult learners. However, during our evaluation we learned that adult classes are active in only 4 out the 10 schools (40%). In one school, Ingwamanoni, we found five students and their female teacher actively learning.

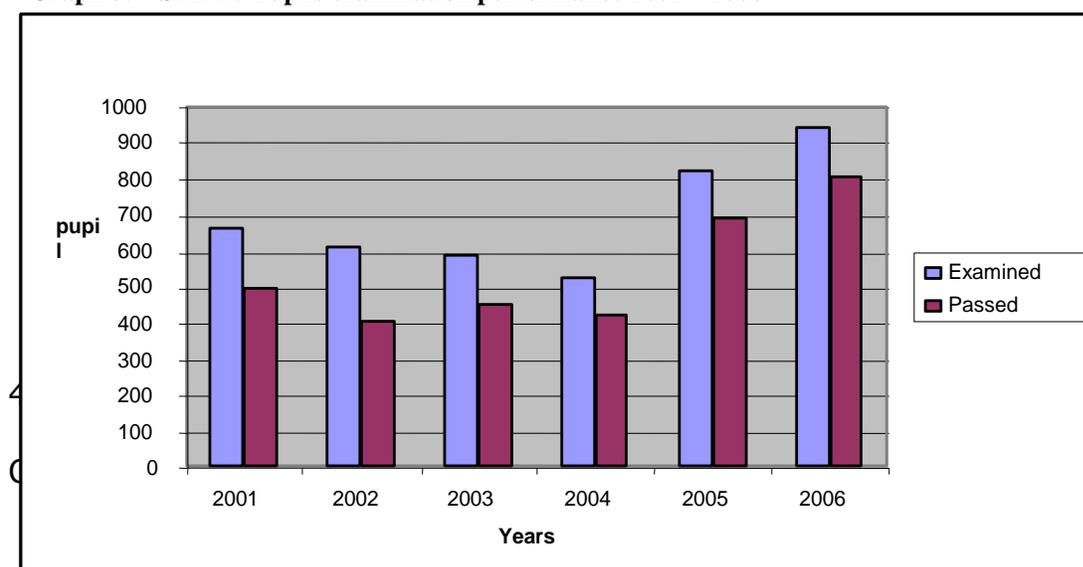
Performance in STD IV and STD VII Examinations: - Performance in both IV and VII examinations and transition to secondary education are other indicators symbolizing the achievement of the KEEP overall goal. The final evaluation, just like the Mid-term Review 2004) and the Internal Review (Feb 2007) indicates that the number of pupils who passed both the Std IV and the Primary School Leaving Examination (PSLE), and those selected to join secondary education has shown a drastic increase since the intervention of KEEP in 2001. The ward’s pass rate in PSLE now stands at 89 per cent (86% for girls and 90% for boys); compared with 16 per cent in 2001, where only 2 per cent of the girls passed while for boys the pass rate was 38 per cent.

The available data indicates that the percentage of pupils passing in STD IV has increased from 75% in 2001 to 80% in 2004, and to 85% in the year 2006 as indicated in Table 5 and Graph 3.

Table 5: STD IV Examination performance 2001 – 2006

YEAR	EXPECTED			EXAMINED			%	PASSED			
	M	F	TOTAL	M	F	TOTAL		M	F	TOTAL	%
2001	362	339	701	347	317	664	95%	265	233	498	75%
2002	355	319	674	324	288	612	91%	229	179	408	67%
2003	308	328	636	289	300	589	93%	240	217	457	78%
2004	288	252	540	282	247	529	98%	241	181	422	80%
2005	421	436	857	402	420	822	96%	333	359	692	84%
2006	482	483	965	474	471	945	98%	407	400	807	85%
	2216	2157	4373	2118	2043	4161	95%	1715	1569	3284	79%

Graph 3: STD IV Pupils examination performance 2001 – 2006



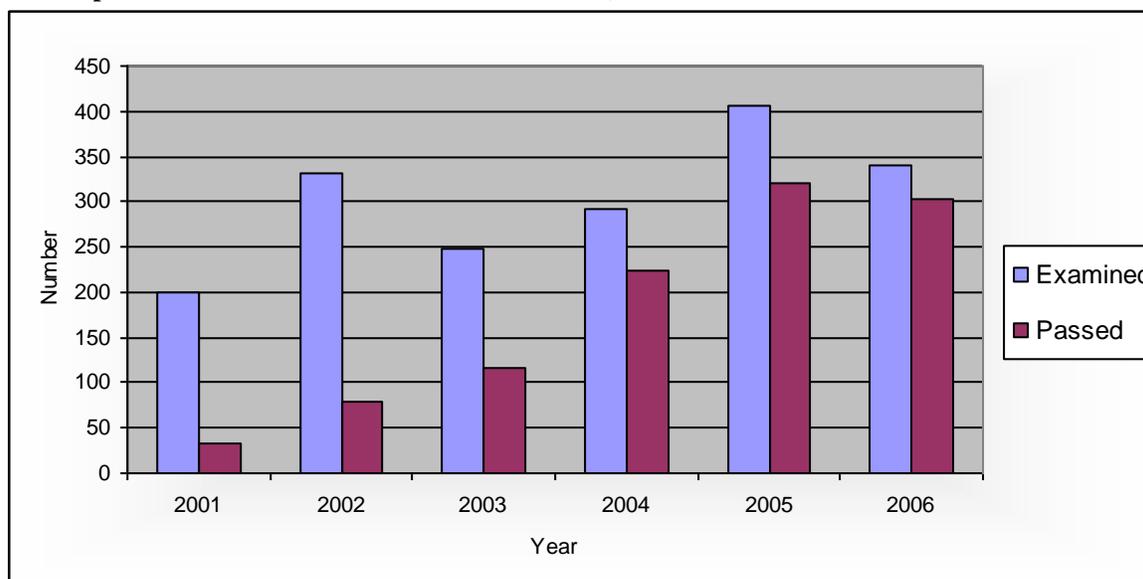
Performance in PSLE has also been impressive since the project started. Table 5 and Graph 3 indicate the trends in pupils performance and those selected to secondary schools between 2001 (base year) and 2006.

In the year 2001, the baseline year for instance, only 32 pupils in the ward passed the primary school leaving examinations, and only one pupil (3%) was selected to join secondary education. In 2002, the number of pupils passing the primary school leaving examination increased from 32 of 2001 to 78 (62 boys and 16 girls), giving chance to 11 pupils – 14%) - (9 boys and 2 girls) selected to join secondary education. In 2003 the number of pupils who passed the primary school leaving examinations increased to 117 pupils (73 boys and 44 girls) as compared to 78 pupils in 2002. In that year only 29 pupils, 24% (20 boys and 9 girls) were selected to join secondary education because there was no secondary school in the Bugarama ward by then.

Table 6: Bugarama STD VII PSLE Results and Selection to Secondary School

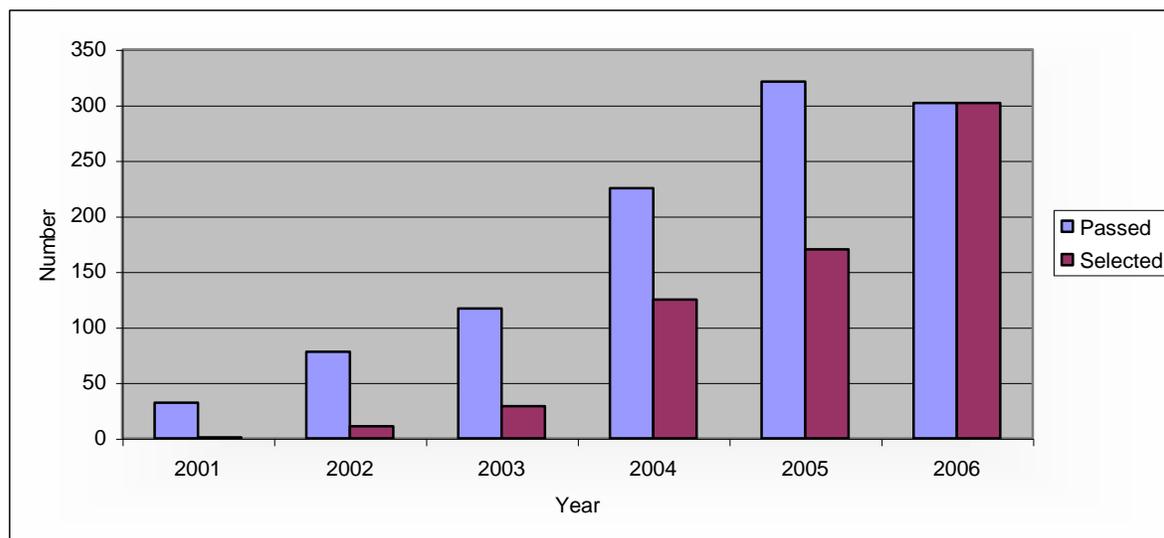
YEAR	EXAMINED				%	PASSED				%	SELECTED			%
	M	F	TOTAL			M	F	TOTAL			M	F	TOTAL	
2001	106	93	199	81%	30	2	32	16%	1	0	1	3%		
2002	186	145	331	96%	62	16	78	24%	9	2	11	14%		
2003	126	122	248	97%	73	44	117	47%	20	9	29	25%		
2004	186	105	291	101%	153	72	225	77%	78	47	125	56%		
2005	248	158	406	95%	215	106	321	79%	89	81	170	53%		
2006	197	143	340	98%	179	123	302	89%	179	123	302	100%		

Graph 4: The Trends of those Examined and Passed, 2001-2006



In 2004, for instant, 225 pupils (153 boys and 72 girls) passed the primary school leaving examination in the ward. Out of them, 125 pupils (55%) (76 boys and 47 girls) were selected to join secondary education. The effect was felt following the establishment of a secondary school. The construction of a secondary school in the ward in 2005 financed by BGML (75%), the community, District and Central Government had a positive effect in increasing the number of students, who had passed STD VII, transiting to secondary education. There was an impressive increase in 2005 as the number of pupils passing the primary school leaving examination rose proportionally to the number of selected pupils in the ward for secondary education.

Graph 5: Total STD VII PSLE transition to secondary education 2001-2006



In this year a total number of 321 pupils (215 boys and 106 girls) passed the examination;

Summary of Factors behind achievement as articulated by various respondents:

Performance has been enhanced through the project's interventions, which included in-servicing of teachers, provision of textbooks and other teaching learning materials, introduction of ward-based examination system, constructing classrooms in primary schools and construction of a community based secondary school in the ward, thus creating a generally conducive learning and teaching environment. Sensitization and mobilization of communities/parents has also been an important factor (Bugarama stakeholders, 2007).

whereby 170 pupils (53%) - (89 boys and 81 girls) were selected to join secondary education. In 2006, the ward witnessed 315 pupils (190 boys and 125 girls) pass primary school leaving examination. Out of this number, 173 pupils (55%), (90 boys and 83 girls) were selected to join Bugarama secondary school. To accommodate more students that had passed, the District Office together with ward leadership directed that a second secondary school in the Bugarama ward – Bulyanhulu secondary school - be established, and a total of 135 Students (91 boys and 44 girls) were selected to join this school. Together with the 173 who had already been selected, the total of those selected in 2007 for secondary education was 308, a big achievement compared to only one student selected in 2001 out of 32 who

passed.

The teaching-learning facilities and ward-based examinations have stimulated a competing attitude amongst schools and individual pupils. Most pupils are motivated to study hard in order to achieve better performance in the quarterly conducted examinations. During our FGDs, pupils indicated their happiness, as shown below:

CARE-KEEP made me study hard after I saw others being given gifts after winning a school competition. The provision of teaching/learning materials has made learning easy and enjoyable. Availability of teachers and materials has improved our performance to be better than what it was. The establishment of a secondary school has made me study

so that I can get a chance to get admitted. The provision of sports and games facilities has made me like sports and games, as we are also encouraged by being given presents like T-shirts. KEEP has made us develop a reading culture because of the provision of story books. It has also established a good learning environment because of facilities and materials as well as good relations with teachers, which was not the case in the past (Female Pupil, STD VII, 2007).

The project brought many things to our school, including books, desks and our classrooms have been repaired. Our teachers are nowadays teaching well. We have been exposed to ward examinations, where we compete with other pupils from other schools. The winners are given prizes. Many pupils from our school passed PSLE last year and have been admitted to Bugarama secondary school. I am also motivated and we are happy and we are going to pass our end of year examination (Male Pupil, STD. VII).

Bugarama Performance in the District and Region: - The effect of KEEP is clear when the performance of schools in the PSLE at the Bugarama ward is compared with those in other wards without KEEP. There are clear indications that the project is a ‘factor’ that explains the difference. Table 7 and 8 indicate the position of schools in the Bugarama ward in the first top ten (shule bora kumi) and the last bottom ten (shule duni kumi) in Kahama District between 2001 and 2006. In 2001 and 2002, there was no school from Bugarama ward which was in the top ten in the Kahama District. However, there were two schools (Busulwangili and Busindi) in the bottom ten. In 2003, there were two schools in the top ten, and in a good position. Bugarama and Buyange primary schools were numbers 2 and 3 respectively in the District; 8 and 12 respectively in the Shinyanga Region and 158 and 241 nationally respectively.

Table 7: Best Top 10 schools in the District 2002-2006

Name	2003			2004			2006		
	W	M	T	W	M	T	W	M	T
Bugarama	2	8	158	1	1	16	4	11	208
Buyange	3	12	241				2	2	50
Kakola A				3	13	230	7	18	283
Kakola B				5	22	387	9	20	297
Buyange				7	38	578			

In 2004, there were 4 schools from the ward in the top ten in the district, with Bugarama, Kakola ‘A’, Kakola ‘B’ and Buyange in positions 1, 3, 5 and 6 respectively. Bugarama primary was also placed in positions 1 and 16 regionally and nationally.

In 2004 there was only one school – Busindi primary – in the bottom ten, in number 186. No school from the ward appeared in the bottom ten in the district and region in both 2005 and 2006.

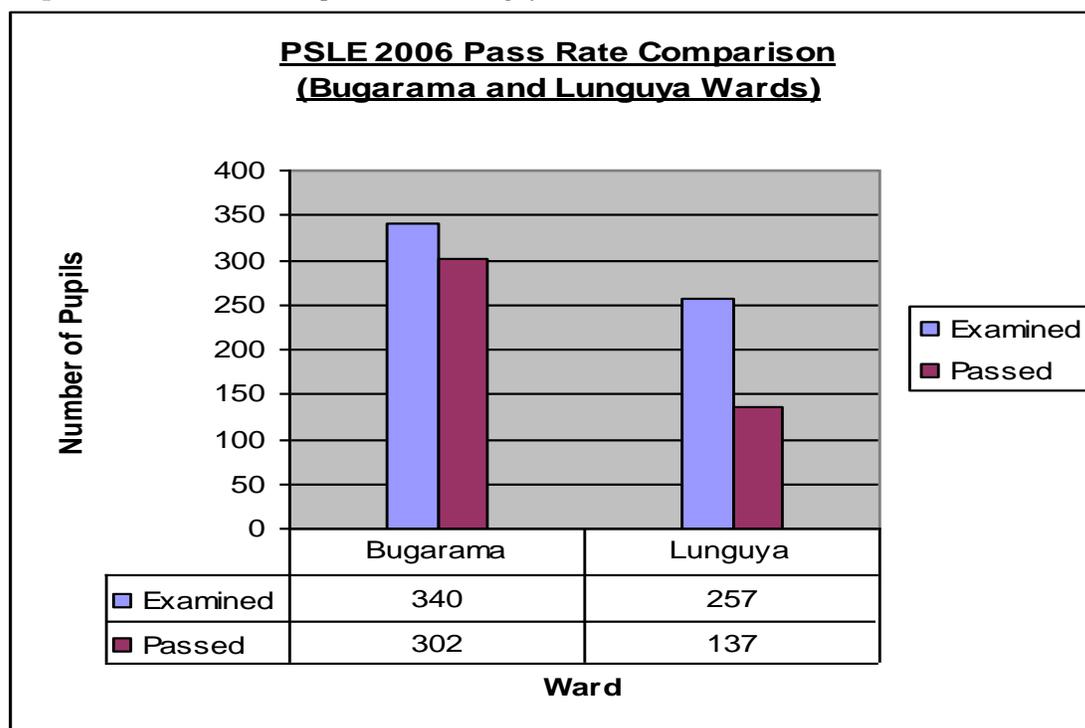
Table 8: The Worst bottom 10 schools in the District 2002-2006

Name	2002			2003		
	W	M	T	W	M	T
Busulwangili	178	900	11,040			
Busindi	184	916	11,126	186	922	11471

In 2006, there were four schools which appeared in the top ten in the district, with Buyange, Bugarama, Kakola ‘A’, and Kakola ‘B’ in positions 2, 4, 7 and 9 respectively. In the region these schools were in positions 11, 2, 18 and 20 respectively.

Since the implementation of KEEP, the Bugarama ward has performed steady well in the PSLE, and is leading other 33 wards in Kahama district. Graph 6 compares performance in the Bugarama ward and Lunguya ward in 2006 examination results. While the 89 per cent of pupils passed PSLE in Bugarama ward, only 53 per cent passed in Lunguya ward.

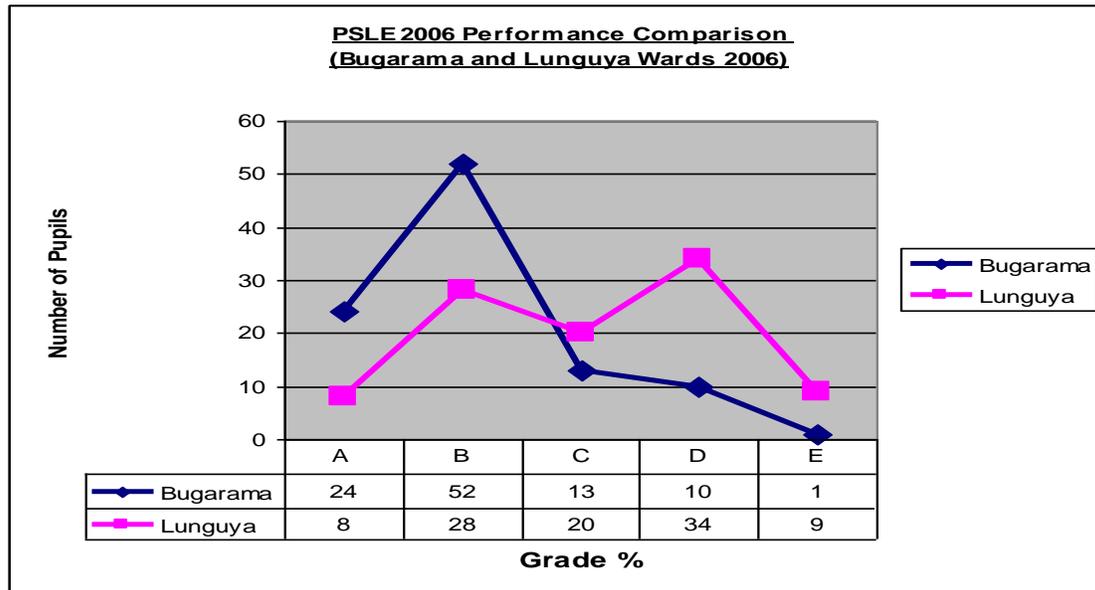
Graph 6: Performance comparison with Lunguya ward



Source: Internal Review Report, February 2007.

Besides, while 24 and 52 pupils in Bugarama had grades ‘A’ and ‘B’ respectively, only 8 and 28 pupils in Lunguya had the same grades respectively. While 10 and 1 pupils had grades ‘D’ and ‘C’ respectively in Bugarama, 34 and 9 had the same grades respectively. This indicates that pupils in Bugarama schools are performing much better, and more are being selected to secondary schools, compared to the Lunguya ward.

Graph 7: PSLE 2006 performance comparison Bugarama and Lunguya Wards 2006

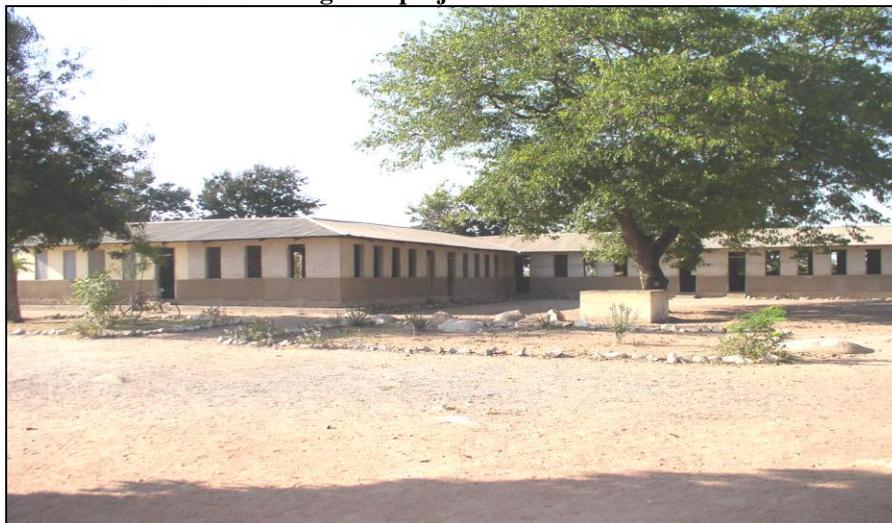


Source: Internal Review Report, February 2007.

2.3 Physical environment and infrastructure in the project schools effectively supporting teaching and learning.

The baseline report revealed that “the classrooms in the Bugarama ward are in a very poor condition. Most of the classrooms are calling for immediate measures for either rehabilitation or new construction. Apart from being in a very poor state, the classrooms are also characterized by poor ventilation and insufficient lighting ... (Baseline Survey Report, 2005: iii). The final evaluation, however, indicates that 85 per cent of the building in all the project schools visited are now in good condition and have been either rehabilitated or constructed according to the MOETVVT specifications (Photo 1). They indeed meet the national standards.

Photo 1: Classroom buildings in a project school



Since the baseline survey in 2001 up to 2006 there has been a great motive and effort by the community in collaboration with BGML – CARE in rehabilitating and constructing school buildings especially classrooms, teachers’ houses and latrines. During the baseline there were only a total number of 28 classrooms in the schools in the ward, currently there are 93 completed and used classrooms and 33 are under construction. The structures are impressive (Photo 2). There were only 6 teachers’ houses during the baseline, while currently they are 30, and 22 are under construction.

Photo 2: Completed classrooms in another project school



Table 9 indicates the number of classrooms available and required by schools in the ward.

Table 9: Number of Classrooms Available and required in each school

SCHOOL	Total # of Pupils			Classrooms			Classroom Pupil Ratio
	M	F	T	Required	Available	Shortage	
Bugarama	598	564	1162	27	19	8	52
Busindi	187	157	344	8	6	2	47
Busulwangili	381	376	757	12	6	6	92
Buyange	381	367	748	20	10	10	74
Ibanza	438	384	823	22	10	12	93
Igwamanoni	180	180	360	13	7	6	61
Kakola "A"	488	544	1032	26	11	15	81
Kakola "B"	503	526	1029	26	11	15	66
Kakola "C"	139	109	241	7	2	5	112
Iyenze	278	263	483	14	7	7	65
TOTAL	3573	3470	6979	175	89?	86	

In Kakola ‘C’ primary schools there are four classes taking place under trees as shown in Photos 3 and 4 below.

Photo 3: Pupils seating on makeshift in Kakola ‘C’ school



Photo 4: Children in another class in Kakola ‘C’



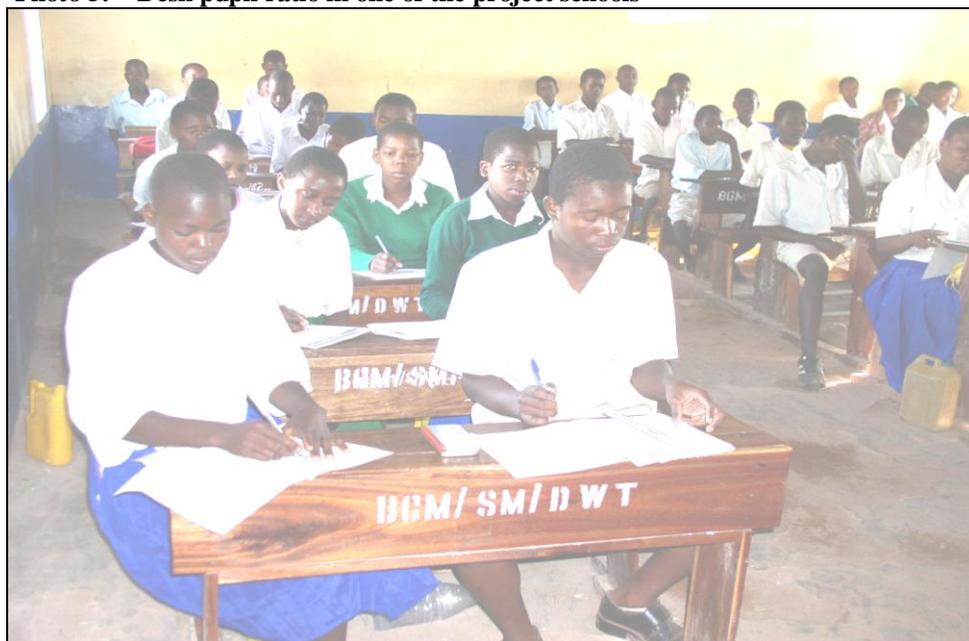
The baseline study report revealed that 53.5% of the pupils in the ward had no desks. KEEP has played a great role in purchasing and supplying furniture and teaching and learning materials to all pre-primary, primary schools and COBET centers of the Bugarama ward. Furniture supplied include, desks, office chairs, tables and cupboard. Table 10 indicates the number desks available, required and the current pupil-desk ratio (PDR) per school.

Table 10: Desks Available and Ratio

SCHOOL	PUPILS			DESKS			PDR
	M	F	T	Rqrd	Avail	Deff	
Bugarama	509	475	984	442	301	141	3
Busindi	159	124	283	97	156	-59	2
Busulwangili	370	365	735	362	180	182	4
Buyange	379	365	744	373	237	136	3
Ibanza	448	385	833	386	226	160	4
Igwamanoni	213	213	426	213	150	63	3
Kakola "A"	410	481	891	297	289	8	3
Kakola "B"	422	433	855	423	240	183	4
Kakola "C"	113	111	224	101	60	41	4
Iyenze	251	267	518	259	133	126	4
TOTAL	3274	3219	6493	2953	1972	981	3

As it can be seen in the table, the current desk pupil ratio in most schools stands at 1:3 and 1:4; while in Busindi and Bugarama 1:2 (Photo 5).

Photo 5: Desk pupil ratio in one of the project schools



However, we noted congestion in lower primary classes in most schools. Pupils especially in classes I to IV were congested. Pupils in such schools give desks a priority in their request for assistance. Kakola 'C' and Iyenze are the most disadvantaged with old and broken desks that need urgent repair.

During baseline, the latrine pupil-ratio was 1:579 for girls and 1:1874 for boys. After the KEEP interventions the situation has improved (photos 6 and 7).

Photo 6: School Toilet after KEEP Intervention



Photo 7: School Toilet after KEEP Intervention



Currently the latrine-pupils ratio is 1:70-224 for boys and 1:61-186 for girls, varying from school to school. Table 11 indicates the available and latrine-pupil ration by school in the ward.

Table 11: Latrines available and LPR by School in the Ward

SCHOOL	Total # of Pupils			Latrine Pits Available			LPR		
	M	F	T	M	F	T	M	F	T
Bugarama	509	475	984	4	4	8	127	119	123
Busindi	159	124	283	2	2	4	80	62	71

Busulwangili	370	365	735	2	2	4	185	183	184
Buyange	379	365	744	2	2	4	190	183	186
Ibanza	448	385	833	2	4	6	224	96	139
Igwamanoni	213	213	426	2	2	4	107	107	107
Kakola "A"	410	481	891	4	4	8	103	120	111
Kakola "B"	422	433	855	6	8	14	70	54	61
Kakola "C"	113	111	224	0	0	0	0	0	0
Iyenze	251	267	518	2	3	5	126	89	104
TOTAL	3274	3219	6493	26	31	57	126	104	

Kokola 'C' has no latrines; they use only temporary makeshifts (Photo 8). However, efforts have taken by the stakeholders to rectify the situation. The village government consulted BGML for support and materials including cement, aggregates, wires and iron bars were given. By the time of the evaluation one permanent latrine with four rooms (2 for girls and 2 for boys) had been erected up to rental level.

Photo 8: Makeshift toilet at Kakola 'C'



CARE International Tanzania through KEEP funding has contributed US\$12,000 for the construction of the ward's Teacher Resource Center. The TRC site is in Bugarama primary school land. The TRC committee was sent on an education tour in Kagera in Bukoba to learn how functional TRC looks like. A foundation for the TRC library was almost complete by the time of the evaluation. The plan for a complete and functional TRC is comprehensive and stakeholders, including teachers and secondary school students, reported that they are looking forward to when the center will open its doors to the public. The TRC when fully functional will have a library, office, reading space, store, and hall.

General school and physical environment: - Our observation during the school visits confirmed that about 70% of the school compounds and physical environments look good

and attractive, with lots of trees and grass. The project had greatly assisted schools in the ward by supplying some tree plants suitable for fruits, timber and shade. Although all the schools in the ward have planted trees in their school compounds, Kakola 'A' and Bugarama stand out to be the most organized and clean. Kakola 'C' has done very well in preserving the natural environment around the school (photo 9) and have made clear paths.

Photo 9: Natural environment at Kakola 'C' School



However, the following should be noted:

- Some schools such as Ibanza, Kakola "B" and Bugarama have inadequately small school compounds. Apart from having insufficient area, villagers have invaded the school compounds and have constructed some buildings illegally. It is upon the village government leaders to ensure that the school compounds are at any circumstances not invaded by villagers.
- All schools in the ward are situated in un-surveyed areas and therefore lack proper and specific school demarcation. This gives enough room for people to invade school compounds. School committee and village governments are responsible for survey and demarcation of the school compounds.
- Stagnation in the completion of playgrounds (photo 10). Through KEEP a contractor started to survey and make maintenance of playgrounds in the schools in 2004. Due to contractor's delays the playgrounds had not been finished in time. The contractor is now on the final touches of completing them. He has also provided two balls (a net ball and football) per school. The sport grounds are in use.

Photo 10: Unfinished playground at one of the schools



2.4 Teachers in participating schools, ECD centers and adult education classes are effectively using gender sensitive, learner centered methods supported by appropriate resources.

The quality of educational process and outputs are enhanced by qualified teachers who can apply relevant and effective child-centered approaches and use effectively teaching and learning materials provided. One of the strategies to achieve this in the Bugarama ward through KEEP was to take teachers for in-service training at Butimba and Musoma.

In a nut-shell, the data available indicates that the achievement of this output has been significant in the ward:

- Through KEEP, the number of primary teachers in the ward has increased
- For the first time, the Bugarama ward has pre-primary teachers and COBET facilitators
- KEEP initiated the first COBET programme in Shinyanga Region
- Bugarama Ward has improved its place in exam performance in the region

All the teachers talked to reported that they have gained a lot from the project and feel empowered and motivated. The 'voices' below summarizes how teachers feel.

What teachers went to learn in Butimba and Musoma

- Child-friendly teaching approaches,
- New curriculum/syllabus,
- How to make and use teaching learning materials
- ECD teaching approaches
- How to be an effective teacher of English and Mathematics (Primary school Teachers trained under KEEP, 2007).

We really appreciate what CARE-KEEP has done for us. We were taken to Butimba and we met other teachers there. We learned many things, including mbinu za ufundishaji (teaching-learning approaches). I am now a better teacher of Mathematics and Science. I also manage to network with other teachers and share experiences. We need more of such training.... (Teacher, Male, 2007).

I was one of those from the ward who went to Musoma. We learned a lot there.

We were trained on how to make and use teaching-learning resources. We also leaned children friendly approaches. I am now motivated and my pupils are also motivated and learning better (Teacher, Female, 2007).

The table below Table 12 shows statistical data for teachers in the ward who attended various seminars and training provided with the aim of enhancing the quality of teaching-learning processes. This is in line with the seminars, workshops and training which are being provided under Primary Education Development Programme (PEDP).

Table 12: Teachers in the Ward who were Trained under KEEP by School

School	Trained by Sex		Total	Percentage of sex trained	
	M	F		M	F
Bugarama	08	15	23	35%	65%
Busindi	05	01	06	83%	17%
Busulwangili	07	02	09	78%	22%
Buyange	03	10	13	23%	77%
Ibanza	06	07	13	46%	54%
Igwamanoni	05	02	07	71%	29%
Iyenze	06	-	06	100%	0
Kakola "A"	03	14	17	18%	82%
Kakola "B"	06	06	12	50%	50%
Kakola "C"	03	-	03	100%	00%
Total	52	57	109	48%	52%

From 2004 to date 52 and 57 males and female teachers respectively have been trained through KEEP. As reported in the Mid-term Review report (2004) these initiatives and the momentum that they have caused in communities have increased teachers' interest in their profession, and encouraged them to improve their performance as teachers.

What pupils say about their teachers:

- Majority of the teachers are friendly
- They try their best
- They give us a lot of work to do
- Few are harsh and sometimes beat us
- They prepare us well for ward examinations
- They reward us when we do well

(FGDs with primary school pupils in various schools in the ward. 2007)

Teachers have been sensitized and trained on the importance of learner-centered methods and the facilitation of a child-friendly teaching/learning environment. Discussions with teachers revealed that they are able to articulate definitions of learner-centered: "a child is to be involved fully in the learning process," "a child is the central focus," "involve the child," "give enough time and guidance to the child," "pupils are given the chance to do more," and "pupils do more than the teacher."

Most teachers who have attended seminars and workshops are more aware of the importance of "connecting" with students and ensuring comprehension. They find professional rewards in their ability to evoke understanding in pupils, which translates into better examination results. Moreover, improvement in exam performance meets with community approval.

Many teachers realize that they should use teaching aids to facilitate greater comprehension, and many are using them on a regular basis. This is a turn-around from the baseline study in which teachers were not observed using teaching aids. Now teachers find that teaching aids motivate pupils and draw their attention to the subject. Many cited that teaching aids allow pupils to explore the lessons through various senses, such as sight and touch. It also may provide pupils, the opportunity to participate and “learn by doing.” Teachers find that the use of teaching aids makes their lessons “easy” and “saves time.” Some said that the use of teaching aids encourages “discovery” and allows the student to engage in “concept building.” Most said that the use of teaching aids allows students to retain knowledge for a longer time. Above all, when a teacher uses aid, pupils “like the lesson and enjoy it.” One group of teachers said that their use of teaching aids reduces absenteeism and truancy.

Although we were not able to observe teachers in classrooms during the final evaluation because schools were on recess, reports from STD VII pupils (who were in STD I in 2001) we heard discussions with indicate that their teachers are motivating and are teaching effectively.

The good performance in both STD IV and VII examinations by schools in Bugarama ward, discussed above, is a good indication that teaching-learning processes have changed overtime and are effective.

2.5 Communities managing and supporting basic education in their Areas

Community participation in school development is seen by the government as a strategic approach to increase a sense of communities’ contributions and ownership for school developments. Though other projects like Tusome Vitabu Project, CARE Tanzania has worked and empowered communities to contribute and own education interventions. Thus through KEEP Bugarama communities: parents, school management committees, and village and ward governments we strategically involved in improving the quality of education in the area. Each school has a committee that works very closely with the head teacher. Other key actors in supporting education development include village and Ward governments, which are responsible for mobilization of resources; village and Ward education officers/coordinators who are responsible for providing technical advice, supervision, monitoring and evaluation.

Each school had school committee composed of representatives from parents, teachers and village government leaders. The table 13 below indicates the composition of school committees and those trained under KEEP by gender. Ninety two per cent of SMC members have been trained; male members accounted for 68.8% of those trained compared to 31.2% female. This reflects the composition of SMC as they are in various schools. Men tend to be more in the SMC and KEEP worked with that are already in office.

Table 13: No. of School Management Committee Members Trained by School by Gender

SCHOOL	Committee members			Trained Committee Members			%	
	M	F	T	M	F	T	M	F
Bugarama	6	5	11	6	5	11	54.5%	45.5%
Busindi	8	2	10	8	1	9	88.9%	11.1%
Busulwangili	8	2	10	8	2	10	80.0%	20.0%
Buyange	5	5	10	5	5	10	50.0%	50.0%
Ibanza	6	4	10	6	4	10	60.0%	40.0%
Igwamanoni	9	1	10	9	1	10	90.0%	10.0%
Iyenze	9	2	11	9	2	11	81.8%	18.2%
Kakola "A"	7	3	10	7	3	10	70.0%	30.0%
Kakola "B"	4	5	9	4	5	9	44.4%	55.6%
Kakola "C"	8	5	13	8	5	13	61.5%	38.5%
Total	70	34	104	70	33	103	68%	32%

Regular seminars, workshops and training are being provided to school committee members in order to enable them understand and carry out their duties effectively. From 2001 to 2006, various seminars, workshops and training were provided to a total number of 291 (204 male equivalent to 70%, and 87 female equivalent to 30%) school committee members. The district council through the Primary Education Development Programme (PEDP) was responsible to conduct such seminars and trainings. However, the Kahama Education Enhancement Project (KEEP) contributed over 75% of the total training costs in this exercise. The DEO's office, inspectorate team in particular, was very impressed by this support.

It all the schools the stakeholders reported that all the school management committees in the 10 project schools are nowadays active and know their roles, *"thanks to KEEP for supporting sensitization and training. All members are committed and try to work very hard because now they take education seriously and they know their roles"* (Chairperson of SMC, 2007). It was reported that all members of the SMC attend the scheduled meeting and have been participating in discussions, planning, implementing and supervising schools' development activities. The school development plan is prepared by the school committee and later submitted to the village government for incorporation into the village's plan. The impressive improvement of physical and infrastructure development of schools reported above is an indication that the SMCs are

What SMC trained on

- Development of school improvement plans, including budgeting
 - Mobilization of resources,
 - Monitoring school attendance
 - At times the performance of teachers in terms of whether or not they attend classes
- (Members of SMCs in the various schools in the ward, 2007)

active and playing their roles. CARE Tanzanian, WEC and WEO all agree that KEEP has had a positive effect in making SMCs active and responsive. Members of SMCs feel empowered, as summarized by the 'voices' below:

We have been trained and sensitized several times. CARE people usually come to monitor what we are doing in our school. As members of the SMC now we are involved in the planning and supervision of general school development activities which included the construction of buildings according to the plan, maintenance of furniture and other school materials, tree planting and general cleanliness of the school compound. It was also our responsibility as a committee to sensitize the parents and the community on the importance of education in order to enroll and encourage their children to attend school regularly and remain in school until the complete standard eight. The school committee also tries to establish good working relationship between teachers, pupils, community and the village government (Chairperson SMC, male, 2007).

During the KEEP Project, as SMC members, we received training on how to prepare work plans, book-keeping, supervise and monitor different school activities such as budgeting and leadership roles. Due to our involvement in the KEEP Project, we are now able to draw up plans for our school, control school finances, and establish good working relationship between teachers, pupils, parents, the community and the village government. We are also able to monitor different school activities owing to the skills we acquired during the training. The project instilled a lot of confidence in us as a key body in the management of school affairs and we are more accountable in our activities and prepared to meet the many challenges which our school faces (Member of SMC, Female, 2007).

The SMC and village governments have been sensitized and mobilized through KEEP, thus are working closely and proactively to enhance the quality of education in Bugarama ward. It was also reported that Global week of action is always planned by ward development committee members chaired by the Councilor. The Secretary to the committee is the Ward Executive Director. Consultations and joint discussions among school heads and village leaders were mentioned by various stakeholders as being behind the KEEP achievements.

Although the school committee members were working as a team and committed to improving the school conditions, only 2 schools had a formal school development plan for 2007. In all the schools, the members failed to assess the level of achievement based on the 2006 school development plan because of lack of capacity to do so or not having the 2005/2006 school development plan. In about 50% of the schools there seems to be no proper collaboration between school committees, school government leaders and school management, an aspect that has contributed to pupils and teachers' poor attendance, indiscipline among pupils and teachers, and a lack of awareness and upkeep of school buildings and commitment to school activities. In such schools, the general environment is not very conducive (no trees, no grass, dirty classrooms among others) and school statistical records (takwimu) are not properly collected, stored and even used for planning. It was also noted that the members of the school management committees in all the schools do not know the value of supplies and facilities given to them through KEEP or directly by BGML.

The issue of effective governance and management of school supplies (property in general) and taking action over reported cases of truancy, absenteeism and pregnancies present a big challenge. The village government has established a by-law requiring parents to pay fine in case their children are absent from school, no action are reported to have been taken. Besides, the majority of committee members admitted that they are not

involved in quality control issues and assessment of the quality of learning as they are not capable of doing so.

Girls' education is still being affected by cultural and traditional perceptions and practices on one hand, and the mining environment (girls enticed with cash from miners) in the Bugarama ward. However, some initiatives are being taken at the ward and village levels to increase girls' education. These include campaigns to discourage early marriage, sex, educating the community on the importance of girls' education. For instance, in the year 2003 during the Global Campaign for Education the message was "hands up for girls' education".

It was further reported that the village governments also control the expenditure of contributions made for school development. The village governments sometimes choose and pay the contractors and make supply of needed materials. The school committee members were of the opinion that the contributions should be handed to them so that they can be responsible for supervision of work as well as expenditure as it is the case for PEDP development fund. The school committee members expressed concern that they have been given responsibility to ensure that school facilities are in place, but they have no authority to solicit contributions from community members. The struggle for power has resulted into conflicts between the school committees and village governments (Mid-term Evaluation, 2004).

There are indications that supervision of school construction and their quality was being done. However, while the school building look good and according to the MoETV standards, in some few schools the quality of buildings constructed does not suggest that there is such a close supervision. The finishing aspect was not well done. In most of the classrooms constructed the floor was poorly done due to the failure of committee members to abide by the cement mixing ratios (KEEP, Annual Progress Report 2003). During this evaluation, we observed in some schools, blackboards and floors constructed or rehabilitated just two years ago to have developed holes, thus not suitable for teaching and learning.

2.6 The Community-based secondary school and Increasing access to quality secondary education to those who have passed PSLE in Bugarama ward

The first community-based secondary school was established in Bugarama through the efforts of KEEP and is called Bugarama Secondary school. BGML contributed 75% of the cost of the buildings; the rest was shared by the community and district/national government. It is a day school for girls and boys, who come from the Bugarama ward. The buildings and school environment in general at Bugarama secondary school is excellent and conducive for teaching and learning, as shown in Photos 11, 12 and 13 below. They meet the MOETVVT requirements.

Photo 11: The buildings of Bugarama Secondary School



The first batch of 70 students (37 boys, 33 girls) was admitted in 2005. By the time of this evaluation the total school enrolment was 296 (44.6% boys, 55.4% girls). The building of this secondary school has increased access to secondary education for pupils in the ward. It has even affected positively and contributed to effective learning and good performance in primary schools in the ward.

Photo 12: Buildings and Teachers' staff room at Bugarama Secondary School

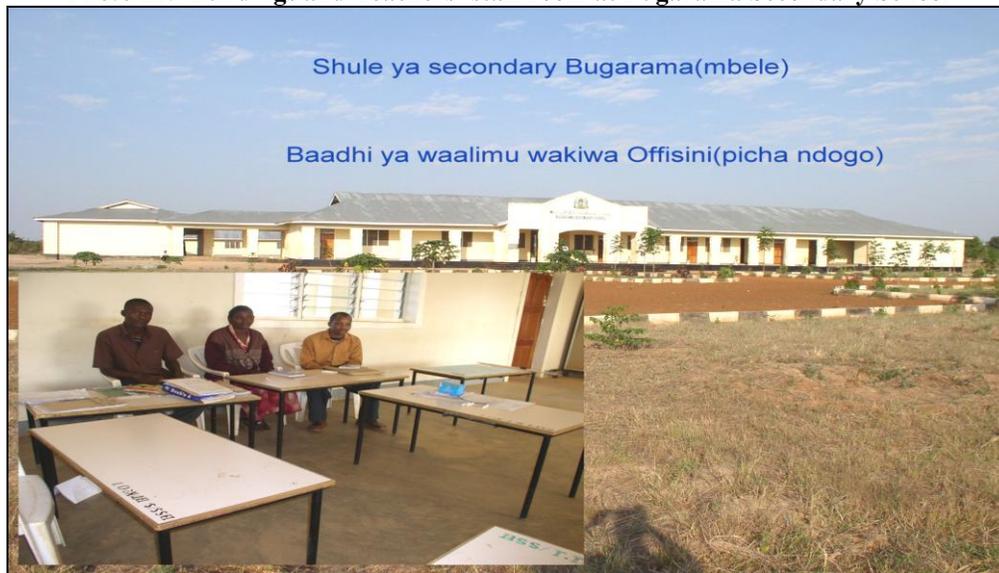


Table 14: The number of students in Bugarama Secondary School by class for 2005-2007

Year	Sex	F.I	F. II	F. III	Total
2005	Boys	37	-	-	37
	Girls	33	-	-	33
	Total	70	-	-	70
2006	Boys	123	30	-	153
	Girls	94	91	-	185
	Total	217	121	-	338
2007	Boys	76	26	30	132
	Girls	73	82	09	164
	Total	149	108	39	296

Graph 8: Total number of students in the school by gender 2005-2007

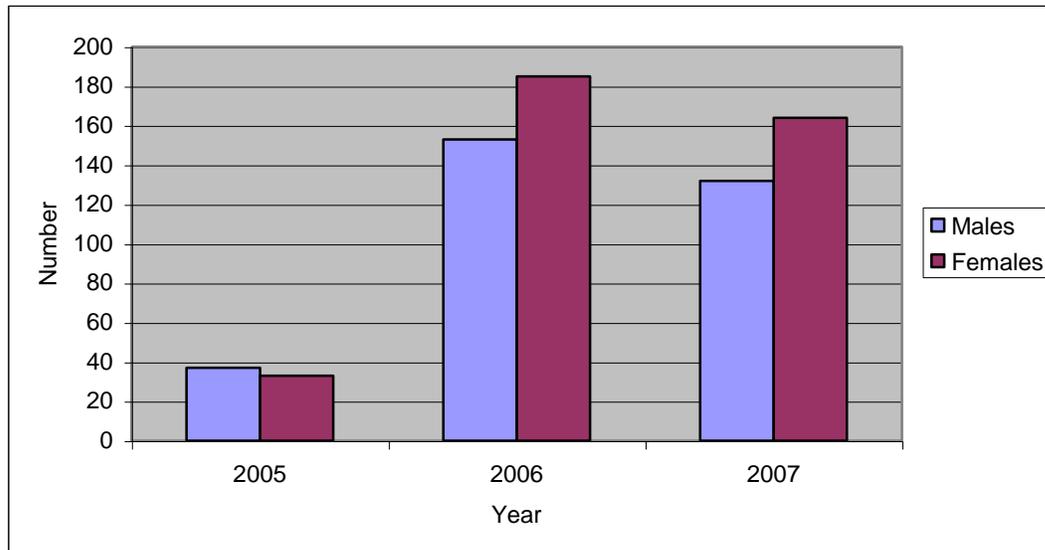


Photo 13: Students of Bugarama secondary school in class



Since the performance of pupils in 2006 in the ward was excellent, the District government instructed that all those who passed PSLE in the ward and qualified for secondary education should be selected to join the secondary school. To meet this increased demand, the opening of a second secondary school in the ward – Bulyanhulu school - was agreed and 135 (91 boys and 44 girls) were selected. However, they are still using Bugarama secondary school facilities because the second school is still under construction. They were expected to move to their school by 15/8/07. This is unlikely because the construction has moved at very slow pace. Only the foundation has been done in the last 4-5 months.

The school has created motivation to primary school pupils and parents. They now see that if they study hard they will proceed with their education. One female student summarizes it all:

Now more have a need to be educated to a higher level compared to the previous time, where they only used to think of being married. They now expect to reach the university. Because the school is available in the ward (day school), now parents are confident to allow them to go to school (especially girls). Compared to the previous time when they used to go too far places for secondary education, and some girls got pregnant, this made parents refuse to send their girls for secondary education. Secondary education is also cheap because it is day and some costs are avoided (Female Student, Form 2, 2007).

Although the Bugarama secondary school looks impressive physically, and learning is taking place, the school does not have a library and laboratories even though it offers Science subjects like Chemistry, Physics and Biology. Besides, the school does not have a kitchen/dinning hall, just a makeshift structure where food is provided by a private person. Table 16 indicates the required physical facilities in the school, putting in mind that by the beginning of 2008, about 100 plus new students will be admitted in Form I.

Table 15: Required Physical Facilities in Bugarama Secondary School

Item			
	Required	Available	Shortage
Classrooms	16	11	05
Teachers' offices	10	03	07
Teachers' houses	20	01	19
Library rooms	02	0	02
Laboratory	04	0	04
Toilets/latrines	16	6	10
Electricity /power	Needed	None	Not enough
Clean water	6 water tanks/ piped water	None	Do not have source of clean water in-school.
Hostels	2 (1 for girls, 1 for boys).	None	No boarding facilities
School dispensary	1	None	No dispensary, but First AID kit available.

One critical factor to quality education is the availability of textbooks and other teaching-learning resources. Currently Bugarama secondary school has inadequate textbooks, leave alone laboratories. Table 17 shows the textbook-student ratios for different subject in the school.

Table 16: Textbook-Pupils ratio in Bugarama Secondary School

Textbooks	F. I	F. II	F. III
Maths	1:3	1:3	1:3
English	1:4	1:12	1:7
Kiswahili	1:10	1:20	1:10
Science	1:3	1:5	1:4
Work Skills	-	-	-
History	1:8	1:8	1:14
Geography	1:12	1:25	1:11
Siasa/Civics	1:15	1:20	1:12

Generally the school requires additional books in all subjects offered in the school if quality secondary education is to be offered. The situation is even worse for the Bulyanhulu students, where the textbook pupil ratio for all the subjects was reported to be 1:27. Their presence in Bugarama secondary school puts more pressure on the facilities available to their host. Our discussions with students in the school indicate the frustration they have. One student had this to say

The school does not meet my expectations because we wanted to take science subjects, but there is no laboratory and a shortage of science teachers. The library is small and has very few books. We wanted to improve our standard of football, but there are no facilities for sports and games and there is no teacher to teach them. In order to learn well one needs enough food, but here we are not given any food from morning to evening and this makes learning difficult. We also expect to be treated when we fall sick, but there is no first aid service provided. Some of the students are Muslims and therefore need spiritual guidance, but there is no time on the timetable for religious instruction. Students are not given

instruction on health and reproduction, a thing that makes girls get pregnant (Form III Student, Male, 2007).

Some teachers are not interested in their work and do not come to school regularly as well as not preparing for their lessons. Some teachers teach, but their mind is not there. Sometimes you find a teacher getting interested in a girl and thus cannot punish her or giving some favors and unfairly punishing girls who refuse their offers. Some come to class and talk about things which are not related to the lesson. They also have a habit of giving punishment instead of advising students about life and behavior. Some teachers despise and hate certain students for no apparent reason (Female student, Form 2, 2007).

One of the unexpected problems is the level of truancy, indiscipline and pregnancy that the secondary schools in the ward are facing. Many students do not attend school every day and cases of “ng’ono zembe” and pregnancy has increased among secondary school students. For instance, in 2007 alone (by June) 6 girls left school because of pregnancy and an additional 4 students left school to get married (refer to Annex....). The drop-out rates is very high in the school. For example out of 70 students (37 boys, 33 girls) enrolled in Form I in Bugarama secondary school in 2005, there were only 39 students (30 boys, 9 girls) in Form III by the time of the evaluation, a drop out rate of 44.2 per cent. In 2006 there were 217 students (123 boys, 94 girls) in Form I, but the following year (2007) only 108 students (26 boys and 82 girls) were in Form II, a drop out rate of 50.2 per cent. Students themselves had the following to say during our discussions:

There are many boys and girls who are engaged in unsafe sex for the following reasons. Many girls have no money for their daily needs, such as food at school; they therefore hang on some men to provide for them. There are bad groups in school who tend to give bad advice to other students. There is also lack of moral and religious instruction. Some girls dress indecently to attract men (Male Students, Bugarama Secondary School, 2007).

We feel that since many girls travel long distances to this school, it is important to construct dormitories for them. Facilities such as more classrooms, laboratory, and play grounds should also be constructed as well as the provision of sufficient teaching and learning materials, such as textbooks and employment of more teachers. We also need a school clinic and a first aid kit. Water should be provided through the sinking of boreholes. To instill morality and discipline, religious instruction should be given. Corporal punishment should be stopped and teachers avoid using abusive language to student and stop sexual harassment of female students. To improve the standard of education, there should be monthly tests as well as organizing interschool examinations (Female Student, Bugarama Secondary School, 2007).

In the revised Logframe, after the Mid-term Review, Output 4.2 was that the “Secondary school is seen as a centre of learning and continuing education for all members of the community.” This output has not yet been achieved because the school is still just in the process of establishing itself. Besides, it still lacks supplies and facilities that could make it a center of learning and continuing education. Adult library, leave alone the school library, the Teaching Resource Centre and multi-purpose hall have not been built and not in the school’s development plan at the moment.

3.0 Challenges

It has been shown in this report that BGML-CARE-KEEP achieved its overall goal, and has set a good foundation for the improvement of quality of both basic and secondary education in Bugarama ward. However, there are several challenges that have emerged and need attention in order to make sure that the education in the ward, the motivation of teachers and pupils in particular, does not slide back to pre-2001.

In a nut-shell the major challenges include the following:

- **Sustaining the Outcomes of KEEP.**

Sustaining the overall achievement of KEEP in the ward in general and the project schools in particular, without the financial and technical support from KEEP, is one of the major challenges the ward in general and schools in particular face. All stakeholders are motivated and know what the project has done, but they have not put in place comprehensive plans for sustaining the KEEP interventions. This explains the reason for every stakeholder talked to, recommending that KEEP project should continue. Schools and communities' ability to sustain and manage KEEP interventions looks limited, especially in raising funds to continue with in-servicing teachers and training school management committees, and organizing for ward examinations .

The good trends in access to education, retention, completion, performance and transition from primary to secondary education which have been established in the last six years have to be sustained and even made better. The schools, village, ward and district governments have the responsibility of making sure that the gains in education and the motivation stakeholders have are not lost. Already blackboards and floors in some schools have started wearing out and need repairs, but nothing is being done (Photos 14, 15 and 16 below).

Key issues raised during FGD with members of School management Committees

Among the key challenges include; the need to embark on income-generating activities, such as gardening in schools and a cotton growing project in the area as a way of sustaining some activities initiated by the project. With the termination of the project it might be difficult to complete the construction of teachers' houses in some of the schools. It will be necessary to begin providing lunches for pupils who live far off from their schools. The good working relationship between teachers and the community established during the project is beginning to deteriorate because the community has become critical of teachers in the manner they treat their pupils, but teachers feel they are not being treated fairly. There is also the lack of the necessary teaching and learning materials as well as teachers due to increased enrolments. Although as a result of the performance in the standard seven national examinations improved considerably, there is a lack of secondary schools places since there are only two secondary schools in the project area. Some parents are hesitant to have their daughters attend secondary schools due to pregnancies (Views from Committee members, 2007)..

Photo 14: Worn-out blackboard and floor



- **Finishing of the many buildings that are 75% complete in every school, thus reducing the shortages of classrooms and teachers houses**

This evaluation has indicated that all the schools need more classrooms and additional teachers' houses. The irony is that there about 33 classrooms and 22 teachers' houses that are 75% complete and just needs finishing – i.e. plastering, roofing, fixing windows and doors and providing furniture and then put in use. Mobilizing resources to complete these buildings and furnish the classrooms to be ready for use presents a big challenge. School management committees seem to be relying on the capitation grant from the government/MOETVVT. But this money has not been sufficient in the main tenuous of such buildings leave alone putting them up. There are also signs of fatigue from parents/communities in mobilizing additional resources. This is because they see the many buildings that are unfinished as a waste of their efforts and resources.

Photo 15: Un-incomplete building



- **Provision of teachers houses, especially in rural schools.** Ninety per cent of teachers in the ward do not reside in school compound. This is due to lack of teachers' houses in the schools. Distance from where teachers stay to school is a big problem to teachers' punctuality and effectiveness in schools. Besides, the mining environment makes life expensive in the ward, thus the rest of teachers pay is not commensurate with the type of the houses they are staying in, and also eats into their meager salaries. Lack of proper housing for teachers is one factor that is cited to be de-motivating teachers in the ward, especially those in the rural schools, where there are no rental houses in the environment. Mobilizing resources to construct enough teachers' houses in the ward is thus a big challenge.

Photo 16: Un-incomplete building in another project school



- **Provision of water to primary schools in the Ward**

All the schools visited have no source of water and teachers and pupils are facing a big water problem. The fact that KEEP did not put the provision of water in its operation plan was a big oversight. Pupils and the entire school environment suffer because of lack of clean and adequate water is not only a social problem but also a health hazard. With good buildings existing in schools, what is needed are just water harvesting & storage system. Putting these in place and making them function is a challenge.
- **Supporting and offering quality education at two secondary schools in ward**

KEEP has laid a good foundation for secondary education in the ward. But the major question is that do the ward and students just need education or quality education (Bora elimu or elimu bora?). Definitely there is need for quality secondary education to be able to compete favorably with other students in the country for the limited spaces in university education. Mobilizing resources, good will and commitment to provide the secondary schools with enough facilities: library, laboratories, teachers' houses, boarding facilities, textbooks, school transport, dormitory / hostels, among others etc. presents a big challenge.

- **Promoting girls' education and dealing with teenage pregnancies**

The final evaluation has indicated that the youth (students) are sexually-active and engage in casual unprotected sex, which is risky for contracting and transmitting HIV infection, leave alone pregnancies. Addressing this issue in a comprehensive and sustained manner at village, ward and school level, and to empower students to be able to continue with their education is a challenge. Although the issues of pregnancy and truancy are known in the villages and ward as a whole, no serious action have been taken to address the issue. There are reports from both teachers and students that some parents and village government officials have been compromised and are supporting such vices, including marriage of school girls.

Although there has been increased demand for education by girls, their families and communities in the ward, enhancing and sustaining girls' education is still not taken seriously by the majority of parents, teachers and even some village government officials. Continuous advocacy, mobilization and training workshops are needed.

- **Completion and comprehensively equipping the Ward TRC**

The ward TRC is in the process of being built. Completing the Center, equipping it and effectively managing it to be a centre for teacher development and continuing learning for All (CLA) presents a challenge to stakeholders in the ward and districts. More financial and physical resources are required to achieve this objective.

- **Collection, storage and use of data for decision making and planning;**

KEEP has not been able to achieve the objective of putting Ward Education Management of Information System (EMIS) in place. Attempts have been made to sensitize school heads on this issue at school level, and some schools have good records (takwimu) in school heads offices. However, the use of evidence based data by schools and at the ward level for targeting and prioritizing development interventions remains a big challenge. Enhancing collection, storage, analysis and use of school (education) data by the SMC and teachers for planning and improving their interventions need urgent attention. Organizing sensitization and training workshops is costly. Only a few schools keep and display data as illustrated in one of the schools in photo 17 below.

Photo 17: School data in head teacher's office in one of the primary schools



4.0 Lessons Learned

Discussions with various respondents indicate that several, and useful lessons have been learnt. These lessons should be taken as useful tips in making such community-school based projects more efficient and effective. The lessons learned include the following:

- i. Provision of quality education requires not just the provision of materials and buildings, but comprehensive interventions that are inclusive of all major stakeholders (wadau wote). This involves:
 - Advocacy
 - Commitment and political will
 - Continuous sensitization of stakeholders (including pupils and community members) and
 - Public education and M&E.

Once public education is right, commitment & motivation built, mobilizing other inputs for the development of quality education become easy.

- ii. Targeted and continuous sensitization, advocacy and lobbying are an effective way of empowering districts, communities and parents to understand, be committed and take ownership of a whole school development in general and enhancement of libraries and readership activities in particular. Once the communities/schools own a project, its sustainability is assured. But, there has to be a comprehensive plan developed in a participatory manner, for such an activity.

- iii. Partnership, networking, linkages and professionalism is key to community based development. This builds and enhances stakeholders', parents in particular, trust on donors and implementing NGOs. It also boosts parents and community involvement and contribution towards the improvement of education of their children.

- iv. Well focused and properly managed & monitored partnership between a private sector organization and an NGO of repute can enhance the provision quality education and promote children and adult participation.

- v. BGML and CARE have learned that a successful private company and NGO collaboration does not come automatically; it requires:
 - ✓ Substantial effort,
 - ✓ Good will,
 - ✓ Transparency,
 - ✓ Setting realistic expectations
 - ✓ Strategic and effective communication and no assumptions.

- vi. Management of decentralization for effective community involvement and education development need properly developed implementation plan (Mpango Kazi). Otherwise it can:
 - force top-down approach;
 - bring confusion;
 - encourage wastage of resources
 - discourage parents and community leaders.
- vii. Targeted and well managed community based projects like KEEP brings outcomes that is useful to the whole community. But it requires:
 - proper planning
 - continuous monitoring
 - good financial management, inclusiveness and consultation.

5.0 Recommendations

The discussions the final evaluation had with various stakeholders and the observation of school facilities we had, have highlighted the strengths of the response, as well as the challenges that still need to be met. Based on this analysis, the consultants are proposing a number of recommendations for the development of quality education in the Bugarama ward in general, and for the enhancement of access, retention, performance in each and every school in various villages in particular. These are summarized in two categories: i. Those which must be done in the short period 6-12 months; and ii. Strategic recommendations in the medium-long term (13 plus months):

5.1 Short Period Recommendation 6-12 Months: Must do

A lot of effort and resources by all the stakeholders have been invested in improving the quality of education in the Bagarama ward. But there are still major requirements that need to be provided to sustain the good foundation that KEEP has laid. Thus:

- BGML and CARE should facilitate and support the completion, equipment and use of the Ward TRC under construction.
- All stakeholders, including district government, should develop mpango kazi of completing the unfinished buildings in schools. The support to Kakola ‘C’ with necessary infrastructure and facilities is necessary and need to be given priority.
- All stakeholders, including the Government of Tanzania, should invest in and support the development of quality education in Bugarama Secondary to avoid wastage and despair. The District government should work with other stakeholders and contact MOETVVT for a major fund-raising for the school, using the Kenya’s Harambee (Self-help) style. The school needs to be developed as a center of excellence for both the youth and adults. The school needs:

Bugarama Secondary needs:

- A library
- Laboratories
- Hostels (dormitory)
- More vitabu vya kiada and rejea
- More furniture: teachers' chairs and tables, cupboards etc.
- Transport facility
- Teachers houses
- Board of Governance

Bulyanhulu Secondary school should move to its cite and given all the necessary infrastructure and facilities.

- Addressing girls' education and teenage pregnancies needs agent attention. First, the existing laws on pregnancy, sexual abuse and marriage of under-age girls should be applied without favor. Parents, community members and government officials need to be sensitized on these laws and consequences of floating them. Village or ward leaders who collude with perpetrators of these vices or fail to take action need to be dealt with ruthlessly. Second, there is need to mount continuous and comprehensive training of the pupils and students on their rights and life skills. Third, the sensitization and empowerment of community members, women in particular need to be initiated, targeted and scaled-up to reach all villages in the ward.
- Provision of water to all schools in the ward should be a priority. Since there are good building in schools, each should be provided (on a cost-sharing basis) with one or two water tanks and rain-water harvesting system.
- CARE should work with the District Education Office and support school and ward EMIS through training and sensitization on collection, storage, analysis and use data (takwimu) for decision making and planning.
- CARE should develop human resource retention strategy to deal with the issue of turnover in community based projects like KEEP. This would promote consistency and effectiveness. Offering competitive salary packages and other incentives like training or tours are some of the strategies to keep qualified staff in a project.
- CARE should hire the services of a consultant to comprehensively document the entire KEEP processes. The document should be printed and disseminate widely to various stakeholder including NGOs, the private sector, development partners and government officials.

5.2 Strategic Recommendations: Medium Term (13 months plus)

❖ CARE & BGML should go back to the drawing board and develop KEEP II based on the Final Evaluation Report. Developing a follow-up project would not only entrench the gains of KEEP but would also provide opportunities for all the stakeholders at village, ward and district levels to work on sustainability and ownership of education development in the region.

❖ CARE is already implementing Women and Girls Empowerment (WAGE) Programme and Learning & Advocacy for Education Rights Initiative (LEADER) in the ward. These projects need to take into accounts the findings of this final evaluation. There is need to synchronise and fast-track the two initiatives to address appropriate gaps and challenges emerging from KEEP, girls' education and empowerment of women in particular.

❖The GoT and stakeholders in Kahama district, education office in particular, need to initiate and explore opportunities of working with other organizations in the private sector for the development of quality education in the district.

❖ Taking into consideration that Bugarama has immigrants from different parts of the world who interact with the locals and the reality of incidence of HIV/AIDS in Tanzania, in general and Shinyanga region in particular, BGML need to work with relevant ministries and stakeholders and establish 'HIV&AIDS and Education' project. The first step is conducting an impact assessment on an HIV&AIDS in the education sector in the ward, in terms of staff implications, OVCs support and care, and financial scenarios. This should help further to fine-tune the HIV&AIDS program and provide indications of priorities for the coming years.

6.0 References

CARE Tanzania, (2007). KEEP Progress Internal Review:

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7.0 Appendixes

Appendix 1: Kahama Education Enhancement Project (KEEP): Terms of Reference (TOR) for Final Evaluation Consultancy Study

1. Background

Kahama Education Enhancement Project, a six years project from August 2001 to July 2007, under funding of Kahama Mining Corporation (KMCL) currently known as Bulyanhulu Gold Mine (BGM) is divided into two phases of three years each. The multi-year project focuses on improvement of quality and relevant basic education for children and adults in Bugarama ward (7 villages) and Mwingiro ward (1 village) of Kahama and Geita districts respectively. The project is implemented in 10 schools in the two wards.

Poor quality education problems in the area prompted the KEEP intervention around the following broad areas.

- (a) **School Enrollment:** Poor enrollment of school age children (7-13 years) that was 71% (67% boys and 74 % girls).
- (b) **Completion rate:** Almost (Only?) 79% (77 boys and 82 %) of children enrolled in standard I, completed standard VII.
- (c) **Availability of teachers:** There were 36 teachers against 80 required (45%), and out of these 40% were grade III B, a cadre to be phased out. There were no single head teacher with diploma as the Ministry of Education and Vocational Education requires.
- (d) **School facilities:** there was critical shortage of classrooms, latrines, teachers' houses, libraries secondary school and Teacher Resource Centers.
- (e) **Academic performance:** was low at 14.1 % and transition rate from primary level to secondary level at 0.04 %.

Generally, the KEEP intervention area experienced poor quality of education. The project was therefore designed to enable communities affecting or affected by activity of Kahama Mining Corporation Limited

(KMCL) to have access to high quality relevant basic education for children and adults and increase access to secondary education for pupils completing primary seven in the targeted area.

The project outputs included to realize:

- Physical environment and infrastructure in the ten schools from 8 villages is effectively supporting teaching and learning.
- Teachers' in participating schools, Early Child Development centers and non formal education centers are effectively using gender sensitive, learner centered methods supported by appropriate resources.
- Communities are managing and supporting basic education in their areas.
- Community-Based Secondary School is effectively established and is providing high quality secondary education to selected primary school leavers in Bugarama ward.

The first three years phase (August 2001 to July 2004) was implemented heavily focusing on infrastructure development and improving teachers' pedagogical skills, a mid term evaluation of the project in 2003, indicated the project was effective and had the potential of achieving the expected overall goal, intermediate goals and outputs. Basing on the findings of the mid term evaluation a second phase of three years (August 2004 to July 2007) was recommended, that could focus on teachers; professional development, COBET sustainability, girls education, teachers' availability, child rights, establishment of a secondary school, teachers' resources centre and completion of construction work initiated in the first phase.

Implementation strategy

KEEP is a community based project, which take cognizance of the needs, interests, and aspirations of the communities. It is built on community participation, dialogue and mobilization. In that regards CARE Tanzania works with the Kahama district council as a partners and communities. Communities are sensitized to participate in the process including planning, implementation, monitoring and evaluation. The school committees are empowered to act as change agent and stimulate community members' participation and cultivation of interest in education development in their respective areas. Thus implementation of KEEP involves four key players working in partnership, these are KMCL, CARE Tanzania, Kahama District Council (Education Department) and the school committees in the targeted areas represented by coalition of committee members and selected teachers from 10 schools.

2. Evaluation Rationale

The project document (section 6.4: Monitoring and evaluation) that is part of contract between Kahama Mining Corporation (KMCL) as a donor and CARE Tanzania as an implementing partner, stipulates that there will be a final evaluation towards the end of year six, together with this CARE International Evaluation policy calls for evaluations of the programs/projects it implements, The project comes to an end by July 2007, therefore a final evaluation is proposed. Further more it is in the interest of the project and Bugarama ward communities that through this process they assess their performance by looking back from where they came from and hence get a sense of effort involved in bringing their own development. Such a process will encourage them; inculcate a sense of confidence and ownership of the outputs.

3. Objectives of the evaluation:

The evaluation would seek to assess; project relevance, project's strategies effectiveness, extent of community participation, identify challenges encountered and drawing lessons learnt and propose the way forward in order to sustain the achieved successes.

4. Scope of work

The evaluation study will have to accomplish among others the following tasks:

- g) To asses whether or not the project's goal and objectives were really relevant to addressing underlying causes of the identified problems and unfulfilled rights of the target population.
- h) To asses the extent of achievements of project objectives and effectiveness of implementation strategies employed and the readiness of the community to own realized achievements.

- i) To examine both benefits and harms, including intended and unintended, positive and negative impacts on specific groups' women and men.
- j) To capture Lessons learnt/best practices attained during the implementation phase.
- k) Recommending effective ways of enhancing sustainability and addressing needs emanating out of project implementation.
- l) Producing comprehensive evaluation report enriched with success stories and relevant photos.

5. Methodology

Principles

The evaluation will be carried out in conformity with the principles, standards and practices set in the CARE International Evaluation Policy which are: -

- Evaluations should test the relationship between project or programme efforts and progress towards CARE's mission and vision, as well as contributions to the relevant Millennium Development Goals and indicators.
- All evaluations should include an analysis of degree and consequences of implementation of CARE program principles and standards and contributions to Country Office strategic plan
- Evaluations should include a significant participation and high level of influence of project/programme participants, as well as relevant parties external to CARE Tanzania.
- Evaluation activities should be open and transparent.

Methods of data collection: - The evaluation team should seek to create environment through participatory methods of data collection, for project stakeholders to make their own assessment of the project. The consultant is required to come up with a detailed methodology to show how s/he is going to use participatory methods and techniques in collecting information.

Duration: The study shall have duration of twenty one (21) working days including Saturdays only covering study design, implementation and submission of report.

Accountability and Responsibilities: The project will be responsible for providing the following during the exercise.

- i) Transport from Dar to project sites and back.
- ii) Subsistence allowance in the field for the consultant and data collectors while collecting data, based on CARE operating regulations and rates.
- iii) Working space when at CARE compounds in Dar and Bugarama,
- iv) Stationery for the work,
- v) Introducing the consultant to data collection areas and authorities.

The consultants will have the following roles:

- i) Reporting to project manager during the whole period of the study.
- ii) Responsible for data collection and personnel for data collection.
- iii) The day-to-day management of evaluation logistics operations.
- iv) The production of deliverables in accordance with contractual requirements.
- v) Will be responsible for personal security and their properties while in the field.

Expected Deliverables

- Brief report (preferably by power point presentation) summarizing key findings, and recommendations, that would be shared with stakeholders in a project area and then CARE Tanzania management in Dar es Salaam and Bulyanhulu Gold Mine as donor.
- A comprehensive report (both electronic and 3 original hard copies). The Report should provide a detailed description of the methodology and tools used, findings, analysis and interpretation and documented evidences, constraints, challenges and lessons learnt. All data should be analyzed by gender. Annexes including success stories, case studies, sample of study tools, and list of persons contacted.

Consultant Profile

CARE Tanzania invites educationist/ researchers with extensive practical experience in conducting evaluations in community development field especially education performance assessment to conduct this exercise. The interested consultant should be familiar with qualitative and quantitative studies. She/ he should be able to develop and submit a proposal for the study, with a comprehensive budget before 6th June 2007 and ready to conduct the study from 11th July 2007.

Appendix II: List of Respondents

District Education Officer (Ag.) – Kahama District

12 education officers, Kahama District

Project Manager, KEEP

Project Officer, KEEP

Field Officer, KEEP

Project Accountant, KEEP

6 officers, Community Development section, BGML

Ward Executive Officer

Former Ward Executive Officer

Ward Education Coordinator

10 primary school heads

School head of Bugarama Secondary school

School head of Bulyanhulu Secondary schools

40 primary school teachers and 5 secondary school teachers

90 learners.

33 school management committee members (parents)

Appendix III: Additional Photos from Project Schools

i. Classrooms in one of the schools after KEEP intervention



ii. Classrooms in another KEEP school



iii. School children playing on the sport



iv. School Toilet after KEEP intervention



v. Pupils in their classroom and a Teacher



Note: Pupils seat in groups during lessons.

vi. Classrooms in Bugarama secondary school built through community efforts after KEEP intervention.



Baadhi ya madarasa,(nguvu za wananchi) bugarama secondary school

vii. Trees in one of the KEEP schools

