End of Project Evaluation

Inclusive Education and Conducive Environment for Marginalized Children in Singida Region, Tanzania, Phase 3

Singida Town Centre Church (STCC)

P.O.BOX 166,

SINGIDA

March 2022

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ii. Acknowledgements

iii. Affirmation

Except as acknowledged by the references in this report to other authors and publications, the evaluation report described herein consists of our own work, undertaken to assess the performance of the project against key parameters, and advance learning, as part of the requirements of Singida Town Centre Church and International Aid Services Denmark.

Primary quantitative and qualitative data collected throughout the evaluation process remain the property of the communities and families described in this report. Information and data must be used only with their consent.

Verhan A. Bakari
March 2022

iv. Abbreviations/Acronyms

CC	Children Club/Council
CWD	Children with Disabilities
CSEN	Child with Special Educational Needs
CSO	Civil Society Organization
CV	Curriculum Vitae
DMCDD	Danish Mission Council Development Department
DPO	Disabled People's Organization
EFA	Education for All
EQUIP	Education Quality Improvement Program
FBO	Faith Based Organization
FDB	Formal Duty Bearer
FGD	Focal Group Discussion
FPCT	The Free Pentecostal Church of Tanzania
FSG	Family Support Group
IAS	International Aid Services
IE	Inclusive Education
JCURT	Junior Council of the United Republic of Tanzania
LFA	Logical Framework Approach
MDB	Moral Duty Bearer
MDG	Millennium Development Goals
MEAL	Monitoring, Evaluation, Accountability and Learning
MIST	Madrasa Islamic School Teachers
MOEST	Ministry of Education, Science and Technology
MVC	Most Vulnerable Children
NGO	Non-Governmental Organization
PAN	Project Advocacy Network
PATC	Project Advocacy Taskforce Committee
PORALG	President's Office-Regional Administration and Local Government
PSC	Project Steering Committee
PTA	Parents Teachers Association
RBA	Results Based Approach
RH	Rights Holder
SDG	Sustainable Development Goal
SEN	Special Educational Need
SA	Social Accountability
SC	Street Children
SHIVYAWATA	Shirikisho la Vyama vya Watu wenye Ulemavu Tanzania

SDG	Sustainable Development Goal
SST	Sunday School Teacher
STCC	Singida Town Centre Church
TF	Teachers Forum
ToR	Terms of Reference
TOTs	Training of Trainers
TZS	Tanzanian Shillings
UNESCO	United Nations Educational Scientific and Cultural Organization
VSLA	Village Savings and Loan Association
WEO	Ward Education Officers

v. Executive Summary

Singida Town Centre Church in partnership with International Aid Services Denmark implement a project to support marginalized children. The project covers Mwankoko and Mtipa Wards in Singida Municipal, Msisi Ward in Singida District Council, Mtunduru Ward in Ikungi District and Iguguno ward in Mkalama District. All the four disrticts are located in Singida Region, Tanzania. The project is titled "Inclusive Education and Conducive Environment for Marginalized Children in Singida Region, Tanzania, Phase 3" and is funded by Danish Mission Council Development Department. As the project was very close to its end, STCC expressed the need for its evaluation and hence the evaluation was conducted from 15 to 24 February 2022. The main objective of the evaluation was to examine and assess the efficiency, effectiveness, relevance and impact of the project design and implementation and advice on sustainability of the activities implemented and services provided. The evaluation was also to identify lessons learned/challenges encountered and provide recommendations for future design in related projects.

Methods used to collect data included documentary reviews, survey questionnaire, in-depth interviews, focus group discussions and observations. The descriptive analyses were done for quantitative data using SPSS computer package while content analysis was used for qualitative data. In total the evaluation covered 465 (male 227, female 238) respondents. Generally, there was no increase in the average monthly income of parents when compared to the situation during the baseline survey in October 2020. Probably most parents/caretakers have not been effectively engaged on income generating activities all over the period (2020-2022) because of existed economic depression due to Covid-19. However, 36.2% of parents were engaged on VSLA. This was a substantial increase compared to only 28.3% during the baseline. In line with this 51.1% of the parents were knowledgeable in financial recording and documentation, which is an increase of 6.7% compared to 44.4% at the baseline. The increase has been attributed to the training conducted to parents by the project.

Parents' knowledge of inclusive education has increased from 10.9% from the baseline to 29.8% during the evaluation while knowledge of child rights increased from 13.0% to 23.4% in that order. The increase in knowledge should be the result of various training, sensitizations and awareness creation seminars conducted by the project through, church leaders, PAN, FSGs, project staff, and youth/children clubs. Indeed, 43.5% of the parents supported the notion of CSEN being educated with their peers in the regular classrooms during the baseline but the proportion has increased to 53.2% during the present evaluation, showing positive attitudes towards IE.

To a greater extent the evaluation showed that marginalized children are involved in schools. Moreover 51.0% of the MVCs were participating in child/youth clubs which were not established during the baseline. Further, evaluation findings revealed that 47.1% of the marginalized children ever participated in MVC talent show up competitions. This is a significant increase compared to only 26.0% participated during the baseline. When the marginalized children were asked on the level they feel to interact with peers in the school, majority (69.2%) considered it high or very high unlike only 39.6% at the baseline. In general, 57.7% of the marginalized children were very much satisfied over the quality of education in their schools, compared to 52.1% during the baseline. Only 47.1% of the marginalized children understood child rights. Yet this is an advancement of knowledge on child rights as only 37.5% considered to understand child rights during the baseline.

Church leaders have also increased their knowledge in IE. For instance, those not knowledgeable in IE decreased from 85.2% during the baseline to 42.9% during the evaluation. Conversely, those knowledgeable in IE increased from 6.6% during the baseline to 17.1% during the evaluation. These changes are attributed to the training conducted by the project to the provincial church leaders. Certainly, 51.4% of church leaders acknowledged to have been trained in inclusive education by the project. Likewise, there has been a substantial improvement in child rights knowledge for church leaders from 60.7% during the baseline to 77.1% during the evaluation. Actually, 54.3% of the religious leaders were trained on child rights by the project. During the baseline it was only 20.0% and 8.0% of

the church leaders trained on Diaconal and RBA respectively but as of the evaluation the proportion increased to 46.0% and 37.0% in that order.

Of the church leaders trained on IE and child rights, 57.1% have been involved in awareness creation and sensitization to their congregations and surrounding communities on child rights including education for marginalized children. This is an increase of 16.1% compared to only 41.0% involved in awareness creation and sensitizations during the baseline; 45.7% were advocating RBA and children rights to their followers during devotion sessions compared to only 26.2% during the baseline; and 66.7% of the pastors were engaged on IE advocacy campaigns as opposed to 50.0% during the baseline. Moreover, 64.9% of religious leaders have provided capacity assistance to MVC.

Some 8 (57.1%) of church department leaders have engaged in the identification and supporting of MVC unlike 46.2% engaged during the baseline. Out of the 13 (37.1%) religious leaders trained on RBA, 12 (92.3%) have been actively engaged in advocacy works as opposed to only 8.2% during the baseline. Similarly, 5 (55.6%) Pastors who are among the church leaders trained on RBA, were applying RBA skills in lobbying and mobilization of community towards inclusive education. This is a great achievement as only 3.3% of the pastors were involved in lobbying and mobilization for inclusive education. All the 9 Pastors covered by the evaluation were engaged in social reconciliation committees unlike 66.7% during the baseline. Most of the provincial churches were engaged on IE. However, FPCT Mwankoko and FPCT Mtipa, have been forefront in disseminating IE. Mwankoko church, for instance, has been sensitizing the congregation and the surrounding communities on the importance of education for MVCs and the CSEN in particular.

FPCT Mtipa, and Mwankoko do not have a system for documenting lessons learnt after study visits. During the baseline, FPCT Msisi was not documenting lessons learnt but now the church has realized the importance of record keeping. The evaluation disclosed that FPCT Mtunduru, FPCT Iguguno and FPCT STCC were documenting lessons learnt after study visits. On the other hand, churches do not have a common system of child monitoring. Monitoring is being done haphazardly. Similarly, it is only at Mwankoko ward where an interfaith group has been established in advocating IE and Children rights to quality education.

From teachers it was found that only 13.2% of the schools had accessible classrooms for CWD including the state of buildings, lighting, furniture, etc. The evaluation found that the situation has improved over the past 12 months or so. It was found that 60.0% of the schools had accessible classrooms of CWD. This is mostly attributed to the fact that over the past two years there has been a concerted effort by the government to construct 15,000 more classrooms to improve learning environment and control spread of the Covid-19. Generally, there has been a noteworthy increase in the percentage of teachers trained in rights-based approach; psychosocial support for MVC; IE pedagogical skills; learners' skills development; assessment of CWD; and child monitoring system, data collection, record keeping and data management during the evaluation as compared to the respective baseline situation. The project organized training for the teachers. For instance, two teachers from each school were trained by the project and they had in turn to train their fellow teachers. Out of the 82.0% of teachers trained on IE pedagogical skills, 84.0% indicated that they were applying IE pedagogical skills in their own teaching. On the other hand, 78.0% of the teachers trained on IE pedagogical skills were trained by their fellow teachers trained as TOT.

Findings from head of schools showed that all the schools (100.0%) had child monitoring systems and all showed that the child monitoring systems were being used. Likewise, all the school heads claimed to have follow up strategies regarding child monitoring system. Similarly, during the baseline it was found that all schools had monitoring systems except that the systems were being used in 90.0% of the schools and 90.0% of schools had follow up strategies regarding child monitoring systems. Some 70.0% of the schools had MVCs database management while 30.0% had MVC statistical performance records. Further, 70.0% of the schools were documenting best practices and lessons learned regarding IE; while 60.0% of the schools were collecting and documenting advocacy best practices. During the baseline 70.0% of the schools had both MVCs database management and MVC statistical performance records. Yet 50.0% of the schools were documenting best practices and lessons learned while 90.0% of the

schools were collecting and documenting advocacy best practices. All in all, it looks as if there were data exaggerations in some schools during the baseline survey.

During the baseline, some 50.0% of the school heads considered their schools to have outstanding best practices and performance records. However, the evaluation witnessed the best practices and performance records to increase to 90.0%. While Sophia Primary School maintained its good performance at district level, Mtipa Secondary School and Mwankoko Secondary School have emerged to have good examinations performance at district level. Similarly, Msisi Primary School maintained its record of performance at ward and district levels. Data collected from the schools showed that the enrolment of MVC has increased by 8.2% from the moment the baseline was conducted. On the other hand, MVC dropout rate has almost remained the same. The evaluation recorded MVC dropout rate of 9.6% while during the baseline survey it was 9.5%.

As of the moment this evaluation was conducted, the PAN was already established. Up to the moment this evaluation was conducted a comprehensive draft advocacy strategy was developed and was in the last process of finalization. By implication, therefore, there are no any strategic initiatives taken by PAN to advocate for Inclusive Education at regional level. Similarly, up to the moment of conducting this evaluation, the PATC was not yet established as its activity was not executed. It is, therefore, implied that no lobbying and advocacy activities conducted at national level except in the region.

The government of Tanzania on January 2022 launched the National Strategy for Inclusive Education 2021/22-2025/2026, a committed approach of inclusive education and creation of inclusive educational communities. The new national strategy for Inclusive Education sets direction for further development of education of learners with special education needs in the basis of the principles, theoretical and practical achievements in developing the potential of both targeted categories and society at large.

The evaluation has also responded to the evaluation questions in terms of relevance, effectiveness, efficiency, impact and sustainability. In conclusion, the project is having a positive impact on the target communities at the local level. In the four targeted districts there has been an access to satisfying educational offers for MVC and are supported by their caretakers, teachers and communities in general. Some of the recommendations given include: awareness seminars on Inclusive Education for Quality Assurers; constant monitoring of the established project structures; revitalization of PAN and linking it with Tanzania Education Network; project concentration in a specified area versus large geographical coverage; emphasizing the importance of VSLA to other project stakeholders; education study tours to and partnering with specialized IE institutions; developing harmonized monitoring system which is also user friendly; having phase out strategy; documentation of project outcome harvesting; and to provide seed capital to FSGs for business start-ups.

1.0 INTRODUCTION

1.1 Background Information

Singida Town Centre Church (STCC) is a Christian organization working under the umbrella of the Free Pentecostal Church of Tanzania (FPCT) with aims of providing spiritual and social services to the area. STCC as Christian Ministry is committed to raising the social welfare of people through preaching the Gospel and Biblical mission and has always had a vision and diaconal outreach for the marginalized children. This is still the drive in the daily work that is why STCC decided to implement a project to support marginalized children. The project is titled "Inclusive Education and Conducive Environment for Marginalized Children in Singida Region, Tanzania (Phase 3)" and is funded by Danish Mission Council Development Department (DMCDD). In the project context, a marginalized child is anyone who feels or is, "underserved, disregarded, disliked, harassed, persecuted, or sidelined in the community". Possible groups include but not limited to: children with disabilities, children who are about to become street children, orphans, and those from households living under extreme poverty.

Ensuring access to education for all Tanzanian children has always been central to the government policy since independence. Tanzanian efforts have further been guided by recent international efforts to ensure education for all (EFA). For example, the Dakar Framework for Action (UNESCO: 2000) and the Millennium Development Goals (MDG) restated what was required in a more formal way. Both required governments to ensure that by 2015 all children, particularly girls and children living under difficult circumstances have access to and complete primary education. These goals required countries to put in place strategies to ensure marginalized children such as those with disabilities and other most vulnerable children have access to and benefit from quality education. The EFA goals have been further refined in the Sustainable Development Goals (SDGs) especially Goal No 4 (*Ensure inclusive and quality education for all and promote lifelong learning)* to be achieved by all the nations by 2030 and these goals shape educational policies and practices in all countries, including Tanzania.

With implementation of this project and Singida being one among the poorest regions in Tanzania, it was hoped   that there would be enormous progress on the goal to provide primary education to all children, to increase enrolment rate of children with learning barriers and to get better grade for all kids, and achieve the goal of universal primary and secondary education, affordable vocational training, access to higher education and more. The project strategy was built upon the second phase of the project, using lessons learned and experience to further enhance the strategy and impact of the work with most vulnerable children (MVC). The second phase focused on quality education and removing barriers to education; and an enhanced focus on advocacy, as it worked strategically on both local and regional levels. It included the voices from grass-roots level and hence the IE advocacy moved forward on two tracks through a professional and a community-based networks in order to enhance impact.

The third phase was implemented in accordance with the new church structure in Singida Province, where provincial churches are integrated in the project. Working under this structure would bring about a coalition of churches that will coordinate IE advocacy from local to regional level. Further the project has been expanded to 5 new wards and 10 new schools located in Singida Province. At the same time, backstopping was being provided to the wards and schools in the former project (phase 2). The current phase established a common civil society Project Advocacy Network (PAN) which aimed to strengthen advocacy from the grass-root level to the regional level. Out of the PAN members a Project Advocacy Taskforce Committee (PATC) was to be formed. While the advocacy network was responsible for the overall project advocacy activities the taskforce committee was to instigate increased engagement and sustainable collaboration of project advocacy network and local, district and regional authorities in advocacy towards inclusive education at national level.

1.2 Project Goal

The overall goal of the intervention is "Most Vulnerable Children in Singida Region, Tanzania have equal education opportunities and experience an inclusive learning environment".

1.3 Project Outcomes

The inclusive education and conducive environment for marginalized children project implemented three main outcomes contributing to the project goal, that is:

Outcome 1: By the end of 2022, 8 Provincial Church leaders and other church authorities in Singida Province are knowledgeable on Inclusive Education and children's rights and effectively promote and coordinate project interventions to their congregations and other community members within their localities.

Outcome 2: By the end of 2022, 10 schools located in 5 wards around the 8 provincial churches have the capacity to provide quality education and conducive environment for Most Vulnerable Children through Inclusive Education.

Outcome 3: By the end of 2022, PAN effectively promotes and support access to Inclusive Education for Most Vulnerable Children, and advocates the regional authorities to enhance their support and influence policy issues at regional level for Most Vulnerable Children's rights.

1.4 Purpose of the Evaluation
The evaluation was intended principally for learning and accountability purposes. It would assess the performance of the project against key parameters including the project's implementation strategies and approaches, as well as its achievements, strengths and weaknesses.

1.5 Evaluation Objectives
The main objective of this evaluation was to examine and assess the efficiency, effectiveness, relevance and impact of the project design and implementation and advice on sustainability of the activities implemented and services provided. It would also contribute to the final report of the phase 3 of the project and further steps to be undertaken.

Specifically, the evaluation aimed to:
  (i)   Provide information on the relevance of the project in addressing inclusive education and conducive environment for marginalized children for the past two years
  (ii)   Assess the effectiveness of the project and determine how the outputs led the achievement of the outcomes, and identify the benefits and spill-over effect accruing to target group i.e. the Most Vulnerable Children
  (iii)   Provide information pertaining to the long-term changes contributed by the project interventions to the community (impact of the project as compared to the baseline values portrayed by the baseline survey report)
  (iv)   To assess the efficiency of the project output
  (v)   To assess the ability and readiness of the target communities to maintain the acquired positive impacts or changes of the project through project interventions including describing and assessing the role of the church (STCC) in the management and implementation of the project, and in relation to the stakeholders in the project

(vi)   Clarify progress for the community groups and networks, and how STCC has monitored group performance and adapted project strategies.

(vii)   Investigate how the project linked with national relevant networks and organizations to ensure coherence with the civil society agenda regarding Special Education Needs and strengthening civic voice of the networks.

(viii)   Explore if the provision of inclusive education is gender equitable, i.e. (a) Is there an increased women's decision-making in the project? b) Is there an increased participation of Most Vulnerable Female Children in target schools?

(ix)   Identify lessons learned/challenges encountered and provide recommendations for future design in related projects

1.6 Evaluation Questions

The evaluation covered the following criteria: Relevance, Efficiency, Effectiveness, Impact and Sustainability. These criteria were assessed as follows**:**

1.6.1 Relevance

To assess the relevance of the project to the needs of the target beneficiaries; this focused on appropriateness of the project vis-à-vis the context within which it was implemented:

(i) To what extent has the project responded to priority issues in the target area, particularly to meet educational needs for the MVC?

(ii) To what extent activities and outputs were/are in line with STCC, its programme priorities, local government priorities and National sector policies?

(iii) To what extent are the objectives of the project still valid?

(iv) Are there any major risks currently not being taken into account?

(v) What lessons were learnt on project relevance? What worked? What did not work? What were the challenges (perceived or actual)?

1.6.2 Effectiveness

To assess how the project delivered its intended objectives, results and outputs:

(i)   To what extent the project contributed to promoting quality IE for MVC?

(ii)   Were the Project Advocacy Network (PAN) and Project Advocacy Taskforce Committee (PATC) formed as planned and conducting their advocacy work as planned? What are the major achievements so far?

(iii)   Quantitative and qualitative evidence (e.g. opinions on the planned activities effectiveness based on impressions and interviews with target groups, partners, government, etc.) to measure progress to date;

(iv)   What were the major factors influencing the achievement or non-achievement of the objectives?

(v)   Degree of consistency, coordination and collaboration with other stakeholders e.g. the, Ministry of Education, local authorities, parents/caretakers, teachers, journalists, CBOs, CSOs, vulnerable children, and the community at large;

(vi)   Management and administration's ability of STCC to adequately support the project;

(vii)   What lessons were learnt on project effectiveness? What worked? What did not work? What were the challenges (perceived or actual)?

1.6.3 Efficiency of Implementation

To assess whether the project was implemented in an efficient manner:

(i) To what extent allocated financial and non-financial resources were sufficient to deliver planned activities.
(ii) Were activities cost-efficient and within planned budgets?
(iii) Were objectives achieved on time as per the project work plans?
(iv) Was the project implemented in the most efficient way compared to alternatives? (Value for money and time-resources)
(v) What lessons were learnt on efficiency? What worked? What did not work? What were the challenges (perceived or actual)?
(vi) Assess other project management factors important for delivery, such as:
- Capacity gaps (these could be in the project networks, committees, etc.)
- Working relationships within the team
- Working relationships with partners, stakeholders and donors
- Learning processes such as self-evaluation, coordination and exchange with related IE/SNE projects.
- Internal and external communication.

1.6.4 Project Impact

To determine the project impact and factors which led to change, and what (if any) factors inhibited it.

(i) What is the impact or effect of the intervention in comparison to the overall situation of the target group or those effected?

(ii) What has happened to MVC as a result of the project? What real difference has the project made to the sustained well-being of MVC?

(iii) How many MVC were affected by the project?

(iv) To what extent are the children/youth councils and clubs empowered to advocate for their rights?

(v) To what extent has the capacity building of the stakeholders changed the attitude towards MVC?

(vi) To what extent has the PAN, PATC and FSGs had a tangible impact on the stakeholders and target beneficiaries?

(vii) What are the external factors that influenced the project implementation? (Political stability in the country, inaccessible environment, etc.)

(viii) What were the major factors (positive, negative and unforeseen) which influenced the achievement or non-achievement of the project impact?

1.6.5 Potential for Sustainability

To assess the extent to which the project model and achievements are sustainable, thereby contributing to future impact beyond the lifetime of the project.
(i) What is the degree of social, political and environmental acceptance of the project?
(ii) Will the project contribute to lasting benefits for the beneficiaries (MVC)?
(iii) Is sustainable management structure (partners and stakeholders) in place and well endorsed?
(iv) Will the duty bearers (e.g. MOEST officials, local authorities, DPOs, parents/care takers, community, etc.) ensure continuity of planned project activities?
(v) What are the social, environmental and project-related implications for scaling up the scope of the project?
(vi) What were the major factors which influenced the achievement or non-achievement of sustainability of the project and what lessons were drawn on sustainability?

2.0 METHODOLOGY

2.1 The Study Area

The evaluation was conducted in four districts of Singida Region in Tanzania. These are Singida Municipal, Singida District Council, Ikungi District, and Mkalama District. In these four districts a total of five wards and ten schools (5 primary and 5 secondary) were covered as indicated in table 1.

Table 1: Wards and schools involved in the study

DISTRICT	WARDS	SCHOOLS
Singida Municipal	Mwankoko	Mwankoko Primary School
		Mwankoko Secondary School
	Mtipa	Manga Primary School
		Mtipa Secondary School
Singida District Council	Msisi	Msisi Primary School
		Msisi Secondary School
Ikungi	Mtunduru	Mtunduru Primary School
		Mtunduru Secondary School
Mkalama	Iguguno	Sophia Primary School
		Iguguno Secondary School

In addition, the study covered six among the eight Provincial Churches targeted by the project. They included FPCT Mtunduru, FPCT Mwankoko, FPCT Iguguno, FPCT Ipembe, FPCT Msisi and FPCT STCC.

2.2 The Target Groups

In order to achieve the objectives of the study, several groups of people were engaged in order to get information. The study targeted, Head Teachers, Mainstream teachers, SNE teachers, marginalized children's learners, parents of marginalized children, Ward and District Education Officers, Ward Executive Officers, Provincial Church Leaders and other Church Authorities (Pastors; Elders; Sunday School Teachers; and Women, Youth and Children Department Leaders, etc.), STCC project management and PAN members. These groups were involved in order to get information that could be triangulated for confirmation.

2.3 Study Design

This evaluation was conducted in one round study using a descriptive cross-sectional research design. The cross-sectional design allows data collection at a single point of the study in one time. This design was used because it is moderately less expensive and data collection was more manageable than in other research design. The evaluation based on participatory approach that covered both quantitative and qualitative techniques.

2.4 Sample Size and Sampling Strategy

The total sample size required for the evaluation was computed making use of the formula:

$$n = \frac{N}{1 + N*(e)^2}$$

Where,

n = the sample size

N = the population size (total number of people in the four districts)

e = the acceptable sampling error

A 95% confidence level and p = 0.5 are assumed. A margin of error (acceptable sampling error) = +/- 5% (or 0.05).

Computations using the formula led to a sample size of approximately 400. The sample size was divided more or less equally in the five wards. Simple random sampling was employed to obtain respondents in each ward for each category of respondents (marginalized children, parents of marginalized children, church leaders, and teachers).

Through qualitative methods, individual in-depth interviews were conducted in each school with SNE teachers, in each ward with Ward Education Officer, and with sampled District Education Officers. Similarly, interviews were conducted with sampled PAN members and the STCC project management. Two focus group discussions were conducted in each ward. They involved marginalized children and parents/guardians of marginalized children. Each focus group discussion involved 10 to 12 participants. Additionally, a checklist was administered to each lead pastor and each school head.

2.5 Data Collection Methods

Methods used to collect data included documentary reviews, survey questionnaire, interviews, focus group discussions and observations. Below, explanations are provided on the extent each method was administered to obtaining the relevant data.

2.5.1 Documentary reviews

Documentary review was done using project documents and other information from the ward education offices. Further information was collected from the primary schools visited. A checklist was developed as an information collection tool.

2.5.2 Survey questionnaire

This method was used to collect primary quantitative data from marginalized children, parents of marginalized children, teachers, school heads, provincial church leaders and youth/children clubs. A semi-structured questionnaire was developed as data collection tool for each group. The questionnaire for marginalized children sought background information, conditions of school infrastructures, their involvement and participation in school activities and other co-curricular activities, interaction with other pupils, knowledge of IE and child rights, their involvement in the families and other social structures, and their safety and protection.

For the parents the questionnaire gathered information on background information including socio-demographic characteristics, knowledge on child rights, attitudes towards inclusive education, knowledge on financial recording and documentation, engagement on VSLA, and attendance in campaigns for environmental conservation, just to mention a few. On the other hand, the questionnaire for teachers mostly gathered information on trainings they have ever received such as Rights Based Approach (RBA),

psychosocial support for MVC, IE pedagogical skills, learners' skills development, assessment of CWD, and monitoring system. As for the provincial church leaders, the information sought included their knowledge on IE and child rights, extent of providing capacity assistance to MVC, engagement on advocacy works and social reconciliation committees, and whether they have received training on child monitoring system, transformation and reconciliation, etc.

2.5.3 In-depth interviews

The evaluation used this method to gather information from Ward Education Officers, SNE teachers, District Education Officers, STCC staff and PAN members. This method has been chosen because technical information and some justifications were required and these might not be easier to get from the parents or other community members. Moreover, in-depth interviews are very helpful in clarifying findings obtained from quantitative surveys and in generating recommendations. The information collected included support to MVC to promote IE; inclusive education guidelines/policies at local/district levels; budget allocated for IE; amount of funding for IE provided by the government this and last two years; IE network(s) in the Ward/District; and on how could the project better implement IE at local/district levels.

2.5.4. Focus group discussions

Focus group discussions were conducted with homogeneous groups of marginalized children and parents of marginalized children with a view of assessing their experiences about Inclusive Education. For the marginalized children, the information was sought on the extent to which they feel welcome at schools, how they feel on learning together with other pupils, how they interact with other pupils, how is the relation with their teachers, their involvement in activities outside the school, if there are any physical barriers to access the school, and challenges they face at school. For the parents, the discussions centered on involvement of marginalized children in communities and schools; engagement of the schools with the local communities; the relationship between the schools and pupils'/students' parents; and awareness raising about marginalized children by schools, just to mention a few.

2.5.5 Field Observations

The evaluation team deployed this observation method in order to have results that are realistic. Under this method the team undertook systematic observation, recording, description, analysis and interpretation of people's behavior. The team as well observed physical conditions, use of facilities, functioning of facilities while learning other behaviors portrayed. The team was requested in advance to observe the following: schoolyard condition, tracks, etc. illustrations on the walls, ramps to the building, sanitation facilities, and other facilities. Other aspects of observations included school environment (blackboard, illustrations, maps, table and chairs, windows), number of pupils in the classroom, CWD seating (in the front, at the back?), peer to peer interaction (marginalized children), teacher/marginalized children interaction, learning materials and teaching aids availability and the use of teaching aids.

2.6 Data Processing and Analysis

For the questionnaires, data were edited for consistency and proper recording. The information was then punched in the computer using Statistical Package for Social Sciences (SPSS). The descriptive analyses were done using SPSS computer programs employing frequencies, percentage, mean and measures of variations. For qualitative data, content analysis was used involving thematic exploration (based on words, concepts, literary devises, and nonverbal cues) and exploration of the interconnections among themes. Generally the following steps were involved: understanding the data through reading and re-reading the text (script) while writing any impressions noted; categorizing the information by identifying themes or patterns (ideas,

concepts, behaviours, interactions, incidents, terminology or phrases used); identifying connections within and between categories (capture similarities and differences in groups' responses within a category; and finally interpretation of the information (bringing it all together) based on patterns and trends of information gathered.

2.7 Data Quality Assurance

Measures to ensure validity and reliability of data depend on the approach used in collecting data. The study not only made use of enumerators with high level skills but the consultant ensured that all surveys are conducted appropriately. Any gaps identified were immediately addressed before the team leaves to another ward. As part of this quality assurance support, the consultant sampled 10% of all questionnaires and checked their entries to ensure consistency between raw data and electronic/computer records. Moreover, qualitative data were collected by enumerators who have extensive experience in interviews and FGDs. Additionally; triangulation was used to ensure validity and reliability of the collected data.

2.8 Ethical Considerations

Ethical issues were taken into account during data collection. When the evaluation team arrived at every ward of study, they sought permission from the respective authorities to talk with the intended information providers. Then the authorities were briefed on the value of the evaluation and the procedures to be used. Participants were not forced to participate in this evaluation but the enumerators had to receive their consents. As a way of maintaining privacy and confidentiality, participants were informed that the information that they give will be confidential. The information was to be used to prepare reports, but will not include any specific names. In general, there was no way to identify that one gave the information. Besides the participants providing consents, a further permission to talk with children in schools was granted by the heads of the respective schools.

3. LIMITATIONS

It was not possible to reach the required number of respondents because the time allocated for data collection was not enough as only a day was spent in each ward. It was decided to interview only five teachers in each school together with the respective school head. Further, it was decided to interview all marginalized children in each school, but on average each school had only 10 of them. Parents were invited at the primary school that had been selected for the project in each ward, but their attendance to the interviews and discussions was very low.

Throughout the week of data collection, it was heavily raining all over the project area. This not only made enumerators collect data in a challenging environment but also difficult to meet some of the intended respondents, especially parents.

4. FINDINGS

4.1 NUMBER OF RESPONDENTS
Evaluation data were collected using various methods as described in methodological section. Each of these methods was applied to a particular number of respondents. In total there were 465 (male 227, female 238) respondents. Table 2 shows the distribution of the respondents per category and sex.

Table 2: Respondents by sex and category

Category	Male	Female	Total
Questionnaire with MVC	42	62	104
Questionnaire with parents of MVC	18	29	47
Questionnaire with provincial church leaders	24	11	35
Questionnaire with teachers	30	20	50
Questionnaire with head of schools	8	2	10
Interview with Ward Educational Officers	4	1	5
Interview District Education (SNE) Officers	1	1	2
Interview SNE Teachers	9	11	20
FGD with MVC	44	63	107
FGD with parents of MVC	22	29	51
Checklist with Pastors	7	0	7
Checklist with Head of Schools	8	2	10
Checklist with Youth/Children Clubs	6	3	9
Interviews with PAN members	2	2	4
Interviews with STCC Project Management	2	2	4
Total	**227**	**238**	**465**

Source: Field findings, 2022

4.2 FINDINGS FROM PARENTS
A semi-structured questionnaire was administered to 47 parents all of whom had most vulnerable children, most of them being children with disabilities. Parents were randomly selected but they all had MVC in schools. The interviews were conducted at the 5 primary schools involved in the project at each ward.

4.2.1 Socio-demographic characteristics of respondents

The socio-demographic characteristics which were considered important to the study included: sex, age, marital status, level of education and occupation. These characteristics were relevant to the study because they determine the functional roles of the individuals and influence wellbeing of the households of people with marginalized children.

4.2.1.1 Sex

Of the 47 parents interviewed 38.3% constituted males and 61.7% female. Not that there were more female respondents with the desired selection characteristics but this emanated from un-proportional gender selection from randomly sampled households. Most demographic studies show that sex determines the responsibility of the individual for the economic wellbeing of the household. In most cases, women relative to men are disadvantaged in accessing society's economic resources and opportunities in Tanzanian societies.

4.2.1.2 Age

Table 3 shows that, majority of the respondents (74.4%) were in the age groups of 30 to 54 years. The minimum and maximum age of parents was 23 years and 70 years respectively. Mean age was 44.3 years with standard deviation of 10.9. Age is an important demographic factor when determining economic status of households.

Table 3: Age structure

Age category	Number	Percentage
20 – 24 years	1	2.1
25 – 29 years	3	6.4
30 – 34 years	6	12.8
35 – 39 years	5	10.6
40 – 44 years	8	17.0
45 – 49 years	9	19.1
50 – 54 years	7	14.9
55 – 59 years	2	4.3
60 years and above	6	12.8
Total = 47		**100.0**

Source: Field findings, 2022

4.2.1.3 Marital Status

Most of the parents (66.0%) were married followed by those who were widowed (19.1%). Single parents constituted 12.8%. There was, however, a very small proportion of the respondents who indicated that they had been divorced/separated (2.1%). Implied in this finding is that the extent of widowed in the area is remarkable and this might have some implications for most vulnerable children (table 4).

Table 4: Marital status of parents

Marital Status	Number	Percentage
Single	6	12.8
Married	31	66.0
Widow/Widowed	9	19.1
Separated	1	2.1
Total =	47	100.0

Source: Field findings, 2022

4.2.1.4 Education attainment

Table 5 indicates that majority of parents (70.2%) had primary education as their highest level of education followed by a small number (12.8%) who had secondary education while 10.6% had never gone to school. Only 6.4% had tertiary education. This is an indication that there is an illiteracy in the area and an implication that the same could apply for most vulnerable children. Being aware of educational levels of the parents is necessary as it might have an influence to their children and especially those with disabilities.

Table 5: Educational attainment

Highest Level Attained	Number	Percentage
Never gone to school	5	10.6
Primary	33	70.2
Secondary	6	12.8
Tertiary	3	6.4
Total =	47	100.0

Source: Field findings, 2022

4.2.1.5 Occupation

The main occupation of most reached parents (89.4%) was farming. However, few (4.3%) were engaged on livestock keeping while 6.4% were involved in businesses (figure 1). The occupation of parents could determine the livelihood level of community members in that particular location and could be used to determine the livelihood of children with disabilities. Further the occupation of a parent is one of the determinants of children's occupation.

Figure 1: Occupation of parents (n = 47)

Farming 89.4% Livestock keeping 4.3% Business 6.4%
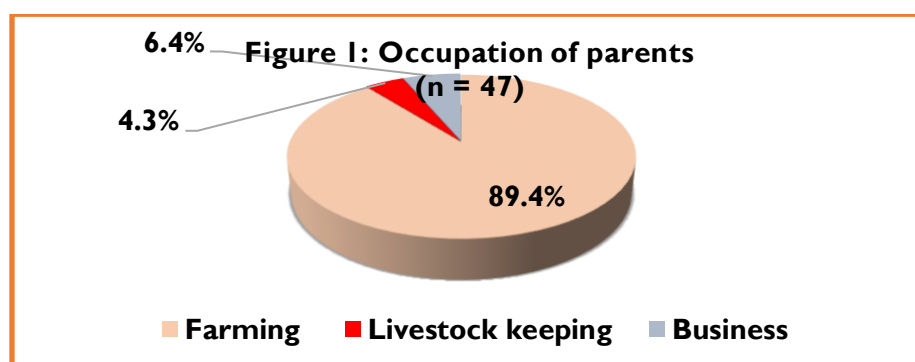
4.2.2 Income generating activities

Besides the main occupation, 34.0% of the parents/caretakers were also engaged in some income generating activities, which is potentially a positive prospect for the project's aspirations to involve more parents in activities aimed at generating more income for support for their marginalized children. The types of the income generating activities were mainly service oriented (10.6%) or retails/whole sale (21.3%).

4.2.3 Parents' income

In the efforts to raise the income of parents of marginalized children, the project intended to train the parents on entrepreneurship and mobilize them in VSLAs. Therefore, the evaluation wanted to understand the current situation in terms of income accrued from income generating activities as well as overall income from all the activities performed by the parents. As such two questions were asked, one seeking for average monthly income from income generating activities and another on average income from all the activities (main occupation and other income generating activities) in the past 12 months. As such, average monthly income of parents during the baseline survey in October 2020 was compared to the current situation during the evaluation (Feb. 2022). Generally, as figure 2 indicates, there was no any significant increase in income. Probably most parents/caretakers have not been effectively engaged on income generating activities all over the period (2020-2022) because of existed economic depression due to Covid-19.

FIGURE 2: INCOME OF PARENTS FROM BASELINE TO EVALUATION
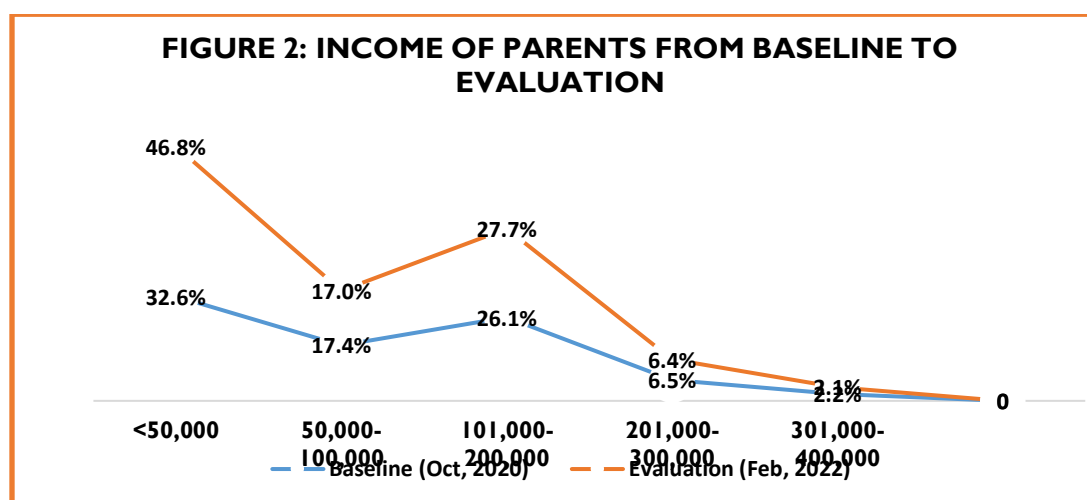
4.2.4 Engagement in VSLA

For more elaboration of section 4.2.3, the present evaluation sought the number of parents engaged on VSLA. It was established that 36.2% of parents were already engaged on VSLA. This was a substantial increase compared to the situation during the baseline survey (2020) where out of the parents covered only 28.3% were engaged in VSLA. As the percentage of those engaged on VSLA is still low, implied in this, is that the knowledge and hence the importance of VSLA has increased but not yet inculcated in the community.

A Village Savings and Loan Association (VSLA) is a group of people who meet regularly to save together and take small loans from those savings. The activities of the group run in cycles of one year, after which the accumulated savings and the loan profits are distributed back to the members. Saving a little amount of *money* weekly can improve one's financial status to serve the needy including marginalized children. The VSLA regulates one's reckless expenditure and acts as a platform for sharing ideas on other issues like disabilities, vulnerability, etc.

4.2.5. Financial recording and documentation

Engagement on VSLA goes hand in hand with engagement on entrepreneurship which in turn requires proper financial recording and documentation. The current evaluation found that 51.1% of the parents were knowledgeable in financial recording and documentation, which is an increase of 6.7% compared to the situation during the baseline survey (2020) where 44.4% of the parents were knowledgeable in financial

recording and documentation. The increase has been attributed to the training conducted to parents by the project.

Without adequate records it would be impossible to measure where you are and to keep track of your progress. Financial information such as costs, revenues and profits should be available for any entrepreneur. Keeping good records is vital for any business, whether that's to help manage your costs, whether it's for legal, regulatory or tax reasons, or simply to help manage and improve your business.

4.2.6 Environmental conservation

In the Inclusive Education and Conducive Environment for Marginalized Children project, environmental conservation is among the importance cross cutting issues. The baseline survey revealed that only 21.7% of the parents have ever attended awareness campaigns for environmental conservation. On the other hand, the evaluation revealed that 27.7% of the parents had attended such awareness campaigns. It is a slight increase of only 6% but yet it is something.

Underuse of services may be due to a number of environmental factors in addition to physical access, including transportation barriers. The creation of accessible environments that promote independence and community participation has been and remains a focal point of advocacy by and for people with disabilities. Thus defined, disability is not an inherent attribute of the individual but, rather, is the result of the interaction of the individual with the environment, including social norms.

4.2.7 Knowledge of inclusive education and child rights

Data collected during baseline survey showed that only 10.9% of the parents properly understood the concept of inclusive education. Generally, most parents considered inclusive education as the one tailored for children with disabilities or the one geared to supporting children with disabilities or most vulnerable children. However, with project life the knowledge has greatly increased. Indeed, the evaluation found that 29.8% of the parents were knowledgeable in Inclusive Education, an increase of 18.9%. The increase in knowledge among others should be the result of various training, sensitizations and awareness creation seminars conducted by the project especially through, church leaders, PAN, FSGs, project staff, and youth/children clubs, just to mention a few.

Most parents (44.7%) also claimed to be aware of child rights but based on the set criteria, those who could continuously mention three or more child rights, who constituted 23.4%, were the one considered as being aware of child rights. Again this is a substantial increase in child rights knowledge as it was only 13.0% during the baseline survey (2020). Similar reasons as in the case of Inclusive Education are also applicable for this increase in knowledge. Figure 3 compares the knowledge of Inclusive Education and child rights among parents during the baseline and evaluation.

Figure 3: Comparison of knowledge of IE and child rights

	Knowledge of IE	Knowledge of child rights
Baseline (2020)	10.9%	13.0%
Evaluation (2022)	29.8%	23.4%
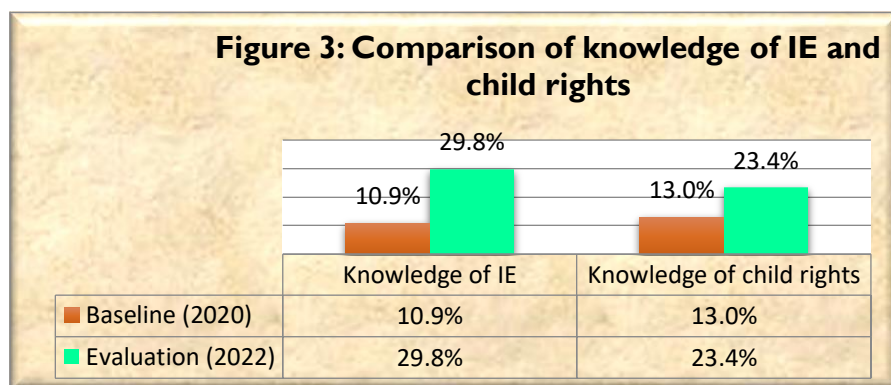
4.2.8 Parents' feelings about inclusive schools

Parents were asked to respond to a question that could be used to assess the extent to which they appreciated Children with Special Education Needs (CSEN) being educated with their peers not having disabilities in the regular classrooms. Some 43.5% of the parents supported that notion during the baseline survey (2020) while the support increased to 53.2% during the present evaluation.

Parents were also asked on their opinion regarding the assertion that CWD learners should be sent into special schools, rather than to mainstream schools. This was accepted by 73.9% of parents during the baseline survey. However, the percentage decreased to 68.1% during the evaluation.

Finally, they were asked for their opinion on the assertion that it is better to send children with no disabilities to school than to send children with disabilities. Contrarily, only 17.4% agreed during the baseline survey but the percentage even drastically decreased to only 4.3% for the evaluation. Generally, all the three scenario depict a remarkable increase in awareness and positive changes in attitudes towards Inclusive Education from the baseline to this moment the evaluation was conducted. Yet, there is an indication that majority of the parents are not aware of some social consequences associated with special schools. Figure 4 summarizes these feelings.

Figure 4: Parents' views regarding Inclusive Education
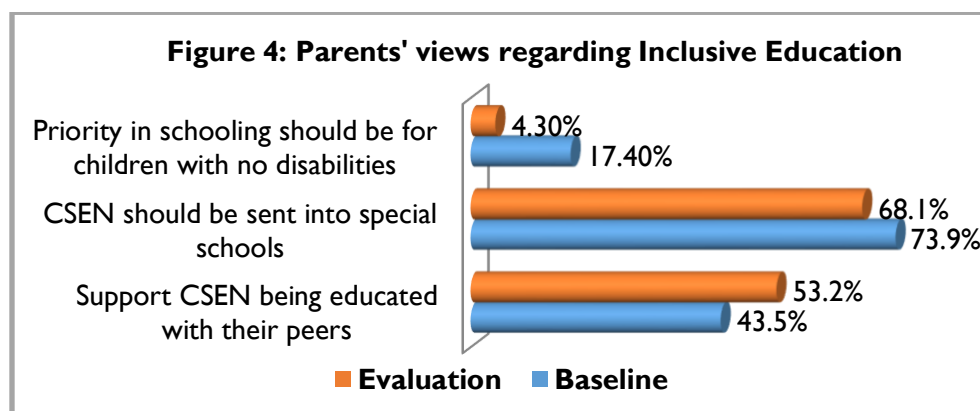
4.3 FINDINGS FROM MVC

A total of 104 MVC from the four districts of Singida Municipal, Singida DC, Ikungi and Mkalama were interviewed using a semi structured questionnaire in all the 10 schools involved in the project. They were aged 6 to 22 years, 42 (40.4%) constituted males and 62 (59.6%) female. Most of the children (53.8%) were in primary schools, while 46.2% were in secondary schools.

4.3.1 Grade of MVCs
There was a good mix of MVCs from all the grades (standards) as table 6 portrays:

Table 6: Grades of the MVC interviewed

Grade	Number of MVC	Percentage
Standard 1	4	3.8
Standard 2	3	2.9
Standard 3	6	5.8
Standard 4	3	2.9
Standard 5	13	12.5
Standard 6	14	13.5
Standard 7	13	12.5
Standard 9	11	10.6
Standard 10	13	12.5
Standard 11	6	5.8
Standard 12	18	17.3
Total	104	100.0

Source: Field findings, 2022

4.3.2 Involvement of marginalized children in schools

To a greater extent (91.3%), evaluation showed that marginalized children are involved in schools. During baseline survey (2020) it was realized that marginalized children were only to some extent involved in schools. For instance, few marginalized children (33.3%) said that they have attended different events such as disability days. This great change is definitely attributed to efforts made by the project in transforming schools and community in general on children rights including the marginalized.

During the baseline children and youth clubs were not yet established. Later, the clubs were established with club members encompassing both marginalized children like CWD and other pupils/students in the school, an indication of MVC participation. The evaluation found that 51.0% of the MVCs were participating in child/youth clubs. Unfortunately, up to moment this evaluation was conducted children and youth councils were not yet in place but it is anticipated that they will soon established. These will also include marginalized children including CWD. Later, the councils will be linked with the Junior Council of the United Republic of Tanzania (JCURT).

Marginalized children were also regularly taking part in activities outside the school. Such activities included cleaning of school environment (sweeping), trees planting, grass cutting, cleaning of toilets, etc. Moreover, 88.5% of the marginalized children appreciated to be involved in co-curricular activities like sports, drama, etc. By coincidence, the same percentage (88.5%) was involved in co-curricular activities during the baseline. Further, evaluation findings revealed that 47.1% of the marginalized children ever participated in MVC talent show up competitions. This is a significant increase compared to only 26.0% found to participate in MVC talent show up competitions during the baseline. When the marginalized children were asked on the level they feel to interact with peers in the school, majority considered it high or very high unlike the situation during the baseline. This is clearly indicated in figure 5.

Figure 5: Comparison of level of interaction of MVC with peers in school
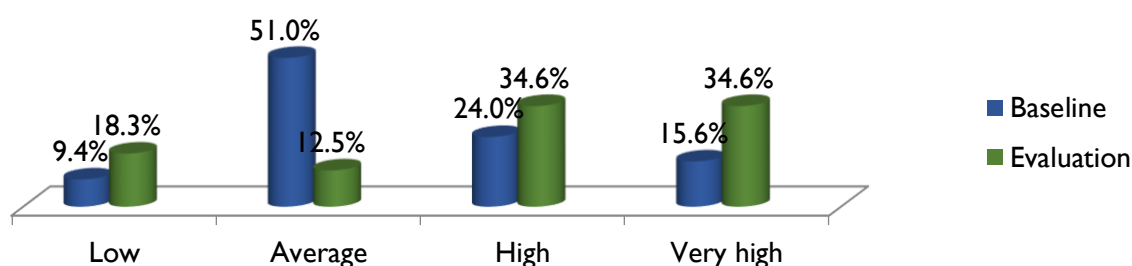
In general, 57.7% of the marginalized children were very much satisfied over the quality of education in their schools, compared to 52.1% during the baseline survey (2020).

4.3.3 Knowledge of child rights

When asked to mention at least three child rights, only 47.1% of the MVC were able to do so. Certainly, 22.1% mentioned none, 5.8% could mention only one right, and 3.8% mentioned two child rights. The rest 21.2% admitted of not knowing child rights from the beginning. Based on the set criteria, it is only 47.1% of the marginalized children considered to understand child rights. Yet this is an advancement of knowledge on child rights as only 37.5% considered to understand child rights during the baseline. Youth clubs have played vital roles in sensitizing children and youth on child rights in schools.

4.3.4 Child participation

Out of the 104 marginalized children interviewed, 71.2% recalled a time their families asked for their opinions and ideas. Out of these, 56.3% were asked most of the time while 43.7% had rarely such an opportunity. Similarly, for those who had an opportunity to express their opinions, 91.3% considered their opinions and ideas were taken into consideration in the family decision. This is an indication that there has been a drastic increase in involvement of marginalized children in family matters as it was only 75.0% during the baseline.

4.4 FINDINGS FROM CHURCH LEADERS

The evaluation was conducted to six provincial churches namely: FPCT Mtunduru, FPCT Mwankoko, FPCT Iguguno, FPCT Ipembe, FPCT Msisi and FPCT STCC. The respondents included 9 Pastors, 1 Church Elder, 2 Sunday School Teachers, 7 Women Department Leaders, 2 Children Department Leaders, 5 Youth Department Leaders, and 9 other church leaders. In total 35 church leaders were involved in the evaluation. Further a checklist was administered to the Lead Pastors of the 7 provincial churches. Findings are as described hereunder.

4.4.1 Knowledge of Church Leaders on Inclusive Education

As a starting point to gauge their understanding, church leaders were simply asked to explain the meaning of inclusive education. Based on their responses, then it was possible to group them on the categories of knowledgeable, somewhat knowledgeable and those who were not knowledgeable as shown in figure 6. Of course, some of them acknowledged not to understand the concept of inclusive education from the beginning.

Figure 6: Knowledge of IE among church leaders
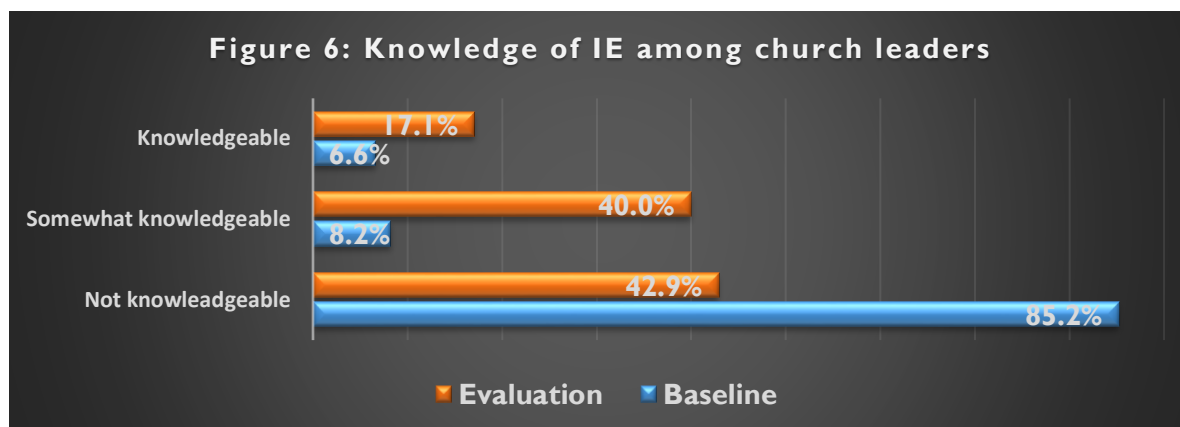
The responses were compared to those given during the baseline survey (2020). Learning from figure 6, there has been a remarkable increase in knowledge. For instance, those not knowledgeable in IE decreased from 85.2% during the baseline to 42.9% during the evaluation. Conversely, those knowledgeable in IE increased from 6.6% during the baseline to 17.1% during the evaluation. These changes are attributed to the training conducted by the project to the provincial church leaders. Certainly, 51.4% of church leaders acknowledged to have been trained in inclusive education by the project.

4.4.2 Knowledge of Church Leaders on Child Rights

Most church leaders (82.9%) pleaded to be aware of child rights. So as to ascertain this, they were asked to mention at least three child rights. Indeed, 77.1% continuously mention three or more child rights. For the rest, 11.4% couldn't mention any of the child rights while 11.5% could mention two child rights. Likewise, this is a substantial improvement in child rights knowledge as only 60.7% of church leaders could constantly mention three or more child rights during the baseline (figure 7). Actually, 54.3% of the religious leaders were trained on child rights by the project.

Figure 7: Knowledge on child rights
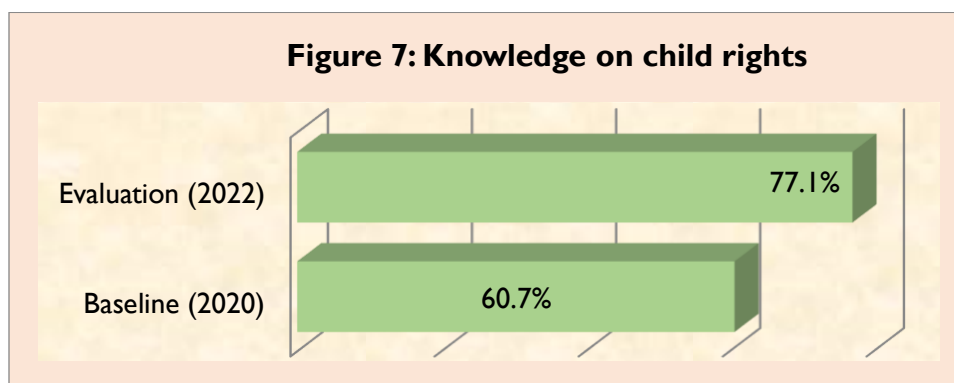
4.4.3 Other training for Church Leaders

The evaluation considered two other trainings as necessary for church leaders. These are Diaconal (life skills) and Right Based Approach (RBA). Of course, the church is supposed to engage not only on spiritual work but also to the congregational development activities. Thus, diaconal simply means caring ministry of assistance to people in need like the poor, widowed, orphaned, marginalized, etc. through practical expressions of care. On the other hand, RBA means integrating human rights norms and principles in the design, implementation, monitoring, and evaluation of health or educational related policies and projects. The human rights-based approach focuses on those who are most marginalized, excluded or discriminated

against. This often requires an analysis of gender norms, different forms of discrimination and power imbalances to ensure that interventions reach the most marginalized segments of the population.

While the baseline survey revealed that very few church leaders were trained on the two disciplines as figure 8 indicates, the proportion trained increased considerably during the evaluation following project interventions.

Figure 8: Church leaders trained on Diaconal and RBA
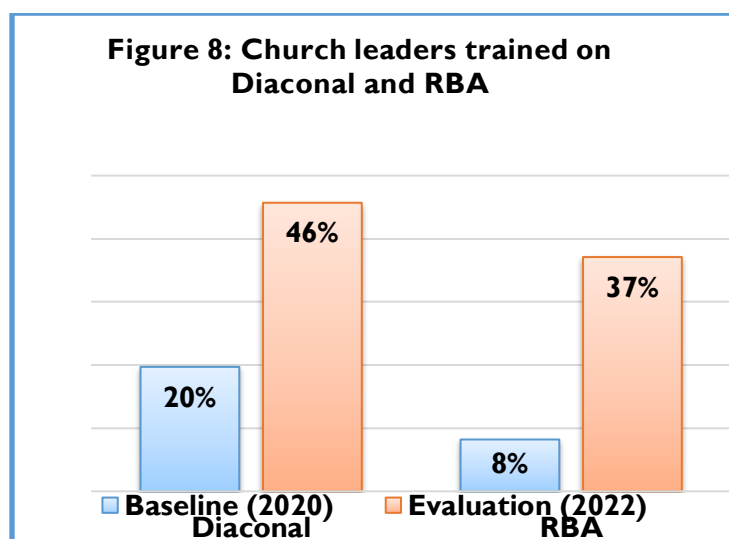
4.4.4 Application of the Trainings

Of the church leaders trained on inclusive education, and child rights, 57.1% have been involved in awareness creation and sensitization to their congregations and surrounding communities on child rights including education for marginalized children. This is an increase of 16.1% compared to only 41.0% involved in awareness creation and sensitizations during the baseline; 45.7% were advocating RBA and children rights to their followers during devotion sessions compared to only 26.2% during the baseline; and 66.7% of the pastors were engaged on IE advocacy campaigns as opposed to 50.0% during the baseline. Moreover, 64.9% of religious leaders have provided capacity assistance to MVC. Capacity assistance involved informing them of their rights and how to claim for their rights; providing them with school uniforms and scholastic materials like exercise books, pens, etc.; nurturing them on the foundations of spiritual faith; and making them feel self-confident and equal to others, just to mention a few.

Some 8 (57.1%) of church department leaders have engaged in the identification and supporting of MVC unlike 46.2% engaged during the baseline. Out of the 13 (37.1%) religious leaders trained on RBA, 12 (92.3%) of them have been actively engaged in advocacy works as opposed to only 8.2% during the baseline. Indeed, this is the result of RBA training. Similarly, 8 (88.9%) Pastors who are among the church leaders trained on RBA, were applying RBA skills in lobbying and mobilization of community towards inclusive education. This is a great achievement as only 3.3% of the pastors were involved in lobbying and mobilization for inclusive education.

4.4.5 Specific Training for Sunday School Teachers

All interviewed Sunday School Teachers (SST) though very few (only 2) were trained on mentorship, psychosocial support and counselling. They were as well trained on child monitoring system, data collection, record keeping and data management. While the former is very crucial to enable them facilitate

child development both socially and spiritually, the latter is very important for tracking the progress of child development. The SST were all playing an active role in guidance and counselling. Information from baseline survey (2020) showed that only 12.5% of Sunday School Teachers were trained on mentorship, psychosocial support and counselling. Likewise, a small proportion of SST (16.4%) were trained on child monitoring system, data collection, record keeping and data management. It was only 12.5% of SST who were playing an active role in guidance and counselling.

4.4.6 Pastors' Training on Transformation and Reconciliation

All the 9 Pastors covered by the evaluation were engaged in social reconciliation committees. Baseline findings showed that 4 out of the 6 Pastors (66.7%) interviewed were engaged in social reconciliation committees. Further, evaluation showed that 5 out of the 9 Pastors covered (55.6%) were trained on transformation and reconciliation. From the baseline survey it was found that 3 out of the 6 Pastors (50.0%) were trained on transformation and reconciliation. The need for strong pastoral leadership that is able to bring transformation to individual members and congregations as a whole has always existed since the inception of the church and will continue to be needed until Jesus comes back. In the same manner, forgiveness and relational reconciliation is a mandate from Scripture. The role of a Pastor in the ministry of forgiveness and reconciliation is one modeled to us in a great way by God, Himself.

4.4.7 Support to MVC by the Churches

As it was during the baseline, FPCT STCC, continued to support MVC. In the past 12 months the support was provided to 10 MVC (3 males, 7 female). The support included scholastic materials, soap, and clothes. FPCT Mwankoko supported the MVC but there was no documentation. Estimates showed that 7 MVC (3 males, 4 female) were supported with soaps, clothes, sugar and maize flour. Unlike during the baseline, the evaluation showed that FPCT Iguguno had statistical documentary records of supported MVCs. In the past 12 months the church supported 11MVC (2 males, 9 female) with soaps, beverage and biscuits. FPCT Mtunduru and Msisi, on the other hand did not support any MVC by the moment the baseline was conducted but over the past 12 months Mtunduru church supported 2 MVC (a male and female) with food and scholastic materials while Msisi church supported 18 MVC with soap, sugar, cooking fat, and clothes. In general, in the past 12 months there has been an increased support to MVC. This is, definitely, the result of sensitizations by the project on child rights through its various structures.

4.4.8 Engagement in Inclusive Education

FPCT STCC, has been running an inclusive education project, which has been providing education to the church community, but also to other stakeholders and communities. Through the project, the church has been at the forefront of identifying and defending the rights of MVC and especially children with disabilities, who were hidden by their parents because of false beliefs. In the case of FPCT Mwankoko and FPCT Mtipa, the churches have been forefront in disseminating IE. Mwankoko church, for instance, has been sensitizing the congregation and the surrounding communities on the importance of education for MVCs and the CSEN in particular. The Pastor provided several examples on how the church was involved in the identification of hidden CSEN. The church is also involved in providing skills to vulnerable children, specifically on tailoring and computer skills. So far two intakes have been graduated. Some have been employment, as he says:

> "*My daughter took part in tailoring and computer training, she is currently in Dar es Salaam and already employed. Thanks to God, she is leading a good life*"

 According to the Pastor, FPCT Minga, the church is involved in Inclusive Education to a very small extent. This is because of the delays for being trained in IE by FPCT STCC. After all, the Pastor claimed that very few church leaders were trained. In fact, it is the Pastor only who captured the basic knowledge of IE. As of FPCT Msisi, the church was trying to engage on IE to some extent. The church is sensitizing the

community around on the importance of education for MVC. Mtunduru FPCT was also doing well. In general, some of the churches were well engaged in IE while others were lagging behind.

4.4.9 Documenting of lessons learnt after study visits

According to the Lead Pastors of FPCT Mtipa, and Mwankoko, the churches do not have a system for documenting lessons learnt after study visits. During the baseline, FPCT Msisi was not documenting lessons learnt but now things have changed. The church has realized the importance of record keeping. The evaluation disclosed that FPCT Mtunduru, FPCT Iguguno and STCC were documenting lessons learnt after study visits.

4.4.10 Child monitoring system

At FPCT STCC, the church has adopted a system of the department of children and youth, where children's records are kept and in particular in terms of names, attendance, their progress, and general needs/requirements. At FPCT Iguguno, Mwankoko and Msisi, monitoring system is not formalized, but Sunday School Teachers just make follow up of children who do not turn up to Sunday Schools. At FPCT Mtunduru there is a formalized child monitoring system while at FPCT Mtipa there is no specified monitoring system, though monitoring is done haphazardly.

4.4.11 Interfaith groups for advocating IE and children rights to quality education

During the baseline survey (2020) there were no any interfaith groups established in advocating IE and Children rights to quality education in all the 8 provincial churches. However, the current evaluation has found that one interfaith group has been formed at Mwankoko Ward. The religious/denominations involved are FPCT, Lutheran and Moslem. So far discussions with all church leaders showed that they are of the opinion that when religious groups work together, it is easier to reach the community, and the concept of inclusive education could more easily understood. The efforts done by just a single church are difficult to be perceived due to differences in social perspectives. Some might think that the church is trying to convert them to another religion.

4.5 FINDINGS FROM TEACHERS

Through a semi structured questionnaire 50 teachers distributed in the four districts of Ikungi, Singida Municipal, Singida District Council, and Mkalama were interviewed. The schools covered are the same project operational schools included in the baseline survey. These are: Mwankoko Primary School, Mwankoko Secondary School, Manga Primary School, Mtipa Secondary School, Msisi Primary School, Msisi Secondary School, Mtunduru Primary School, Mtunduru Secondary School, Sophia Primary School, and Iguguno Secondary School. From each school 5 teachers were interviewed, making a total of 50 teachers (25 in primary schools and 25 in secondary schools). The teachers differed in the number of years they had been teaching ranging from 1 to 33 years. The majority however (62.0%), have been teaching for 5 to 10 years.

4.5.1 School Infrastructures

Most schools (86.8%) had no accessible classrooms for CWD during the baseline. Nearly all buildings had steps without ramps to allow learners with disability access classrooms easily. Only 13.2% of the schools had accessible classrooms for CWD including the state of buildings, lighting, furniture, etc. The evaluation found that the situation has improved over the past 12 months or so. It was found that 60.0% of the schools had accessible classrooms of CWD. This is mostly attributed to the fact that over the past two years there has been a concerted effort by the government to construct 15,000 more classrooms to improve learning environment and control spread of the Covid-19. Similarly, the construction was to

follow Ministry of Education guidelines so as to provide accessibility to all learners regardless of their states (whether they have special education needs or not).

Evaluation findings also revealed that in only 24.0% of the schools, conditions of toilets in regard to CWD were favorable. Generally, the doors are so narrow that children with disabilities, especially those with physical disabilities using wheelchairs, have to leave them outside and start crawling to get inside. Only 26.4% of the schools showed to have conducive toilets for the CWD during the baseline. It is, therefore, obvious that as regards toilets there has been no any change. The government has been placing efforts on classrooms while forgetting the importance of toilets. Figure 9 summarizes the situation of infrastructures in schools during the baseline and at the present evaluation.

Figure 9: Conditions of school infrastructures

	Evaluation (2022)	Baseline (2020)
Accessible toilets	24.0%	26.4%
Accessible classrooms	60.0%	13.2%
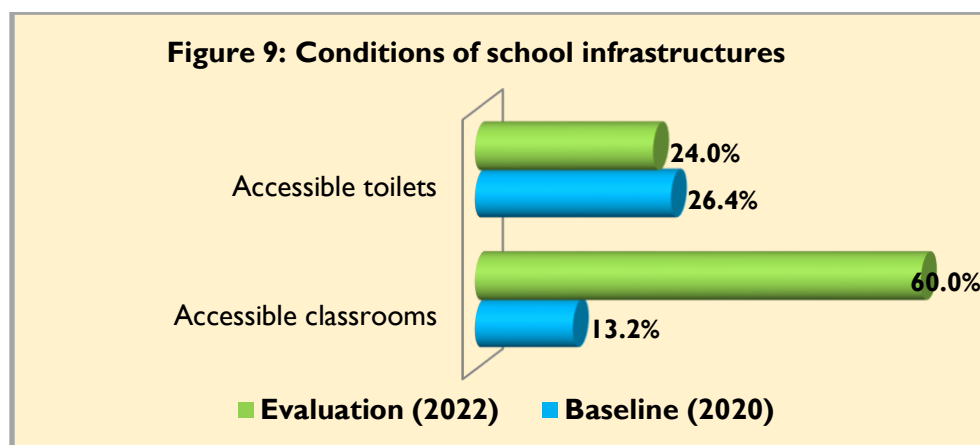
4.5.2 Teachers trained on appropriate courses

The Inclusive Education and Conducive Environment for Marginalized Children project considered that for effective engagement in inclusive teaching, teachers should be skilled in most of the following disciplines: rights-based approach; psychosocial support for MVC; IE pedagogical skills; learners' skills development; assessment of CWD; and child monitoring system, data collection, record keeping and data management. A questionnaire was thus administered to the teachers enquiring if they have been trained in those disciplines. The results are indicated in table 7. As the same question was asked during the baseline survey (2020), results were compared so as to determine whether there have been any improvements.

Table 7: Proportion of teachers trained in various fields

Field of Study	% Trained During Baseline	% Trained During Evaluation
Rights-based approach	30.2	66.0
Psychosocial support for MVC	43.4	66.0
IE pedagogical skills	47.2	82.0
Learners' skills development	43.4	78.0
Assessment of CWD	28.3	58.0
Child monitoring system	15.1	46.0

Source: Field findings, 2020 and 2022

Generally, there has been a noteworthy increase in the percentage of teachers trained in every field during evaluation as compared to the respective baseline situation. The project organized training for the

teachers. For instance, two teachers from each school were trained by the project and they had in turn to train their fellow teachers.

Out of the 82.0% of teachers trained on IE pedagogical skills, 84.0% indicated that they were applying IE pedagogical skills in their own teaching. On the other hand, 78.0% of the teachers trained on IE pedagogical skills were trained by their fellow teachers trained as TOT.

4.6 FINDINGS FROM HEAD OF SCHOOLS

The evaluation team interviewed 10 Head of Schools from the four districts of Ikungi, Singida Municipal, Singida District Council, and Mkalama. The schools involved included: Mwankoko Primary School, Mwankoko Secondary School, Manga Primary School, Mtipa Secondary School, Msisi Primary School, Msisi Secondary School, Mtunduru Primary School, Mtunduru Secondary School, Sophia Primary School, and Iguguno Secondary School. A semi-structured questionnaire was used as a data gathering tool.

4.6.1 Child monitoring system

All the schools (100.0%) had child monitoring systems and all showed that the child monitoring systems were being used. Likewise, all the school heads claimed to have follow up strategies regarding child monitoring system. Similarly, during the baseline it was found that all schools had monitoring systems except that the systems were being used in 90.0% of the schools and 90.0% of schools had follow up strategies regarding child monitoring systems. Experience shows that in most parts of Tanzania there is a total lack of child monitoring systems, and this is a hindrance to child progress.

Discussions among the evaluation team with some of the school heads revealed that there were varying perceptions of the monitoring system. By monitoring system, the question meant ways to track learners' academic progress. Hence the question sought for a system developed for tracking children's growth. The system that could determine children who are learning and who aren't. As such monitoring systems could include aspects like curriculum-based monitoring tests, observations and interactions, frequent evaluations, formative assessments, etc. Some head of schools considered a monitoring system as a way of ensuring that all children stay in school and the way of noting any absenteeism. Some heads were considering things like attendance registers as monitoring systems. Probably the project team should facilitate a harmonized child monitoring system for all the schools.

4.6.2 Documentation

The present evaluation found that 7 out of the 10 schools (70.0%) have MVCs database management while 30.0% had MVC statistical performance records. Further, 70.0% of the schools were documenting best practices and lessons learned regarding IE; while 60.0% of the schools were collecting and documenting advocacy best practices (figure 10). During the baseline 70.0% of the schools had both MVCs database management and MVC statistical performance records. Yet 50.0% of the schools were documenting best practices and lessons learned while 90.0% of the schools were collecting and documenting advocacy best practices. All in all, it looks as if there were data exaggerations in some schools during the baseline survey. For instance, 90% of the schools couldn't collect and document advocacy best practices during the baseline while project activities were just commencing and there were by then no advocacy activities being implemented.

Figure 10: Documentation practice in schools

Category	Baseline	Evaluation
Collect and document advocacy…	90.0%	60.0%
Document best practices and…	50.0%	70.0%
Have MVC statistical performance…	70.0%	30.0%
Have MVCs database management	70.0%	70.0%

■ Baseline ■ Evaluation
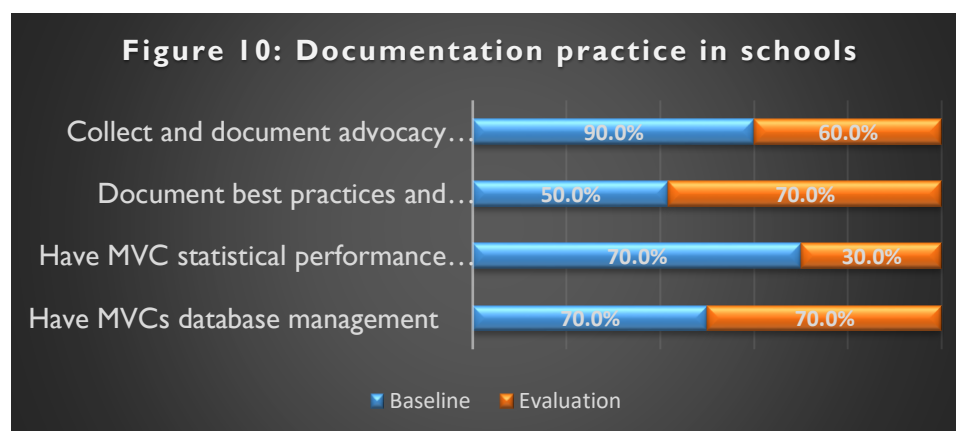
Different types of documentation serve different purposes, but mostly they provide opportunities for further learning and development. Documentation help ensure consent and expectations. It helps to tell the narrative for decisions made, and how responses were made to different situations. In this same manner, it is important to record information that can help support the proper actions taken and the reasoning for such actions. Similarly, documenting a child's learning process and achievements helps the child, teacher, and parents in important social, emotional, physical, and cognitive ways.

4.6.3 MVC follow-up strategies

The evaluation has established that 90.0% of the schools have established MVC follow up strategies. For instance, at Iguguno Secondary School, class teachers communicate with other teachers in order to understand the academic progress of MVC in their classes. They are also very close to the MVC in order to gather their challenges so that they could solve them or refer them to the appropriate parties. At Msisi Secondary School, teachers were collaborating with the school committee to identify MVC having challenges and chart out ways of overcoming them. They were even providing psychological support to MVC. Overall, 70.0% of the schools have identified MVC though none of them has assessed the identified MVC and in particular those with disabilities. For the 7 schools, a total of 71 MVCs were identified. Similarly, 70.0% of the schools identified MVCs during the baseline, though only 50.0% of the schools had established MVC follow up strategies.

4.6.4 Outstanding best practices and performance records

During the baseline, some 50.0% of the school heads considered their schools to have outstanding best practices and performance records. However, the evaluation witnessed the best practices and performance records to increase to 90.0%. While Sophia Primary School maintained its good performance at district level, Mtipa Secondary School and Mwankoko Secondary School have emerged to have good examinations performance at district level. Similarly, Msisi Primary School maintained its record of performance at ward and district levels.

4.6.5 Assistive Devices

In 5 out of the 10 schools in the project area CSEN were supported with assistive devices. Such devices included wheelchairs, sunscreen lotion, walking stick and sunglasses. Though the baseline showed that in 70.0% of the schools CSEN were supported with assistive devices, they were mere sunglasses only. All in all, it was said that the number of CSEN supported is very low compared to those in need of the devices.

4.6.6 Support by Local, District and Regional Authorities

Some 7 schools (70.0%) revealed that actions are being taken by the local and district authorities in support of inclusive education in their schools. Similarly, 50.0% of the schools showed that there were actions

undertaken by the regional authorities regarding MVCs. For example, in some Inclusive Education schools there some established units (for example, a unit of intellectual, visual or hearing impaired children). The local government usually ensure that there are right teachers for these units. Moreover, the local government provide funds for foods of such children. The budget for food is usually Tanzanian Shillings 1,500/= per pupil per day. The local government also collaborate with other educational stakeholders to ensure appropriate infrastructures for the pupils accommodated in the units.

According to the Mtunduru Ward Education Officer, in 2021 the regional authority organized a team of experts which visited all schools in all the wards of Ikungi District to diagnose all pupils for hearing impairment. All found with the symptoms were then advised accordingly.

From the baseline it was also learnt that some 50.0% of the school heads acknowledged actions taken by local and district authorities in support of Inclusive Education in their schools while 70.0% appreciated actions undertaken by regional authorities regarding MVC. For example, in Mtipa Ward, in Singida Municipal the Ward Community Development Officer linked the MVC with CAMFED Tanzania and they were supported with school uniforms, food, and bicycles for those staying far from the schools.

CAMFED Tanzania is an award-winning organization dedicated to tackling poverty and inequality through the education of girls and leadership of young women. A 'best-in-class' organization, CAMFED has a reputation for being innovative, resourceful and smart, and has achieved unprecedented results in improving education outcomes among disadvantaged young people.

4.6.7 Learning Environment

Some 60.0% of the school have been renovated to have disability friendly environment. This has been an improvement found during the evaluation as compared to the baseline situation where only one school (Mwankoko primary) was somehow renovated. The rest of the schools (90.0%) lacked remodeled infrastructures appropriate for MVCs like children with disabilities. From evaluation it was also found that 50.0% of the schools have been distributed with IE materials. Only 20.0% of the schools were distributed with IE materials during the baseline. Actually schools do receive the capitation grant, but it is a very small amount compared to the actual cost. Most head of schools were much complaining about the capitation grant as it does not reflect conditions on the ground, in that the stated amount in the policy falls far short of what is needed to even provide a very basic set of learning materials.

4.6.8 Enrolment and Retention of marginalized children

As even stated in the baseline, there is a deficiency of data on marginalized children in Tanzania, and therefore quite difficult to establish their proportion of enrolment in schools. There is no up-to-date data on the number of marginalized children of school going age already enrolled in schools. There is no functioning national system for the identification and assessment of marginalized children, and no coherent data to track or respond to their needs. Tanzania's Poverty Reduction Strategy Paper aims to ensure equitable access to quality primary and secondary education and specifically addresses marginalized children at various points. Table 8 shows enrolment and dropout of marginalized children in the 10 project operational schools.

Table 8: Enrolment and dropout of marginalized children in the 10 schools

School	Nature of Marginalization	Enrolment			Dropout		
		Boys	Girls	Total	Boys	Girls	Total
Iguguno Secondary	Physical Impairment	3	2	5	0	0	0
	Visual Impairment	6	9	15	0	0	0
	Stunted	0	1	1	0	0	0
	Asthma	6	11	17	0	0	0
	Epilepsy, diabetes, heart diseases	1	2	3	0	0	0
	Orphaned	13	8	21	0	0	0
	Children from very poor families	5	13	18	0	0	0
Mtunduru Primary	Visual Impairment	2	3	5	0	0	0
	Physical Impairment	5	1	6	0	0	0
	Albinism	1	0	1	0	0	0
	Hearing Impairment	1	0	1	0	0	0
	Orphaned	1	0	1	0	0	0
Mtunduru Secondary	Orphaned	1	0	1	0	0	0
	Children from very poor families	2	3	5	7	7	14
Msisi Secondary	Visual Impairment	0	1	1	0	0	0
	Physical Impairment	0	1	1	0	0	0
	Children from very poor families	23	36	59	0	0	0
	Orphaned	3	9	12	0	0	0
Mwankoko Secondary	Visual Impairment	1	1	2	0	0	0
	Hearing Impairment	0	1	1	0	0	0
	Children from very poor families	1	1	2	0	0	0
Msisi Primary	Physical Impairment	2	0	2	1	0	1
	Visual Impairment	1	0	1	0	0	0
	Speaking Disorder	1	0	1	0	0	0
	Children from very poor families	11	8	19	11	8	19
Sophia Primary	Intellectual and Physical Impairment	13	14	27	0	0	0
	Orphaned	1	7	8	0	0	0
	Children from very poor families	1	2	3	0	0	0
Mtipa Secondary	Visual Impairment	2	0	2	0	0	0
	Albinism	1	0	1	0	0	0
	Physical Impairment	1	1	2	0	0	0
	Orphaned	4	20	24	0	0	0
	Children from very poor families	10	25	35	0	0	0
Mwankoko Primary	Physical Impairment	2	3	5	0	0	0
	Visual Impairment	2	1	3	3	2	5
	Orphaned	6	5	11	0	0	0
	Children from very poor families	22	20	42	4	2	6
Manga Primary School	Autism	3	1	4	0	0	0
	Albinism	1	2	3	0	0	0
	Intellectual Impairment	3	2	5	0	0	0
	Speaking Disorder	0	2	2	0	0	0
	Visual Impairment	2	1	3	0	0	0
	Orphaned	30	27	57	0	0	0
	Children from very poor families	36	26	62	3	0	3
TOTAL		**230**	**270**	**500**	**29**	**19**	**48**

Source: Field findings, 2022

From table 8 it can be deduced that the enrolment of MVC has increased by 8.2% from the moment the baseline was conducted. On the other hand, MVC dropout rate has almost remained the same. The evaluation recorded MVC dropout rate of 9.6% while during the baseline survey it was 9.5%.

4.6.9 Other school strategic issues

The evaluation uncovered that all the schools (100.0%) had functioning guidance and counselling department for MVC, a big increase as compared to 60.0% during the baseline. This is very important as MVC are given proper guidance on how to deal with psychological problems which can badly impact their studies. Through these sessions, the MVC are able to develop certain problem-solving skills which to an extent help them deal with particular issues surrounding their lives. Moreover, MVC are advised on how to cope with different situations they tend to face in their school life. For instance, how should they relate with their peers. This advice will give them perspective on how should they behave in certain scenarios.

It was revealed that only 30.0% of the schools conducted talent show up competitions for MVC. One competition was conducted per school in the past 12 months. However, this has been a notable decrease as compared to 60.0% during the baseline. Probably the Covid-19 pandemic existed over the period of the past two years affected the organization of these competitions. There are many MVC who have various talents and don't get the opportunity to showcase them. Annual talent show in schools provides a platform for MVC to showcase their talents and skills. By doing this, MVC will feel appreciated and acknowledged, which will in turn motivate them to keep up the good work in their studies as well.

From the evaluation it was gathered that in each school two teachers were trained on IE by the project. All these (20) acted as TOTs to train other teachers in their respective schools. In total 117 teachers were trained by these TOTs in all the ten schools. There is none of the in-service trained teachers in inclusive education using local government resources. It was also found that 90.0% of the schools had inclusive education strategies, as opposed to 60.0% of the schools during the baseline.

4.7 FINDINGS FROM PROJECT ADVOCACY NETWORK

According to the project write-up, advocacy forms part of the project strategy targeting Most Vulnerable Children as right-holders. It was envisaged to form a Project Advocacy Network (PAN) with members from representatives of mission churches, Chairpersons of Children Councils, Chairpersons of the FSGs, STCC Project Staff and likeminded CSOs. Out of the PAN members a Project Advocacy Taskforce Committee (PATC) would also formed. While the advocacy network is responsible for the overall project advocacy activities the taskforce committee would instigate increased engagement and sustainable collaboration of project advocacy network and local, district and regional authorities in advocacy towards inclusive education at national level. Indeed, as of the moment this evaluation was conducted, the PAN was already established. In-depth interviews were conducted with PAN Chairperson, PAN Secretary, and two other PAN members, one from SHIVYAWATA and another from STCC staff. Followings were revealed from the interviews.

4.7.1 PAN membership, communications and meetings

The total number of PAN members was currently 20 instead of 24 planned for following the few positions reserved for chairpersons of children councils. PAN communication system was established as planned, actually a WhatsApp group was developed. PAN meets on quarterly basis (once in every 3 months) but depending on the nature of activities, they, in practice meet more frequently than scheduled. As such it is estimated that more than 8 PAN advocacy meetings have been conducted so far. The average number of PAN members participating in the meetings is 18 (active members).

4.7.2 Advocacy modules

PAN managed to develop six modules which could be integrated in the advocacy straregy, they include:

(i) To influence National examination's questions to stop the use of names with negative attitudes like cripple.

(ii) To emphasize on the class four failures that they are not supposed to drop out or to bypass class without passing the class 4 national examination, teachers must make sure that they use several years even if they become elders on the same class.

(iii) To influence district education officers to have interest on the needs of children with special educational needs.

(iv) Special education teacher's placement should reflect the needs in schools with no children with special needs and the schools with children with special needs so that they can have teachers with special needs skills.

(v) To raise awareness in the remote areas/villages/community because they are not aware of IE and does not recognize the rights of their children with special needs, hence they are hidden in homes. Efforts are needed to reach the remote areas.

(vi) To come up with a motto which will raise awareness on inclusive education which was stated as "Inclusive Education, Opportunity for All".

The fist four modules are at the district and national levels while the last two are at the local level.

4.7.3 Trainings and study visits

All 20 PAN members have been trained on RBA and social accountability, and they document lessons learned from study visits. Study visits were conducted to Tumaini school for the Deaf; SabaSaba Vocational Training Center; and at the Municipal to the Municipal Social Welfare Officer specially to elicit project support and collaboration.

4.7.4 Advocacy strategy

The emphasis of the current third phase of the programme was to establish one common civil society advocacy network, and to have more collaboration and networking with the communities, the schools, other civil society organizations, government authorities and other religious denominations. For an effective advocacy network, it is inevitable to develop a comprehensive advocacy straregy. An advocy strategy is a plan that establishes where you are, where you want to go, and how you are going to get there. It is a kickstart and maintains momentum of what you are aiming at. In short, an advocacy strategy would show clear vision, mission, objectives, targets, activities, etc. in relation to the advocacy work. Up to the moment this evaluation was conducted a comprehensive advocacy strategy was not yet developed. By implication, therefore, there are no any strategic initiatives taken by PAN to advocate for Inclusive Education at regional level.

4.7.5 Activities implemented by PAN at local level

Though PAN didn't implement its lobbying and advocacy activities per se, it supported the project through individual members' expertise, capacities and efforts. For instance, during monitoring visits it was revealed of an albinism who completely lacked a skin lotion. One PAN member who constituted the monitoring team took the issue to the District Education Officer and the child with albinism was provided with five tubes of sunscreen lotion.

Next was the issue of examination scripts in which small fonts are used making it difficult for children with sight impairment to read. The proposal for changing fonts was presented to the PAN members so that they can influence policy change at national level. wise which will enable all the students to have one examination and fonts enlarged for consideration of those who cannot see far and those who cannot see

the small fonts. Meanwhile, one PAN member with an influence at local level (Ms. Fatma Malenga) and who is involved directly in the initiatives of the policy amendments for people with disability, did all she could do and managed to influence this at local level. At present examinations bear fonts which are readable by all learners.

Thirdly, following the formation and official registration of the 5 FSGs, one PAN member (Municipal District Community Development Officer) linked these FSGs with the national empowerment loans. So far one VSLA has been given a financial loan of Tanzanian Shillings 3,000,000 from Singida Municipality to enable them to increase their income so that they can support more MVC. The same process is going on to other FSGs. The group is now a role model for other groups and the loan will result in big steps if used correctly to help them raise more income and change their lives but believing that they will be able to support their children with education and other needs.

In order to increase the confidence, voices and economic empowerment of women, youth and people with disabilities (PWDs,) the Government of Tanzania has directed all district councils to allocate 10% of their budget revenues, to vulnerable groups as interest-free loans. The funds are aimed at helping women, youth and people with disabilities to access loan for them to build their economic capabilities through agriculture and development issues.

Though PAN activities were implemented through individualized basis and it is estimated to have reached 15 education officers and involved in 14 awareness and sensitization meetings/campaigns conducted to Moral Duty bearers. So far PAN has not reached any legislation bodies authority at national level.

4.7.6 PAN taskforce committee

Project Advocacy Taskforce Committee (PATC) consisting of 6 people was supposed to be formed out of the PAN members. While the advocacy network is responsible for the overall project advocacy activities the taskforce committee is supposed to instigate increased engagement and sustainable collaboration of project advocacy network and local, district and regional authorities in advocacy towards inclusive education at national level. Up to the moment of conducting this evaluation, this committee was not yet established. It is, therefore, implied that no lobbying and advocacy activities conducted at national level and there were no policy documents gathered, developed or even revised.

4.7.7 Activities conducted at national level

On the same "PAN individual member" motto, some members were indeed involved on national advocacy activities. Hereunder are some of the instances:

(i)   One PAN member participated in the development of the National Strategy for Inclusive Education which was just launched in January 2022.
(ii)   The same PAN member was involved in the development of National Inclusive Vocational Training guidelines
(iii)   Another PAN member participated in the development of National Inclusive Pedagogical Skills guidelines, and another in
(iv)   Guidelines for service provision to People with Disabilities and development of sign language guidelines.

4.7.8 Advocacy activities implemented by PAN

Out of project activities (informally) individual PAN members participated in some advocacy activities for instance:

(i)   To advocate for the health policy to have a clause that clearly states that not only the elderly people are required to receive special and free health care but also people with disabilities

(ii)   To advocate for the concept of "Inclusive Education" to clearly feature in the Education Policy, not an assumption that it is covered by the concept of Education for All.

(iii)   To remind the Ministry of Education that Inclusive Education is the broad national philosophy and it should be considered at all levels and not in primary and secondary schools as currently mostly considered.

4.7.9 Human and child rights violations responded to

PAN in collaboration with the project, community and other duty bearers responded to more than 6 human and child rights violations. To substantiate this, one scenario of the girl child Annurat is hereunder narrated:

Having been trained on Inclusive Education by the project, the teachers from Mwankonko Primary school started an operation to identify children with disabilities. Annurat was one among the children identified. Annurat, a four years old girl from Muslim family in Mwankonko Ward was reported to have disability for having only one leg. With this information, the project team accompanied with the IE TOTs, representatives from Family support group and Village Executive Officer visited that family with the purpose to enroll Annurat in school. The trip was very successful as the consensus to enroll Annurat was reached. It was agreed to raise funds for purchasing walking sticks that can support her to walk. The child was to be enrolled at Mwankonko primary school and she would be starting with nursery school.

Annurat's family had been opponent with the teachers at first due to differences in religious ideologies. These parents were thinking their child would be converted to Christianity. However, with awareness creation and education they understood that the project is implemented to benefit the community regardless of their religious backgrounds.

It was later agreed within the project team to take Annurat for further medical assistance at Singida regional hospital. While in Singida one PAN member (Fatuma Malenga) who is also the head of Saba Vocational Training Center saw Annurat and he was filled with compassion, and so he decided to look for a better and more sustainable plan that would better help Annurat.

Through the facilitation by the PAN member in collaboration with the project team, Annurat received assistance from the Ministry of Education to study at special school located in Dodoma Region and will be full sponsored by the government to pursue her studies. She was sent to school on January, 2022 by Project Manager and Fatuma Malenga (PAN). This has been a great effort made by project and PAN to make sure that MVCs are supported and encouraged to prosper.

Her parents were very happy for the services rendered to their child. They now believe that assisting the child will help to support her future and that she may become a great agent of change for other children going the same challenges.

4.7.10 Implementation of other PAN specific activities

PAN did not manage to produce and present evidence-based policy recommendations to national-level decision makers as planned; and it is in the process of identifying evidence-based gaps in existing national education curriculum and proposed changes to regional decision makers. Similarly, PAN was able to conduct lobbying and advocacy for the government resources to establish any screening services/assessment centers for children with disabilities in targeted project wards. Moreover, PAN advocated for the government to transform any primary school in targeted wards to become inclusive. However, on the ground a lot is happening. New classrooms are being constructed in different schools following recent government guidelines, among others being adhering to disability friendliness. PAN was unable to persuade educational authorities to think more about social vulnerability in relation to children's inclusion in education (policies, legislations, strategies, curriculum, etc.) and couldn't stimulate the government's (from local to national level) support to schools in implementing inclusive education (including associated extra physical, human and financial resources).

4.7.11 Participation of local communities in implementation of inclusive education

In most areas, that is, in the five operational wards of the project community members have been developed positive attitudes towards Inclusive Education. They participate in the IE project mainly through the identification of the CWD and especially in disclosing the houses where they are or they are hidden. Once the CWDs are identified they assist their neighbors, friends and relatives to undergo the process of enrolling them in schools. In few circumstances, few parents or community members could also support the CWDs with assistive devices. Majority of community members provide manpower in the construction activities especially those involving classrooms and toilets. Specifically, they carry bricks, fetch water or collect sand and stones.

4.8 FINDINGS FROM STCC PROJECT MANAGEMENT

4.8.1 STCC project staff's capacity

STCC staff have demonstrated good performance, competencies and experience of project implementation, management and monitoring since the pilot project, 1st phase, 2nd phase and 3rd phase of IE – a total of 9 years of experience justifying the capacity of the organization. STCC has become a resource to FPCT in IE and will spread its experiences to the province. All the four STCC project staff are capable to use Statistical Package for the Social Sciences (SPSS) for analyzing project data for reporting purposes focusing on database management tasks, descriptive statistics and graphics, and basic inferential statistics for comparisons and correlations. Similarly, all the four staff are capable to use QuickBooks, an accounting software.

STCC staff also have capacity on Project Cycle Management including project planning and management. The staff have moderate expertise in conflict management, gender, good governance and accountability, financial and human resource management. Yet, STCC staff have inadequate capacity in comprehensive monitoring and evaluation, leadership, effective board governance and accountability for development projects. They also need training in evidence based documentation of best practices, financial management, budget and risk analysis and procurement in a nonprofit sector, gender responsive public services advocacy, measurements, communications, social change, resource mobilization and management.

4.8.2 Annual General Meeting

STCC is convening annual general meeting constituting 25 members (male 12, female 13). However, the average number of members attending general meeting is 17. The number of non STCC team (other stakeholders) participating in the STCC annual general meeting is 12. Similarly, 4 STCC staff participate in IAS meeting and workshops for inspiration.

4.8.3 Documentation and cross-cutting issues

Usually, STCC collect and document best practices regarding cross cutting issues. During the second phase of the project some resilience and education programmes were introduced in the three former wards of Mungaa, Makiungu and Kindai, but by the time this evaluation was conducted, resilience and education programs were not yet introduced and executed in the five new wards. They are planned for during the last quarter of the project. Similarly, for this project phase (phase 3) the project did not conduct any awareness campaigns for environmental conservation to community members.

4.8.4 Project structures

The project was supposed to establish family support group (FSG) in each ward. As of the baseline survey period, the FSGs were yet to be formed. However, the evaluation found that the structures were already formed, that is 5 FSGs (one in each ward). All the 5 FSGs had constitutions, and were officially/legally registered. In line with this the project has formed Village Savings and Loan Association (VSLA) – commonly, Village Community Bank (VICOBA) groups, one in each ward. Parents and especially those of marginalized children are engaged in the VSLA. Some of the VSLA have already linked with government loans (refer section 4.7.5). A total of 39 parents were engaged in VSLA. The distribution of parents in each ward was as follows: Mtipa 6, Msisi 5, Iguguno 10, Mtunduru 10, and Mwankoko 8.

4.8.5 Project Advocacy Network

Before the establishment of the Project Advocacy Network, STCC management make a number of consultation visits to potential PAN members. Until the exercise of establishing PAN is completed STCC had consultation visits contributed to lobbying and advocacy campaigns conducted for government leaders during the phase 3 of the project.

4.8.6 Teachers Training

A total of 24 teachers in phase 3 have been trained by TOTs from phase 2 and 632 (male 273, female 359) CWDs have been assessed at Mahembe primary school up to the moment the evaluation is being conducted. Up to the time this evaluation was conducted, children councils were no yet established. Once established they will be linked with the Junior Council of the United Republic of Tanzania (JCURT). There are no former IE trained teachers, trained as TOTs with facilitation of the District Councils in the phase 3 of the project. Nevertheless, some schools have taken initiatives to train their own teachers through their own funds. As such, there is no any district council facilitated the training of former IE trained teachers in TOT techniques in the phase 3 of the project. The MoU required the government authorities to manage the TOTs to ensure 'in-house' knowledge.

The project has so far made 3 backstopping follow up on IE projects to the 3 former wards of phase 2, that is, one follow-up for each ward.

4.9 GOVERNMENT EFFORTS TO PROMOTE INCLUSIVE EDUCATION

The government of Tanzania on January 2022 launched the National Strategy for Inclusive Education 2021/22-2025/2026, a committed approach of inclusive education and creation of inclusive educational communities. The more aimed at ensuring that all students are enrolled and actively participate in regular

educational settings. During the launch, the Permanent Secretary in the Ministry of Education, Science and Technology said, with the needed educational infrastructure present in schools, the five-year strategy intends to engage students from all walks of life, regardless of their diverse backgrounds and abilities, without discrimination.

Since independence the country has given a special attention in access to education thus inclusive education is in context on contributing towards building inclusive society, a norm in the country education system rather than the accompaniment from preschool to higher learning levels.

> "*The new national strategy for Inclusive Education sets direction for further development of education of learners with special education needs in the basis of the principles, theoretical and practical achievements in developing the potential of both targeted categories and society at large*" It was insisted.

The Permanent Secretary said the policy environment in the country promotes and guides the equitable provision of quality education in order to reduce and eventually eliminates disparities in access to education of disadvantaged groups. The launched strategy has accommodated inclusive education from pre-school, primary, secondary, teachers' college, technical and vocational training institutes, focal development colleges, Adult education, informal education and higher learning schools.

The Permanent Secretary said the new inclusive education strategy has paid special focus to those with special needs so that they can be incorporated in technical skills since pre-school level. Under the programme, he said, the government will amend the education policy so that it caters for the inclusive education so that it meets the criteria and standards set for students with special needs. It will also take into account the infrastructures and equipment for students with special needs. On his part, Mr. Peter Ndomondo from the regional administration and local government ministry dealing with primary education said they plan to have one school for inclusive education in every ward countrywide.

Commissioner of Education, Lyambene Mtahaba said the government strive to ensure access to quality education to every country child is fundamental right for bring in socio-economic development.

"*The mission of inclusive education is to address issues of social justice, inequality and human rights*" he insisted.

On her part, Director of Special education in the ministry, Ms. Magreth Matonya said the strategy context is to make inclusive education more effective in attaining optimal education and social outcomes particularly for learners with special education needs.

"*It has been clear that by educating all learners together, those with special education needs have the opportunity to prepare for life in the community, educators improve their professional skills and society makes the conscious decision to operate according to the social value of equity and equality for all people*" said Ms. Matonya.

5.0 ANSWERS TO KEY EVALUATION QUESTIONS

5.1 RELEVANCE

5.1.1 Project response to priority issues in the target area

Among others, findings from the baseline survey for the phase 3 of the project proved that most of the respondents had low understanding of inclusive education. For instance, very few church leaders (6.6%) knew little about inclusive education and they were not capable of sensitizing communities on the importance of IE. Only 10.9% of the parents knew something about inclusive education. They were excluding children with disabilities not only in education but even from participating in social activities. Therefore, as the present project seek to address exclusion of most vulnerable children certainly the project responded to priority issues in the target area.

5.1.2 Value of the intervention

STCC's programme priority areas include spiritual and social services. The later encompasses education (including inclusive education), vocational training (computer, tailoring, music and equipment operations), diaconal work (Heart to heart ministry and support to elders), organizational development (OD), and safe and clean water services. As such the present project falls under social services and it is obvious that activities and outputs of the project under evaluation are in line with STCC and its programme priorities.

The National Vision 2025, formulated by the Government of Tanzania spells out Tanzania's long-term development vision. It outlines a well-educated and learning society imbued with an ambition to develop among other attributes that Tanzania is expected to have attained by the year 2025. On the other hand, Singida Region is among the most vulnerable to marginalization and exclusion regions in terms of education. The situation is even worse for the MVC.

Tanzania has embarked on various strategies, policies and plans to promote inclusive education. For example, the Education and Training Policy (1995) endorsed the right to pre-primary and primary education and adult literacy to all citizens as a basic right. The Education and Training Policy made a point to promote and facilitate access to education to disadvantaged social and cultural groups. The National Policy on Disability (2004) urges the Government, in collaboration with stakeholders, to provide a conducive environment for inclusive education which would take care of the special needs of children with disabilities. The National Policy on Disability further emphasizes the need to improve and increase skills training for persons with disabilities, in settings that accommodate both persons with disabilities and those without disabilities. The National Strategy for Growth and Reduction of Poverty (NSGRP) identifies disability and children among the crosscutting issues. The Primary Education Development Plan II (PEDP 2007-2011) envisages that all children from difficult and hard-to-reach areas, orphans and those with disabilities are enrolled. The Teacher Development and Management Strategy, (TDMS, 2008) calls for building capacity of primary and secondary school teachers in special needs education methods, as well as reviewing of the pre-service teacher education curricula and in-service programmes to include special needs education.

The National Strategy on Inclusive Education (2009) aims at contributing towards achieving the goals set in the NSGRP in line with the Education Sector Development Programme 2008-2017 which puts forward the fundamental principle of inclusion as a key strategy aimed at achieving universal and equitable access, backed up by related teacher training and community publicity. The overall goal of the National Strategy on Inclusive Education is that all children, youth and adults in Tanzania have equitable access to quality education in inclusive settings. As such the intervention through the present project is absolutely in line with both the National Vision 2025 and the local context as it is tackling the right issues in order to contribute towards improved standard of living of CSEN.

5.1.3 Current validity of project objectives

The purpose of the project is to facilitate MVC access equal educational opportunities and experience an inclusive learning environment. Evaluation findings indicate low number of MVC accessing quality education and low knowledge of local leaders, parents, and other teachers to policy and legislative issues pertaining to inclusive education. Moreover, As the PAN draft advocacy strategy is now in place it is expected that the remaining time will enable the PAN to conduct advocacy for any of the six advocacy modules earmarked. As such the objectives of the project are still valid.

5.1.4 Major risks currently not being taken into account

Currently Tanzania has developed clear strategies regarding inclusive education. However, the implementation of inclusive education strategies hasn't been so comprehensive. Rather the implementation has been in forms of trial projects in various regions. This is a risk to the MVC as there

are no laws to enforce such strategies. Of recent (2015) the government of Tanzania embarked on provision of free education from primary level up form four secondary levels but nothing stated as regarding the MVC and even CWD and especially on the issue of assistive devices. In District Councils, besides food, there is no any budget set aside for inclusive education in particular. As for STCC, there are feelings among stakeholders that the project could also address life skills, and in particular provide trainings on entrepreneurship and reproductive health. Similarly, the project could address current major cross-cutting issues like climate change, gender and Covid-19. All these are major risks not being taken into account.

5.1.5 Lessons learnt on project relevance

The demand for the project has clearly shown to be greater than the original project expectations. Villagers bordering the project wards have been repeatedly requesting services from the project, making it difficult and perhaps unethical for the project to refuse to do so.

Certainly, various stakeholders (parents, teachers, FSGs, PAN, etc.) care much about the project as they believe that it is very relevant. This is exemplified by the fact that following the campaigns, trainings, awareness creation seminars and other interventions, stakeholders (especially parents and teachers) have been motivated and have become more supportive to the project especially through identification of CWD who were not in school; placing of CWD in schools; and even some have contributed for purchase of assistive devices for the CWD.

5.2 PROJECT EFFECTIVENESS

5.2.1 Contribution of the project to promoting quality IE to MVC

In general, there has been an increase in MVCs access to education as shown in section 4.6.8. Similarly, there has been an increased support from the caretakers. Interviews with teachers showed that in some of the schools, parents visit their children with special educational needs from time to time. Through different stakeholders, like church leaders, children/youth clubs, FSGs, etc. the project has made sensitizations and awareness creation to the communities on inclusive education and this has led to increased identification of MVCs of school going age. The project also made use of electronic media to sensitize communities. This involved mainly use of radio. The project has also been effective in lobbying for increased funds for inclusive education.

5.2.2 Project Advocacy Network and Project Advocacy Taskforce Committee

As explained under section 4.7, the Project Advocacy Network was formed but as of the moment this evaluation was conducted the Project Advocacy Taskforce Committee was not yet formed. PAN members were trained on how to develop an advocacy strategy but the actual strategy is yet still a draft. As advocacy activities are usually embedded in the advocacy strategy, it is obvious that there are no advocacy works implemented so far.

5.2.3 Quantitative and qualitative evidence

There has been an increased identification of MVCs and placement in schools. This was the result of awareness creation meetings on inclusive education conducted to community members and local leaders as well as religious leaders and the media. For example, the number of MVCs enrolled in the 10 schools increased from 462 in 2020 to 500 in 2022 which is 8.2% increase over the duration of the project.

The level of awareness on IE practice has increased among the regular teachers. The various forms of trainings provided to the teachers contributed in their capacity development. This helped them in taking lead in the overall implementation of the project including identification of children with disabilities at

school and proper teaching in an inclusive setting. This is also evident in the commitment they have shown in supporting MVCs in individual classes. Actually some teachers admitted that before this project, they thought that one could not teach CWDs without special training. It was also noted that the teachers who participated in the trainings in turn sensitized the other teachers, contributing to an increase in knowledge and skill across the schools.

Some 29.8% of the parents have increased understanding of inclusive education and increased capacity to promote it. This is the result of parent and community sensitizations conducted throughout the project implementation. Parents were sensitized on inclusive education and disability issues through planned meetings and open forums like campaigns. Following the sensitization sessions, a positive difference has since been seen in the acceptance and attitude towards disability amongst the general community. The youth/children clubs were integral in this sensitization process, building strong relationships and trust with the community, which in turn led to children being better identified and supported. One such outcome of this is the reduction in the number of CWDs being hidden in their houses.

Through in-depth interviews it was disclosed that Ward Education Officers have increased their awareness of inclusive education. These have much influence over their schools within them. As such they enlist their support to inclusive education project. In some schools it was observed that the infrastructures have been improved and hence are accessible and friendly to children with disabilities. This mainly involved construction of ramps, and renovation of toilets and classes.

5.2.4 Major factors influencing the achievement or non-achievement of the objectives

Among others, achievement of the objectives was influenced by intensive involvement of the target group during implementation. This increased project ownership by the target group and hence more commitment to the project. There was an enhanced collaboration between the project and government authorities, moral duty bearers and other partners. The project received funds on time and hence activities were implemented as planned. Moreover, the positive reputation of STCC to the community and inspiration training of project staff from IAS Denmark added value to project implementation. As regards non-achievement, there was no budget for children councils which were to be established at each ward.

5.2.5 Degree of consistency, coordination and collaboration with other stakeholders

Parents and caregivers collaborate with the project especially through attending meetings, campaigns and other sensitizations on inclusive education. Further parents were involved in identification of MVCs who were not in school; in placing MVCs in schools; and contributed for construction of friendly infrastructures in schools. Teachers' collaboration with the project is very good. Two teachers from each school attended training on IE and some of the teachers have identified MVCs who were not in school and assisted to place them in school, which is a good support to the project.

There is a very good and close cooperation and collaboration between the project and local authorities. In all the four districts the District Executive Directors, District Education Officers, Special Needs Education Officers, District Social Welfare Officers and District Community Development Officers work very close with the project. At times the districts conduct joint visits with the project staff to mobilize communities on inclusive education.

The project, however, does not work with any Civil Society Organizations (CSOs), but works very close with SHIVYAWATA, an umbrella organization of all DPOs in Tanzania with branches in all the regions. SHIVYAWATA is also involved as member of PAN. The organization further builds the capacity of children with disabilities to advocate for their rights. The project also collaborates well with media and especially the Standard Radio located in Singida Town.

5.2.6 Management and administration's ability of STCC to adequately support the project

Generally, the management and administration of the project was very effective. The management ensured that the project is delivered on time; budget was utilized within agreed specifications; ensured that the project is effectively resourced; managed the relationships with a wide range of stakeholders; managed the work of consultants; allocated and utilized resources in an efficient manner and maintained cooperative, motivated and successful team. The management also plaid a good role of monitoring project progress and performance while providing status reports to the project donor. On the other hand, the administration was responsible for maintenance of the project plan, and provided administrative support to the Project Manager.

5.2.7 Lessons learnt regarding effectiveness

Some of the planned activities were not yet implemented up to the moment this evaluation was conducted. This included establishment of children councils, development of advocacy strategy and actual project advocacy activities foreseen. Interviews with STCC staff indicated that within the seven months or so left before project conclusion, they could still implement these activities.

5.3 EFFICIENCY OF IMPLEMENTATION

5.3.1 The extent allocated resources were sufficient to deliver planned activities

There was a low budget allocated for monitoring of the project. This made it difficult for STCC staff to make follow ups with the project beneficiaries. Similarly, there was a high expectation from the project beneficiaries and even other stakeholders than what the project could offer. For instance, once Iguguno church came up with a work plan with higher financial demands beyond the project capacity.

5.3.2 Cost efficiency of the activities

Certainly, there was high-cost efficiency in the implementation of all project activities. For instance, training to community groups and advice to clubs were offered through partners including some PAN technical personnel without much incurred costs. Sensitizations on child rights and inclusive education were provided by church leaders, children/youth clubs, FSGs and other project structures. Some PAN technical experts were just given a token amount to facilitate their transport and meals. Moreover, as for transport, project staff used their own vehicles instead of hiring. They were just fueled using project funds. As such the project activities were very cost-efficient.

5.3.3 Promptness in achievement of objectives

The first and second objectives were achieved on time. This is because by the time this evaluation was conducted almost all the outcomes were already attained. An enhanced communication and collaboration between the project and the partners and other stakeholders increased the pace of implementations and hence enabled the project to implement all the planned activities.

Other factors which influenced efficiency in project implementation included among others a well-designed project document with clear and realistic targets and activities; and a good recruited and committed team of project implementers, and the good support from IAS Denmark. Most foreseen activities were implemented as planned and funds spent according to the work plans. On the other hand, the third

objective was yet to be attained by the moment this evaluation was conducted. This has been attributed to delays in development of the advocacy strategy.

5.3.4 Efficiency of project implementation compared to other alternatives

The way the project was implemented shows that it was very efficient unlike other alternatives. The most efficient way of implementing the project has been the combining of efforts of all the stakeholders/partners, each with its own expertise into one large effort. This had increased the quality of project implementation, brought mutual understanding in working together and had brought more learning among the stakeholders. All the stakeholders feel working as a team. They included STCC staff themselves; relevant District Government Officials (including those from the departments of education, social welfare and community development); the provincial churches; and teachers.

5.3.5 Other project management factors important for delivery

5.3.5.1 Capacity gaps
Some of the network members such as FSGs are supposed to support MVC, and even children/youth clubs, something which happens occasionally. Some few members claimed to have more knowledge and skills of how to provide such a support. Some groups constituting PAN also asked to get financial resources from the project so as to conduct their meetings as scheduled.

5.3.5.2 Working relationship
The working relation within the team was very good. The most cost-effective way of implementing the project has been the combining of efforts STCC and PAN each with its own expertise into one large effort. This had increased the quality of project implementation especially in conducting various training, brought mutual understanding in working together and had brought more learning among the other members. All the PAN members feel working as a team. An enhanced communication and collaboration between STCC and the District Authorities especially in the Department of Education, Community Development, Social Welfare and the regional level increased the efficiency of the project implementation as well as the effectiveness and the sustainability.

5.3.5.3 Learning processes
The project rarely convenes reflection meetings or self-evaluations involving all stakeholders and structures as regard to project implementation. However, STCC staff participated in one national learning visit in Dodoma Region where they visited Cheshire Foundation which is also involved in inclusive education.

5.3.5.4 Internal and external communication

There was a smooth communication both internally and externally. However, as regards internal communication, it was said that for few instances there was an improper telephone communication between STCC and few churches due to poor network.

5.4 IMPACT

5.4.1 Impact of project interventions
Following sensitizations on inclusive education and child rights, the project has promoted social inclusion and discrediting stereotypes associated with disability. These are undoubtedly the greatest successes of

the implemented project. The project has exceled the spotlight on children with disabilities and other MVCs and highlighted the need for compliance with the need for a Child-Rights education.

The sensitizations so far offered to the communities, for the most part, have led to attitudinal changes, stereotypes, and theoretical issues surrounding Inclusive Education. The parents reported feeling empowered by the project, as they felt more informed and capable of raising awareness and addressing issues relating to their child's education. Many of the parents who participated in focus groups mentioned that they are better advocates for their child's rights and especially the rights of children with disabilities as a result of the project. Certainly as indicated in table 7, attitudinal changes have led to a continuous increase in the number of enrolled CWD and other MVCs since commencement of the project.

5.4.2 Effects of the project to well-being of MVC

The project has promoted access to inclusive education for the MVC through creating conducive environment including friendly infrastructures and skilled teachers. Some of the CSEN have also been linked with sponsors. For example, using Facebook, a pupil with physical disability at Msisi Primary school was linked with a sponsor and right now the child is being supported with appropriate services. There has been a mushrooming community acceptance on education for MVCs and especially CWD and above all, there has been very good interactions between the MVCs and their peers in schools as well as at the community.

5.4.3 MVCs affected by the project

The original project target was to cover 500 MVCs. However, in the course of project implementation more MVCs were covered. As of the time of this evaluation a total of 632 MVCs (male 273, female 359) were affected by the project.

5.4.4 Children/youth councils and clubs' empowerment

Children councils were not yet formed by the time of this evaluation but the clubs were in existence. Formation of the clubs was preceded by awareness creation and getting-to-know-each-other meetings for MVCs. Children clubs have tried their best to participate in awareness raising campaigns. Besides campaigns, they were also involved in some other activities for instance, children with disabilities and their peers had debates where they discussed on different issues regarding inclusiveness and rights of MVCs to access education. The clubs embarked on income generating activities leading to more economic empowerment and support to their most vulnerable colleagues. Additionally, children with disabilities were capable to speak for their rights.

5.4.5 The extent capacity building of the stakeholders changed their attitudes towards MVC

Through capacity building stakeholders have greatly changed in their attitudes towards MVC. Most parents are now in support for education for MVC and hence the need of inclusive education. Following positive change in attitudes parents in the operational wards were very much involved in the identification of MVC who were not in school and contributed for construction of friendly infrastructures in schools. Teachers, likewise have developed positive attitudes towards MVC after being trained on IE. This is evidenced by participation of teaches in awareness raising events to promote the understanding and rights of MVC. Currently teachers were creating friendly and joyful interactions with and among children and provided children with opportunities to interact freely and explore each other's strengths and weaknesses.

5.4.6 External factors that influenced project implementation

Some of the external factors that influenced project implementation include the increased Covid-19 infection which sometimes led to cancellation of activities involving public gatherings. Moreover, with continuation of Covid-19 tragedy, it was difficult to find children hidden in homes as there was little interaction of people among the households. However, political stability made smooth implementation of the project.

5.4.7 Major factors influenced the achievements or non-achievement of the project impact

As explained under section 5.2.4, the same factors influenced the achievements or non-achievement of the project impact, that is, intensive involvement of the target group during implementation; an enhanced collaboration between the project and government authorities, moral duty bearers and other partners; timely disbursement of funds; positive reputation of STCC to the community; inspiration training of project staff from IAS Denmark; and lack of budget for some activities.

5.5 POTENTIAL FOR SUSTAINABILITY

The evaluation appraised if there are chances in place that the positive results and effects of the project will continue to be produced after the ending of the support by STCC and if not to provide appropriate recommendations.

5.5.1 Social, political and environmental acceptance of the project

Parents and caregivers support the IE project especially through attending meetings, campaigns and other sensitizations. They are totally in support of inclusive education and ready to participate in construction of friendly infrastructures for the children with disabilities in schools whenever deems necessary. The MVCs are very positive with inclusive education as they now feel more accepted by other pupils, teachers and the community at large. Moreover, all the activities undertaken by the project fit completely within the policies of the Tanzanian Government. That is why the collaboration and coordination with the ward and district authorities is very high. In general, the degree of social, political and environmental acceptance of the project is very high. This implies that project ownership by all stakeholders is high and this can have positive results to guarantee sustainability. Once the project is concluded, all the activities could then be integrated within the local authorities.

5.5.2 Project contribution to lasting benefits for the beneficiaries

Extensive work was done to train key persons and especially teachers and church leaders on IE practices to ensure that inclusion was part of their work, not just for the project duration. While teachers were the main focus of IE trainings, the religious leaders were key to community sensitizations on inclusive education and child rights. Staff of STCC were also given training and information on IE so that they could inform others as they implemented the project's activities. This had a flow-on effect to community leaders, parents, other stakeholders and other community members. Teachers have already demonstrated their promotion of IE to other (untrained) teachers. Sensitization and ongoing relationship building with local authorities will also ensure that IE is considered in their daily practice. Ultimately all these will lead to continuation of inclusive education and hence lasting benefits for the beneficiaries (MVC).

5.5.3 Management structures

The formation of IE structures such as provincial church leaders, children councils, youth/children clubs, FSGs, PAN, Teachers, etc. is an important factor in maintaining and continuing the support for IE within the five wards. The structures' role among others is to ensure that communities are aware on IE practices and to support them to enrol MVC in schools. For instance, the TOT trained by the project will continue to train other teachers if supported by the government; pastors in churches will continue to sensitize

their congregations and the community around; parents and guardians whose children have benefited from the project will continue to be ambassadors for publicizing the project, etc. Moreover, the structures have a close connection with the school management, thus ensuring that the entire school community is working towards a more inclusive environment.

5.5.4 Ensured continuity of planned project activities by duty bearers

Including some PAN members from local government staff is also the best institutional option to ensure sustainability and capacity development as they are in the position to influence the government on continuation of project activities or even integrating the activities to the respective wards. Further, highly committed District officials and Regional Education Officer and other regional level personnel have proved itself to be the main resource for planned project activities to continue and succeed besides some challenges, especially constraints in funds allocated for inclusive education.

5.5.5 Social, environmental and project-related implications for scaling up

The Inclusive Education project has created an environment that is welcoming to many schools. Teachers and other neighboring communities (including their Councilors) are getting the project spill-over effects and are interested to copy the same. Construction of friendly infrastructures for the SCEN, for instance, has made many schools become enthusiastic and hence a desire to have the same infrastructures in their schools. In so doing this will promote more soliciting of resources and more lobbying for the Government to promptly implement its inclusive education strategy in all schools. All these will lead to scaling up the scope of the project in wider areas. Moreover, the present sixth phase of the Tanzanian Government is enduring for quality education for all.

5.5.6 Phase out and exit strategies

The evaluation found out that the project did not clearly indicate phase out and exit strategies. Usually phase out and exit strategies follow through all stages of the project cycle. The preliminary exit plan is drafted together with the partner during the project planning stage and the plan is defined during the project implementation. The necessary modifications to the exit plan are made with the help of the follow-up data. During the project implementation, monitoring and evaluation process, the exit strategy also puts emphasis on learning together with the partner, and so ultimately on the improvement of the operations of both parties.

6. CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

The evaluation reveals that the project is having a positive impact on the target communities at the local level. In the four targeted districts there has been an access to satisfying educational offers for MVC and are supported by their caretakers, teachers and communities in general. Strong youth/children clubs have been formed though not much empowered. The majority of teachers, pupils, parents and local authorities interviewed demonstrated positive attitude towards inclusive education. They agreed that inclusive education enhances social interaction and inclusion among the pupils, thus minimizes negative stereotypes on special needs pupils.

The recently issued National Strategy for Inclusive Education (2021/22-2025/2026) gives special focus to those with special needs so that they can be incorporated in technical skills since pre-school level. Under the programme, the government will amend the education policy so that it caters for the inclusive education so that it meets the criteria and standards set for learners with special needs. It will also take into account the infrastructures and equipment for learners with special needs. The present evaluation predicts a positive future for inclusive education in Tanzania. The effective roles of the wide range of all education stakeholders, that take into consideration motivating factors within the whole education system in Singida Region, is possibly a way forward towards realizing inclusive education that contributes to Tanzanian development.

6.2 Recommendations

6.2.1 Awareness seminars on Inclusive Education for Quality Assurers

The project emphasized the training of teachers in Inclusive Education while overlooking the training of Quality Assurers (initially called School Inspectors), who could in turn spearhead the implementation of inclusive education by the trained teachers through regular follow-ups. In deed according to the Tanzanian educational system, Quality Assurers are given the mandate of school supervision that is, overseeing the work of the school and providing professional guidance and advice to teachers. These are located at district offices but training them on inclusive education and specifically on their roles on the implementation of inclusive education could drastically enhance the project performance.

6.2.2 Constant monitoring of the established project structures

The different structures established as part of the project (FSGs, children councils, PAN, PATC, youth/children clubs, interfaith networks, etc. showed some challenges as regards their roles in project implementation. However, the structures are crucial in not only providing support, information and advocacy, but in spreading the philosophy of IE and keeping schools and service providers accountable in their commitment to inclusive practice. They are also vital in sustaining the project's initiatives and a main strength of the project's outcomes. Deliberate measures should be taken to in-depth assess their challenges and hence the remedial actions.

6.2.3 Revitalize the PAN and link it with Tanzania Education Network

Discussions with PAN members revealed that most of the PAN Members are aware of their role in the network and especially that central to their role is the overall project advocacy activities. As some of them were members of the former Professional Inclusive Education Network (PIEN) existed in the phase 2 of the project. As of the moment this evaluation was conducted PAN has implemented just few advocacies

activity, leave the fact that even the available draft advocacy strategy which is currently in place needs finalization. It is recommended that for the few months left before project conclusion, STCC management should ensure that members of the PAN accomplish the final version of comprehensive advocacy strategy.

Then PAN should be linked with the national IE networks like FPCT IE Projects, TENMET. TENMET is the national network of Community Based Organisations (CBOs), Faith-Based Organisations (FBOs), national Non-Government Organisations (NGOs) and International Non-Governmental Organisations (INGOs) working in the education sector in Tanzania Mainland and the Teachers Trade Union. Its core aim is to work and link with other actors in education to advocate for the equitable access to quality education and articulate concerns of local communities and support local groups to carry out their advocacy work with an informed collective voice to influence policies for quality inclusive basic education in Tanzania. Further, Inclusive Education is one of TENMET's thematic areas.

6.2.4 Project concentration in a specified area versus large geographical coverage

For the best project outcome, there is a need for concentration in a certain geographical area rather than covering many districts but with interventions in only one ward per district, making the impact not entirely visible at the district level. Probably, this also prevent district authorities to enlist their support to the project as its effect is less visible districtwide. From the in-depth interviews, local government personnel requested to expand the project beyond only one ward in a given district since there are some wards not reached but have children having serious special education needs. It is time for STCC to explore this in depth and come up with the best option which is more effective, efficiency, sustainable and even regenerative.

6.2.5 The importance of VSLA to be emphasized to other project stakeholders

Evaluation findings showed that only 36.2% of MVC parents were engaged on Village Savings and Loans Association (VSLA). This is still a low percentage considering the strategy of the project to form micro finance groups in form of VSLA to fight against poverty and pave the bright future to support MVCs and hence the sustainability of the project. It seems as if both the project and the PAN have put more emphasis for FSGs to engage in VSLA and overlooked other important groups. As per project write-up, the project should mobilize vocationally trained youth, vulnerable youth and parents of MVCs to engage in VSLA.

6.2.6 Education study tours to and partnering with specialized IE institutions

Facilitation of study tours of district officials including councilors from the 5 project operational wards to the IE model schools established during phase 2 of the project at Mahembe and Muyanji primary schools could probably motivate them to set aside budget for the renovation of the 10 schools covered by the project to become model IE schools in the four districts. In line with this, as earlier recommended, PATC should partner with TENMET and HakiElimu. These are strong organizations, one of their major activities being policy dialogue with the government. Indeed, these are very strategic stakeholders for the implementation of the IE advocacy especially at national level.

6.2.7 Child monitoring system

A monitoring system is very crucial in ensuring how well or poorly children are progressing whether in schools, churches, etc. A monitoring system helps to identify a range of appropriate strategies which could be used to enhance performance. The evaluation has disclosed that some institutions have monitoring systems while others do not. Yet, where present, such systems also vary from one institution to another. It is recommended for the project to convene a day participatory workshop for churches and schools to work on a harmonized monitoring system which is also user friendly.

6.2.8 Phase out strategy

A key element in demonstrating sustainability is the project's exit strategy, which should clearly describe how project activities, outputs, and outcomes will be phased out, and when appropriate, handed over to an in-country partner who will maintain/continue the project activities and outputs once funding has stopped. When planned with communities in advance, exit strategies have been proven to contribute to better project outcomes, as they encourage beneficiaries to commit to project sustainability. Conversely, without an exit strategy, project transitions are likely to be more haphazard, and project outcomes and benefits are less likely to be sustained. It is recommended that the project develop a precise phase out strategy so as to ensure that beneficiaries are not left in an unfortunate position of dependency.

6.2.9 Documentation of project outcome harvesting

Following what were been disclosed by the evaluation, it was noticed that some of the crucial changes or best practices have been happening following project execution but were not documented by the project management (in the progress reports). Indeed, some of the testimonies or information shared by the evaluation respondents were left behind in terms of documentation. For instance, the new developments that the local government is now providing Tanzanian Shillings 1,500 per day for meals for each CSEN in special units in mainstream schools or the new National Strategy for Inclusive Education 2021/22-2025/2026, with a committed approach of inclusive education have never been documented anywhere. It is, therefore, recommended that STCC staff and other key project stakeholders should be trained on how to manage documentation.

The documentation of success stories helps to build rapport of the project with the system and to get its recognition. There's no doubt that project documentation is a vital part of project management. Documentation ensures that project requirements are fulfilled and establishes traceability concerning what has been done, who has done it, and when it has been done. Documentation must lay the foundation for quality, traceability, and history for both the individual document and for the complete project documentation. It is also essential that the documentation is well arranged, easy to read, and adequate. Proper project documentation is undoubtedly a mandatory element in managing projects, but it is also extremely useful in keeping projects moving at a speedy pace, ensuring all stakeholders are as informed as possible, and helping the organization make better improvements in future projects.

6.2.10 Provide seed capital to FSGs for business start-ups

Family Support Groups need start-up funding to launch their businesses or other income generating activities. Besides being registered they face challenges in securing financing as they are considered as high-risk loan recipients because they lack business experience, have little financial history, and own no assets to serve as collateral. The project could provide the groups with seed capital and later facilitate increased access to capital through linkages with MFIs, the establishment of revolving fund schemes (such as group savings and lending collectives) or training them on how to access alternative forms of financial support including preparation and presentation of business plans. FSGs are crucial for the sustainability of the project and continuous support of MVCs.

7.0 LESSONS LEARNT FROM THE EVALUATION PROCESS

7.1. "There is an opportune time for everything"
Following the delays in implementing advocacy activities (objective 3), the district authorities for whom we were required to advocate for their contributions to some project aspects, have turned out to be like other project beneficiaries. They from time to time, request the project for financial resources so as to implement some of the academic issues they face.

7.2. Right information complemented with appropriate actions is a powerful agent of change if thoroughly applied

The family of Annurat firmly believed that by being served by the project, their child could be persuaded to change her Islamic religion. Yet the facts presented by the project coupled with consistent acts of service have made the family develop confidence with the project, and even publicize the importance of the project to other people.

7.3. Project acceptance by stakeholders

In all wards visited the MVC, parents, teachers, religious leaders and Ward Education Officers were always very cheerful, collaborative and in high spirits an indication that they are happy and highly committed to Inclusive Education project.

7.4. Multidisciplinary composition of PAN members has added more value to project implementation

Multidisciplinary cooperation is very important for project implementation. Having PAN members with different professional backgrounds and varying project experiences (mission churches, FSG members, children councils, likeminded CSOs, local authorities, STCC staff, etc.) has added more value to project implementation. For example, through the collaboration of two PAN members (SHIVYAWATA and CDO) it was possible to include some of the project beneficiaries in the government-coordinated fish farming project. Additionally, some PAN members have been very instrumental in facilitation of different trainings to secondary and primary school teachers.

8.0 APPENDICES

8.1 Tools used during the evaluation exercise

Appendix I: Survey questionnaires

Questionnaire for Church Leaders.docx

Questionnaire for MVCs.docx

Questionnaire for Parents.docx

Questionnaire for School Heads.docx

Questionnaire for Teachers.docx

Questionnaire for Youth Clubs.docx

Appendix II: Focus group discussions guides

FGD Guide for MVC.docx

FGD Guide for Parents.docx

Appendix III: Key informant interview guides

Interview Guide for Local & District Educa

Interview Guide for Project Advocacy Net

Interview Guide for SNE Teachers.docx

Interview Guide for STCC.docx

Appendix IV: Checklists

Checklist churches.docx

Checklist Schools.docx

8.2 Evaluation results file

Appendix V: Survey questionnaire results

QUESTIONNAIRE FOR HEAD TEACHERS

Questionnaire for MVCs incuding CWDs

Questionnaire for parents of MVC.sav

Questionnaire for provincial of church le

QUESTIONNAIRE FOR TEACHERS.sav
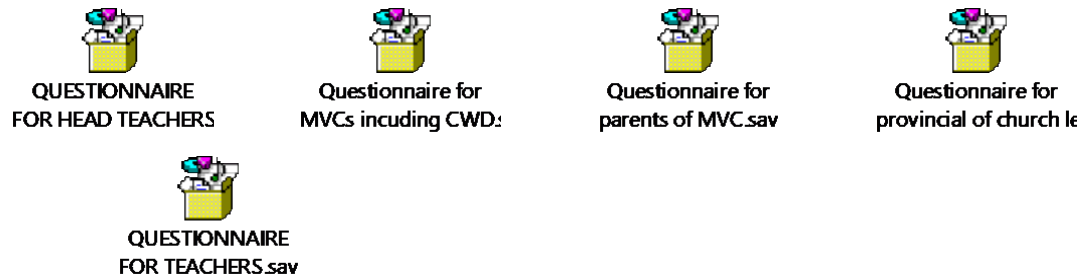
8.3. Other Attachments

Appendix VI: Evaluation Terms of Reference

Final Evaluation TOR.docx

Table 9: INDICATORS WITH BASELINE AND EVALUATION VALUES

Intervention Logic	Outcome Indicators	Baseline Values	Evaluation Values	Comments
Result 1.1: Increased knowledge of pastors, elders, FPCT Sunday school teachers as well as women, children and youth departments in FPCT churches in Singida Province on IE and children's rights to education as well as identification, support and follow-up with MVC and their families.	1.1.1 # and % of church leaders trained on IE, diaconal and children rights	IE = 30, 49.2% Diaconal = 12, 19.7% Child rights = 21, 34.4%	IE = 18, 51.4% Diaconal = 16, 45.7% Child rights = 19, 54.3%	Low sample size of 35church leaders compared to 61 during the baseline survey might have affected the results throughout
	1.1.2 # of church leaders providing capacity assistance for MVCs	39, (63.9%)	22, (62.9%)	
	1.1.3 # and % of church department leaders representing youth, FPCT Sunday school and women trained on IE, diaconal and children rights	IE = 9, 31.0% Diaconal = 5, 17.2% Child rights = 5, 17.2%	IE = 7, 20.0% Diaconal = 6, 17.2% Child rights = 9, 25.7%	
	1.1.4 # of church department leaders engaging in identification and supporting MVCs	6, (46.2%)	8, (57.1%)	
	1.1.5 Availability of statistical documentary records of supported MVCs.	Only in one church (STCC) out of the six	In 4 churches – FPCT STCC, Iguguno, Mtunduru and Msisi	
	1.1.6 # of STCC staff capable to use SPSS and QuickBooks	All the 4 staff	All the 4 staff	
Result 1.2: Established coalition of 8 Churches in Singida Province for IE accountability with	1.2.1# of pastors actively engaged in advocacy works as a result of RBA training	2, (33.3%)	7, (77.8%)	

outstanding leadership reflecting the church structures focusing on supporting MVCs and their families.	1.2.2 # of churches in the coalition actively engaged in IE	0	5	
	1.2.3 % of pastors from 8 churches applying RBA skills in lobbying and mobilization of Community towards IE.	33.3%	88.9%	
	1.2.4 # of actions/initiatives taken/introduced by 8 provincial churches to improve organizational thematic competences as a result of project capacity building.	0	Average of 2 initiatives per church	

Result 1.3: Churches in Singida Province actively promote IE and children rights to education and actively coordinate project activities in their localities in collaboration with local authorities	1.3.1 # and % of FPCT Sunday school teachers trained on mentorship, psychosocial support and counselling.	2, 12.5%	All 2 (100.0%)	
	1.3.2 # and % of FPCT Sunday school teachers active in guidance and counselling	2, 12.5%	All 2 (100.0%)	
	1.3.3 # of marginalized youth trained on computer/tailoring training as strategic service delivery	13	39	
	1.3.4 # of marginalized youth engaging in income generating activities after vocational training	5	16	
Result 1.4: The 8 Churches are socially	1.4.1 # of pastors engaged in social reconciliation committees	4, 66.7%	9, 100.0%	

accountable and integrate IE and children rights in their diaconal works and ministries as a means of sensitization and awareness creation.	1.4.2 # of pastors trained on IE, transformation and reconciliation	3, 50.0%	5, 55.6%	
	1.4.3 # and % of pastors engaging in IE advocacy campaigns.	3, 50.0%	6, 66.7%	
	1.4.4 # of churches documenting lessons learned after study visits	2	5	
Result 1.5: Parents/guardians of MVCs are aware of children rights to quality education and capable to raise more income to support their children including formation of VSLA	1.5.1 # of resilience and education programs introduced and executed	0	0	Activity for this result was not yet implemented at the moment evaluation was conducted thus affecting the findings.
	1.5.2 # & % of parents knowledgeable in financial recording and documentation	20, 43.5%	24, 51.1%	
	1.5.3 # of family support group (FSG) formed	0	5 (One in each ward)	
	1.5.4 # of VSLA groups formed and operational in each ward - commonly Village Community Bank (VICOBA)	0	5 (one in each ward)	
	1.5.5 # of FSGs with constitution and certificate of registration	0	5 (All)	
	1.5.6 # of Parents engaged in VSLA in each ward	0 in each ward	Mtipa 6, Msisi 5, Iguguno 10, Mtunduru 10, and Mwankoko 8.	
Result 1.6: Established coordination mechanisms between churches and the 10 schools including keeping records of enrolment and retention of MVCs	1.6.1 # of schools using Child Monitoring system and with MVCs database management	7	10 use child monitoring system; 7 have MVCs data base management and MVCs statistical performance records	
	1.6.2 # of primary and secondary schools' teachers and FPCT Sunday school teachers trained on child monitoring	Teachers = 8, (15.1%) SST = 3, (18.8%)	Teachers = 23, (46.0%) All 2 = (100.0%)	

	system, data collection, record keeping and data management.			
	1.6.3 # of churches and schools with established child monitoring system as evidence-based for their best practices.	1 church (FPCT STCC) 9 schools	6 churches All 10 schools	The concept of child monitoring system was emphasized to most of the schools
Result 1.7: Interfaith networking is established for advocating IE and Children rights to quality education	1.7.1 # of interfaith groups established in advocating IE and Children rights to quality education	0	1	Regional Interfaith Forum
	1.7.2 # and % of religious leaders trained on RBA and children rights	RBA = 5, 8.2% Child rights = 21, 34.4%	RBA = 13, 37.1% Child rights = 19, 54.3%	
	1.7.3 # and % of religious leaders advocating RBA and children rights to followers during devotion sessions	16, 26.2%	16, 45.7%	
Result 2.1: 500 MVC are enrolled and retained in the school system in the 10 schools in the 5 wards.	2.1.1 # of teachers trained in RBA, and psychosocial support for MVCs	RBA = 16, (30.2%) Psychosocial support = 23, (43.4%)	RBA = 33, (66.0%) Psychosocial support = 33, (66.0%)	
	2.1.2 # of schools with functioning guidance and counselling department.	6	All 10	
	2.1.3 # of CWD supported with assistive devices	14	16	
	2.1.4 # of schools with remodeled infrastructures	1	5	
Result 2.2: School drop out by MVC in primary and secondary school is reduced by 30 % in the 10 schools in the 5 wards.	2.2.1 # of schools with outstanding best practices and performance records	5	9	
	2.2.2 # of talent show up competitions held to MVCs	6	3	Probably Covid-19 pandemic existed over the past two years affected the organization of these competitions.
	2.2.3 % of MVCs participated in talent show up competitions	26.0%	47.1%	

	2.2.4 Follow up strategy is established	In 5 schools (50.0%)	In all schools (100.0%)	
	2.2.5 # of schools with MVC statistical performance records	7	3	Probably there were data exaggerations during the baseline for some schools
Result 2.3: Primary and secondary school teachers in the 10 schools have acquired IE Pedagogical skills and capable to apply IE materials in their own teaching; and identify, follow up and assess children with special educational needs in their schools with the support of education authority.	2.3.1 # of teachers trained on IE pedagogical skills and applying knowledge in their own teaching.	25 trained (47.2%) 24 apply pedagogical skills (45.3%)	41 trained (82.0%) 41 apply pedagogical skills (100.0%)	
	2.3.2 # of TOTs who had trained other teacher in their schools	7	20	
	2.3.3 # Number of schools with established IE strategy	6	9	
	2.3.4 # of MVCs identified and assessed from the10 schools	462	712	
	2.3.5 # of schools documenting best practices and lessons learned regarding IE	5	7	
	2.3.6 # of teachers trained on learners' skills development	23 (43.4%)	39 (78.0%)	
	2.3.7 # of schools with Child monitoring system	10	10	
	2.3.8 # of schools distributed with school IE Materials	2	10	
Result 2.4: 10 schools have created a favourable IE environment with accessible school facilities and active involvement of child/youth clubs	2.4.1 # of schools collecting and documenting advocacy best practices	5	7	
	2.4.2 # of lobbying and advocacy campaigns conducted for government leaders	0	1	
	2.4.3 # of teachers in phase 3 who have been trained by TOTs from phase 2	0	24	
	2.4.4 # of CWD assessed in Mahembe primary school	414	632	
Result 2.5: 10 Children/Youth Clubs are established at 10 Primary and	2.5.1 # of children/youth clubs members sensitized on children rights	0	144	During the baseline survey, clubs were established
	2.5.2 # of people sensitized on children rights through different media	0	Estimated over 500	

Secondary Schools located at 5 wards with the support and management of IE teachers and school leadership and actively participate in awareness raising campaigns in the 5 target wards.	2.5.3 # of awareness and sensitization events conducted by children/youth clubs	0	8	
	2.5.4 # of advocacy campaigns done by children/youth clubs through public forums, media, etc.	0	2	
Result 2.6: 5 children councils are established at each ward with the support and management of school leadership and ward education officer and actively participate in awareness raising campaigns in the 5 target wards and linked with the respective District Junior Council of the United Republic of Tanzania	2.6.1 # of children councils established	0	0	During the evaluation, councils were in the process of established
	2.6.2 # of children councils linked with junior council of the united republic of Tanzania (JCURT)	0	0	
	2.6.3 # of children councils participating in Africa Child day	0	0	
	2.6.4 # of Children council meetings conducted	0	0	
	2.6.5 % of children participation in council meetings	0.0%	0.0%	
Result 2.7: District Councils in the 10 schools have facilitated training of former IE trained teachers in TOT	2.7.1 # of former IE trained teachers trained as TOTs in techniques facilitated by District Councils	66	0	All (in the baseline) from Singida Municipal
	2.7.2 # of District Councils facilitated with training techniques for TOT	1	2	

techniques and in turn train more teachers in IE	2.7.3 # of schools documenting evidence-based best practices	5	7	
	2.7.4 # of teachers trained by TOTs	13	117	
Result 2.8: A child monitoring system including Individual Education Plan (IEP) for learners with special needs established in each of the 10 schools to promote quality education	2.8.1 # of schools documenting lessons learned	5	7	
	2.8.2 # of schools with follow up strategy regarding child monitoring system	9	10	
	2.8.3 # of follow up meeting conducted with teachers	Average of 2 per year	Average of 3 per year	
	2.8.4 % of schools with data base management of MVCs	70.0%	70.0%	
Result 3.1: Established Project Advocacy Network (PAN) at the province comprising representatives from the Churches, CSOs, family support groups, children committees, etc.	3.1.1 PAN is established	No	Yes	
	3.1.2 Established PAN communication system	No	Yes	
	3.1.3 # of consultation visits done to potential PAN members	0	8	
	3.1.4 # of PAN advocacy meetings conducted	0	4	
	3.1.5 Average % of PAN members participating in the meetings	0	90.0%	
Result 3.2: Increased capacity of the project advocacy network on advocacy activities and engagement with local and district authorities to ensure improved quality of inclusive education	3.2.1 # and types of Advocacy modules developed	0	6 modules, at local, district and national levels	
	3.2.2 Effectiveness of Advocacy strategy developed	0	Comprehensive advocacy strategy is in final stage	
	3.2.3 # of PAN members trained on RBA and social accountability	0	20 (All)	
	3.2.4 Documented lessons learned from study visits	0	2	
	3.2.5 % of stakeholders' participation in STCC annual general meeting	90.0%	68.0%	

	3.2.6 # of STCC staff participating in IAS meeting and workshops for inspiration	2, (50.0%)	4 (100.0%)	
Result 3.3: Parents/caretakers and other groups in the local communities participated in awareness raising events to promote their understanding of MVC rights to quality education	3.3.1 % of community members attended awareness campaigns for environmental conservation	21.7%	0.0%	The activity was not yet implemented by the time of evaluation
	3.3.2 Collected and documented best practices regarding cross cutting issues	100.0%	100.0%	Documented through project reports
Result 3.4: Developed comprehensive advocacy strategy with clear vision, mission, objectives and defined responsibilities	3.4.1 Established 5-year advocacy strategy with clear vision, mission, objectives, targets, activities, etc. in relation to SDGs	0	1 draft	Comprehensive advocacy strategy was in the final stage when the evaluation was conducted
	3.4.2 Comprehensive advocacy strategy is established	0	1 draft	
Result 3.5: Project Advocacy network actively taking advocacy initiatives at grassroots and district levels and join efforts with regional authority to put pressure on transformation of IE issues	3.5.1 # of lobbying and advocacy activities conducted to district and regional education authorities	0	1	
	3.5.2 # of education officers and legislation bodies authority reached	0	Education officers = 15 Legislation bodies = 0	
	3.5.3 # of lobbying and advocacy activities conducted at regional level by the PAN Taskforce committee	0	0	Taskforce committee was not yet developed when the evaluation was conducted
	3.5.4 # of awareness and sensitization meetings/campaigns conducted to Moral Duty bearers	0	14	
	3.5.5 # of policy documents gathered/developed/revised	0	1	

	3.5.6 # human and child rights violations responded to by community in collaboration with duty bearers	0	>6	
	3.5.7 # and type of evidence-based policy recommendations presented to regional-level decision makers	0	1	
	3.5.8 # of evidence-based gaps identified in existing national education curriculum and proposed changes submitted to regional decision makers	0	0	
	3.5.9 # screening services/assessment centers for children with disabilities established in targeted wards using government resources	0	1	
	3.5.10 # of primary schools in targeted wards transformed by the local governments to become inclusive	0	1	