Plan International Tanzania

NORAD- Preventing Child Marriage Project

Midterm Review Final Report

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List of Abbreviations

VEO   Village Executive Officer

WEO   Ward Executive Officer

CBCPC   Community Based Child Protection Committee

UN   United Nations

CM   Child Marriage

CP   Child Protection

SAP   Systems Application Product

TFF   Tanzania Football Federation

PE   Peer Educator

FDC   Folk Development Colleges

PI   Plan International

PCM   Preventing Child Marriage Project

Executive Summary

The Preventing Child Marriage Project Mid Term Review (MTR) was conducted in Nkasi and Ifakara in August 2018. The MTR covered 12 villages from both implementation sites out of 26 project villages and drew 509 respondents. Both qualitative and quantitative data were collected. Quantitative data was gathered from project routine data and qualitative data was collected using Focus Group Discussions and Key Informant Interviews. The locations and respondents were all purposively sampled. The inclusion criteria for respondents included: Being a beneficiary, implementer, leader or member of child protection committee. The inclusion criteria of MTR villages included-being within project implementation district and intervention have been done. All factors being equal practical consideration (Costs, accessibility etc.) were taken into account to choose areas to be included.

The evaluation results show that the project interventions for all key results areas have been implemented and the influence of the implementation is very clear from the awareness of all respondents met. Generally, there is great appreciation of the project by the beneficiaries and there are noticeable changes qualitatively in terms awareness on child marriage, protection, and economic empowerment.

The program fits within the strategy of the implementing partners and staff understands what they try to achieve. The strategic selection of partners has enhanced the strategy fitness of the PCM project with that of implementing partners.

Use of variety of platforms for creating awareness on children rights was found instrumental in reaching various population segments expanded the chance of project to meet all targeted beneficiaries. School clubs and football drills were found effective to capture children in school and general public and less effect to children out of school. Consequently, enhanced the effectiveness of awareness creation campaigns.

Generally all school children know what child abuse is and forms of child abuse also they mentioned that the main abusers of children at home are fathers, step mothers and drunken parents. It was established that there is a general understanding about child abuse to key informants and YSLAs and all respondents know where to report abuse although the reported abuse cases do not get due attentions and sometimes no actions are taken against offenders. In that case respondents indicated discontentment to report the abuse because reporting of abuse cases sours the relationships between the reporters and relatives of the offender and with the offender as well. Furthermore, all respondents knew who is a child- (below 18 years) and all villages visited had Community Based Child Protection Committees likewise all schools visited had Children desks- an identified focal person to address child protection issues.

It was found that project interventions has several benefits to youths in terms of promoting access to capital, support to education, skills development, construction of house, meeting personal needs and addressing financial emergencies such as sickness. However, delayed repayment and poor contributions from members was mentioned to be a big challenge. The project can plan to support more girls in tailoring and also find ways of enabling them to engage with fashion industry. This can be done through modeling such as inviting local and international fashion designers to instigate aspiration for girls to think beyond what they do now.

There are mixed feelings regarding inclusion by age and gender. Some considered the project to be inclusive and all population groups got involved. Others thought boys and older women are not targets and thus their involvement is not as those of girls. This indicates that, the project perceives to focus more on a girl child which for

the case of this project is appropriate perception. The Strategies used to get beneficiaries involved formation of football clubs and Loan and saving associations. Out of schools children were involved by being taken to vocational skills training and awareness seminars.

The project relationships and interactions with local communities are commendable and this was found to be a great asset for influencing changes especially relationships with local media. It is recommended the project to work in collaboration with communication department to ensure clear and capacity building. The MTR did not see structured way of guiding project communication for achieving effective impact especially for communications happening at field settings

The project uses local institutions and peer educators to deliver intervention such as training. This has a potential of sustaining the intervention beyond project life time. However, the MTR did see the existence of exit strategy and how the project lessons will inform relevant structures for them to be taken to scale and also to be mainstreamed. PCM project to device an exit strategy and mainstream some of the monitoring roles and tools to structures established such as community leadership or government units at LGA level.

1. Section one: Introduction and background of the evaluation

1.1. Description of the programme

This is Midterm Review report for the NORAD-Preventing Child Marriage Project (PCM-Project) conducted on August 2018. The project is implemented by Plan International – Tanzania in 26 villages of project implemented in 13 villages of Nkasi district in Rukwa region and 13 villages in Kilombero district in Morogoro region in the united Republic of Tanzania. This MTR covered 12 villages- Annex 1 list of villages and villages covered in this evaluation. The project aims to prevent child marriages through changing behaviors, attitudes and practice of parents and their children, adolescent and young mothers, teachers, community influential leaders like religious and traditional leaders, and local government leaders. The project is funded by NORAD for the period of 2016-2019.

The project had two major blocks for enhancing change in behavior, attitude and practice towards child marriage where there have been five specific interventions -table 1

Table 1: Project Intervention, target beneficiaries and rationale

Area of social change	Specific intervention	Target group	Rationale
Awareness creation	1. Community awareness campaigns 2. Community football leagues	• All community members	• Sports to mitigate issues around child marriage and other child abuse issues in the communities • Community football leagues are organized to gather people for awareness on the issues
Skill development	3. Child Protection skills	• local civil society organizations • government authorities • Soccer team members and coaches	• challenging gender based violence and child marriages
	4. Reproductive health and life skills	• adolescent mothers	• Training of adolescent mothers on sexual and reproductive health and life skills
	5. Entrepreneurship and saving skill	• adolescent mothers	• So that adolescent mothers can economically self-sustain for their livelihood and mitigate their risks to sexual exploitations.

1.2. Description of the Midterm review

The review intended to identify strengths and weaknesses of the child marriage programme in the country, which will guide the programme towards improvement during the current implementing period and for planning of future child marriage related programmes/programmes. The major focus of this MTR was learning. The following were the mid-term review questions. The program started implementation in 2016 and will end in 2019. This Midterm Review covered the period between 2016 and 2017 and part of 2018- illustrate in figure 1 below:
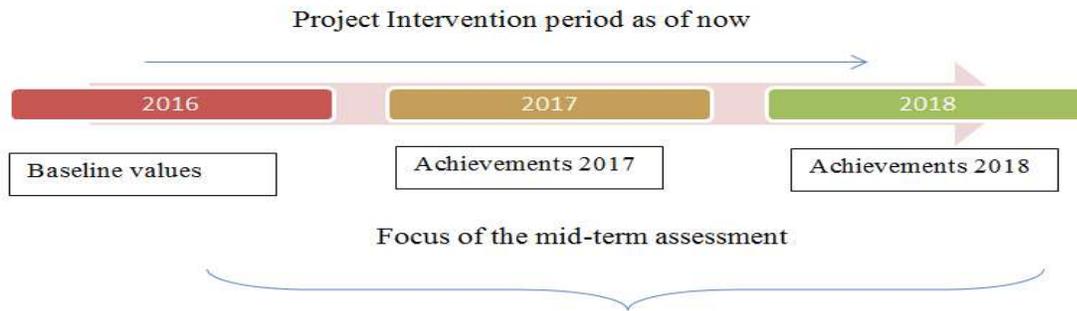
Figure 1: Scope of the Midterm Review

2. Section two: Methodology and Limitations of the Evaluation

2.1. The approach

Although almost all project indicators require numbers and this would have been well addressed using survey, however after discussion with Plan International staff, it was agreed that this MTR should opt for qualitative methods in gathering primary data and the quantitative information will be drawn from project routine monitoring data. Primary data was collected mainly through key informant interviews and Focus Group Discussions. The information was collected from 12 villages and included 52 FGDs and 41 Key informants- Annex two for list of respondents. Information was collected through documents review, Key informants interviews and Focus Group discussions. In total we reached 509 respondents out of targeted 755 participants, the difference was due to the smaller size of the FGD groups participated. We anticipated to have a total of 12 participants per each group but only managed to have an average of 8 participants per group, and we also missed 3 FDGs - figure 2- presents number of people reached in each district by gender.
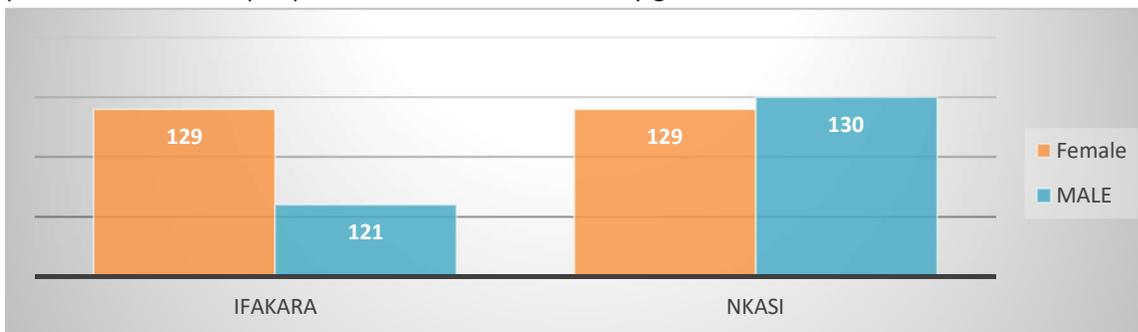
Figure 2: Respondents enrolled in this MTR by gender in each district

2.2.Respondents characteristics

In this MTR Focus Group Discussion and Key Informant interviews were conducted whereby Focus Group Discussion included; VSLA (Male and Female), YSLA (male and Female), In school (Primary and Secondary) and out of school clubs for girls and Boys while Key Informant Interviews included; Teachers, Male Champion, Football coaches, Gender desk, Social welfare, Project partners (UMATI and FDC), Plan Staff, Religious and Community leaders. But none of the respondents met between ages 11-17 who were married for both districts. Around 20% of age 18-24 youth met was married and 40% of age 25-31 was married in Ifakara. In Nkasi 10% of respondents of age 18-24 were married and 80% of respondents of age group 25-31 were married. It is difficult to say if at all there is a change between age of marriage between baseline and during this MTR as baseline results did not indicate marital status by age regardless of different methodology used between the two studies
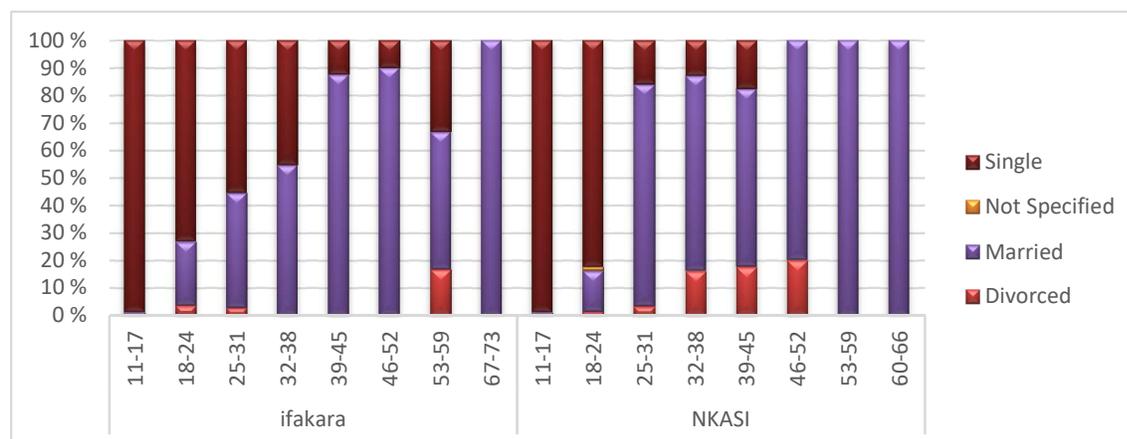
Education level of respondents contacted

Majority of respondents were mostly young with secondary level of education and primary school education. The following table presents the distribution of respondents by their level of education in Nkasi and Ifakara.

Table 2: respondents by level of education

Education level	Nkasi	Ifakara
CERTIFICATE	1	1
College (diploma)	2	5
DEGREE	3	4
FORM 1	7	3
Form 2	23	8
FORM 3	23	9
Form 4	50	62
FORM 6	8	1
Standard 2	2	0
STANDARD 4	4	2
STANDARD 5	2	2
STANDARD 6	37	27
STANDARD 7	90	34
Uneducated	6	0
Grand Total	258	251

2.3. Sampling strategy and the sample size

Locations and respondents were purposively selected. The MTR team made deliberate choice based on known attributes that were relevant to the MTR. The consideration to purposively selected respondents included

  i.   Location: The respondents were drawn from areas where project was implemented
 ii.   Participation: Participation of respondents is considered in terms of- their engagements- beneficiary, trainer, project staff, leader or member of child protection team
iii.   Practical consideration: All factors being equal practical consideration (costs, accessibility etc.) were taken into account to choose respondents to be included. The process was managed in consultation with Plan international and partners' guidance.

2.4. Data collection methods

Both quantitative and qualitative data were collected. Qualitative information was gathered through key informants interviews and focus group discussion. Quantitative data was collected through documents review.

Key Informants Interviews

Key Informant Interviews included; Teachers, Male Champion, Football coaches, Gender desk, Social welfare, Project partners (UMATI and FDC), Plan Staff, Religious and Community leaders. Though Key informants interviews are laborious and need skills in conducting them, they provide a more in-depth understanding of participants' point of view than any other methods (Hansen 2006; Corbin and Strauss 2008). Interviews are useful when the focus is on exploring complex issues (Denscombe 2007). For this MTR issues related to participants understanding of child protection issues and child marriage, response to child marriage and project management assessments were explored through interviews with key informants- Table 2- presents planned and actual coverage of KII by district.

Table 3: Planned and actual coverage of Key informants Interviews by districts

Respondents	National level	Nkasi		Ifakara	
		Planned	Actual	Planned	Actual
Male champions		3	3	3	3
Community leaders		3	3	3	3
Religious leaders		2	3	2	2
Teacher		3	3	3	3
Football coach		3	3	3	3
Gender desk		1	1	1	1
Plan International	3	1	1	1	1
Partner-UMATI	0	1	1	1	1
Partner-Vocational Training Institutions		1	1	1	1
Finance staff Plan-Field		0	0	0	0
Finance Staff-Partner		0	0	0	0
Total	3	19	20	18	18

Focus group discussion

Focus Group Discussion included; VSLA (Male and Female), YSLA (male and Female), in school (Primary and Secondary) and out of school clubs for girls. This method was chosen in order to explore beneficiaries understanding and attitudes about child protection and child marriage. Further it was meant to clarify emerging issues from project reports. Participants were purposively selected based on attributes that were relevant to the MTR. In order to address the limitations of FGD such as moderator biases and non-response of respondents due to social cultural and power differences, this MTR ensured that; selection of participants, appropriate moderation as well as confidentiality were maintained. Data collectors were divided into teams of two people - one moderating the discussion and the other taking notes- Table 3 presents coverage of FGD.

Table 4: number of FGDS planned and actual coverage

Respondents	Nkasi			Ifakara		
	Planned	Actual	Total Actual	Planned	Actual	Total Actual
In school primary	3 Girls 3 Boys	3 Girls 3 Boys	6	4 girls 4 boys	4 girls 4 boys	**8**
In school secondary	2 Girls 2 Boys	3 Girls 3 Boys	6	2 girls 2 boys	2girls 1 boys	**3**
Out of school	3 girls 3 Boys	3 girls 2 boys	5	4 girls 4 boys	3 girls 5 boys	**8**
CPC	3	3	3	4	4	**4**
VSLA &YSLA	3 Males 3 Females	1 Male 3 Females	4	4 Males 4 Females	1 Male 4 Female	**5**
			24			**28**

2.5. Documentary Review

Documents cover wide and inclusive data that brings things up to date(Denscombe 2007).This MTR used documents as primary source of quantitative data to assess project progress. Documents were purposively selected. However, not all documents requested for review were accessed - before development of inception report and during data collection but only some documents were sent. It was expected to access documents during the key informants' interviews but it was learnt that, strategic plans are only accessible at national level.

2.6.Analysis

Data collected were rechecked for completeness and consistency of information on daily basis. Daily emerging issues requiring further exploration were discussed. Coding frame was prepared to guide the coding exercise- Annex1. The coding process enabled further grouping of issues and that was used in NVIVO software. Although there is no rule of thumb for how qualitative data should be analysed (Hansen 2006). Literature provides several approaches - the choice depends on what the researcher wants to answer- such as explaining causal relationships (what questions), proposing a theory (why questions) or understanding the context that explains observed regularities (Flick 2006; Hansen 2006; Denscombe 2007). For this MTR framework, approach by Ritchie and Spencer (1993) was used. This approach was chosen because it is suitable for studies that are: short term, start deductively with pre-set aims and objectives, and have more structured data collection, which is the case in MTR. The approach provides six stages in the analysis (Pope et al 2000): familiarization, identifying thematic framework, indexing, charting and mapping and interpretation. The framework was used to analyse interviews and FDGs.

The interviewing language was Swahili; transcripts were translated to English for comprehension by those who cannot speak Swahili.

The following measures were taken for data quality control:

- The study design and data collection instruments and sharing the tools with project partners for review and inputs.

- The data collection tools were piloted by role play by team members to check suitability, reliability, coherent and clarity and corrections were made to ensure that tools were clear and areas for noting responses are not confusing, the necessary data was captured and that questions were understandable and relevant to the context.
- At the end of each key informant interview, the interviewer checked the questionnaires for completeness before the respondent left.
- The information from the FGD and KII were recorded to reduce loss of vital data coming from focus group discussions. Consents were gathered from respondents prior recording

2.7.Reporting /interpretation

Data are represented in both narratives and quantitative term. Similarly, graphs and charts are used. For qualitative data quotations are used as a means to provide the evidence.

2.8. Limitation of this MTR

- The quantitative data have several limitations to give strength to conclude number of public what are aware of children rights. This because of the design of the MTR where the quantitative data focused on secondary data extracted from RF and reports
- The participants selected using purposefully sampling may not represent perception and views of all community members on the effectiveness of project interventions
- The use of FGD provided deeper understanding of uptake of project interventions and community perception but does not measure to inform change of knowledge.

3. Section three: Key Findings

This section presents the findings of the MTR. The findings are divided by the major themes of the evaluation. The assessment covered the following 8 thematic areas

    i.   Project management
   ii.   Effectiveness and efficiency
  iii.   Gender equality
  iv.   Disability inclusion
   v.   Unexpected results
  vi.   Added value
 vii.   Participation:
viii.   Cross-cutting issues

3.1. Finding 1 (b) fitness of the program with implementing partners strategy

In this area, the MTR established how the NORAD-Preventing Child Marriage Project aligns with the implementing partners strategy and how the project monitoring is designed and implemented. The section further provides how the monitoring is done currently and proposes how it could have been desired in order to track the project's progress better

The alignment was assessed in two ways. First by assessing partners' organisation strategy to establish whether there is the following

- Objective on child protection, preventing child marriage or child safeguarding
- Objectives on youth empowerment
- Objective in promoting Sexual and Reproductive health issues

It was established that partners have the same objective. It was noted that, one of the reason that a partner is selected to work in the PCM project was the fact that they have child protection as one of their priorities. Partners were chosen because they do work that is linked to project interventions such as training in Reproductive and Child Health right or provision of vocational training service

> *"I think our strategies fit their priorities otherwise they couldn't have agreed working with us. Also, before we partner with these stakeholders we check if their policies support and protect children's rights. I can say we have the common priorities" Field coordinator from plan*

> *"We are dealing with reproductive health of youth, to stop child marriage, if youth doesn't know about reproductive health she can become pregnant when she still young she can't use prevention methods" Partner organisation field staff*

Further staff understanding was tested with regard to their understanding of the overall project goal and this was triangulated by assessing reports to try to link interventions and envisaged results. It was found that both partners and plan share the same understanding regarding the reasons why PCM project was conceived.

Quoted from plan field staff
"The main reason of starting this project was to help community to bring education and inspiring for them to realize the effects that are caused by pregnancy and marriage at lower age and to help them to change their attitudes towards those aspects"

"The project was established to help the community from difficulties especially early pregnancy and child marriage. The organization conducted a research and observes that the 42% of the child marriages in Tanzania are found Morogoro hence they decided to initiate this project"

Quotes from partners

"This project was implemented to solve problems that exist in those areas. Child marriage seems to be big problem according to the government statistics"

"The project was conceived aiming to prevent child marriage in our areas, I think Plan and other stakeholder including government had seen this practice has a high rate in Kilombero valleys and decided to establish this project"

Finding 3: Project Monitoring

The project monitoring and evaluation plan was developed to support routine project monitoring activities, this M&E plan is aligned with project results framework guiding the measuring of project performance through tracking of results.

Situation as it is
a) Adaptation of the Results framework to the PCM project
The situation as it is
It was established that the project Results Framework is used by Plan International programs in all countries. For PCM project the RF was brought in month 18 of the project. Until the time of this evaluation, there have been considerable efforts to improve the RF and make it meaningful to field staff and partners. NNO have been visiting implementation sites and meet with project staff and beneficiaries to provide on-site technical guidance in various areas such as linkages for youth economic empowerment and documentation of success stories to increase project visibility. Also there have been annual joint planning meetings for assessing progress and setting new targets. This ongoing mentorship has resulted into strengthening linkages amongst key actors.

The project has experienced delayed contextualization of the Results framework to guide the M&E design. Probably such limitations led to limited correct guidance to the baseline of the project and probably this could be one of the reasons why the project had a baseline but in most of the indicators the baseline values were not used.

Delayed adaptation at the beginning also led to weaknesses in identifying proper sources of information as well as understanding the indicators in order to collect appropriate information during routine monitoring. Consequently, the same inherent problem went to affect the designing of data collection tools.

> **Outcome:** Output: CP.1.1 Formal and/or informal laws and policies related to violence against children are harmonized in accordance with international human rights standards.
> Output: CP.1.P.1a # of people among the public with increased awareness/knowledge on the issues related to Child Protection
> Remarks: The outcome indicators is advocacy related outcome. Although the awareness may be a proxy contributor to the outcome. The output may not be number of among the public that is aware unless the change mechanisms is set through mass campaign.

The MTR also wanted to establish whether such limitations were spotted by the project and if any action has been taken. It was also established that the Head of MERL department have implemented some initiatives of trying to improve the project M&E. Some of these including attempt to adapt the results framework to suit the project.

Other efforts made were to improve and develop the project monitoring tools in collaboration with project staff and partners. Hence results based management training was done to Plan staff and partners.

It was established that the country office is working hard to realign the RF to suit the project and there are initiatives on orienting the field staff of the reporting requirements. Further it was found that there are intention of digitalizing data collection, this awaits the ongoing global initiative on digitalizing the data collection so as to align the in-country systems with the global one. Further the team also indicated the need for thinking beyond numbers.

b) Data collection tools

The MTR also wanted to establish how routine data collection was managed in terms of tools and also whether the project has adapted technology to ease capturing of routine information. It was found that project has data collection tools as listed below;

- CHILD ABUSE REPORT FORM
- Microfinance performance tracking checklist
- NORAD CHILD MARRIAGE PROJECT-DATA COLLECTION PLAN
- Outreach Data Collection Tool
- PEER EDUCATOR MONTHLY REPORT FORM 2017
- Primary school performance tracking checklist
- Trained Beneficieries Tracking Sheet

There was a mixed feeling with regard to the usefulness of the data collection tools. Coordinators found useful and able to use but community leaders have difficulties to use them

> *"Information tools are good we do report what has been done after three months what has been successful and which is not. But our reporting tools are good and we are reporting information that is understandable- Field staff*
>
> *We have enough data collection tools in every type of work that we are doing we have a way that we are collecting those data if it is a meeting or training, we have different ways of collecting data. These tools are helping us to make sure that all information that we are getting are realistic- Field staff*
>
> *for example we have provided forms to peer educators and community leaders to fill every activity but the challenge is they aren't able to fill their forms properly, we found out it's not a friendly method we decided to do physical visit. Field staff"*

c) Narrative Reporting format

The program has quarterly reporting whereby all partners in quarterly basis reports progress towards implementing their annual work plans, though there is no standardized reporting format. Partner's reports are consolidated to develop annual project report. There are few noted areas that worth improving;

- The program can think of developing standardised reporting template that captures results not only outputs but also outcomes this will in turn facilitate the development of quality annual reports
- Most of reported output do not show targets
- Disaggregation by gender by villages is less visible
- Reports are not fare to readers- as they do not consider someone who is not aware of project to read— example seeing in the report – phrase "already reported" –might be useful to project staff but less attractive to someone who reads the report at first time to be able understand the project progress

Pleasant narratives	Unpleasant narratives
During this reporting period football matches were organized with both female and male teams which were formed during the start of this project in all the 4 wards. *Easy to know all 4 wards were targeted*	*58 peer educators were trained in December 2017 to reach a total target of 114 peer educators thus making a total of 116 PEs. out of which overall target*

The situation as wishes

The following are proposed recommendations to improve the project M&E;

- Review the program results framework to include output statements against all output indicators to show clearly the logical flow of results
- Although it is important to have a standardized framework for all countries, adapting the framework at the begging to make it suitable for the project design is very important. The RF and the project design have to be set in such a way the two communicate.
- In addition, there is a need for the program to prepare electronic template for monthly quantitative data capturing with all required disaggregation (location, gender, added vulnerabilities) for relevant output and outcome indicators.

Figure 3: Proposed country level adaptation stages of newly acquired project

3.2. Anti-corruption routines

It was established that in Plan International there are policies regarding the organization's position on corruption. The routine practices include use of Systems Application Product system that in financial management.

> *"This system is helping to control and follow procedure or by-laws that are directing the good uses of money so there is no way one can misuse money because we are using SAP system"* Plan coordinator Nkasi

M-Pesa was also mentioned as one of the ways of mitigating corruption and risks of walking with large amount of cash during field work

"My organization has introduced m-pesa system so I am not staying with cash. So even if I have an activity that I am doing, money for that activity, those who I have identified that will provide the service I put their phone number or account number and they receive their money directly from Head office" Project Partner

3.3. Financial Resource utilization

It was established that in most cases expenditures are within the agreed budget. On the other hand according to the project accountant it was established that partners' utilization of funds as per budget has been low leading to closure of the year without getting the expenditure reports from the partners.

"…NOK 455,000 this is the amount included in the CY 2017 financial report and audit report; the amount was disbursed to partners but not yet accounted for Plan International by the time we conducted the audit for CY17 and the auditors classified it as Not Expenditure" project accountant

The reasons for low liquidation of funds on partners' side include changes of approvers and administrative procedures leading to delays and also some delays on the part of vendors.

"UMATI had some challenges within themselves apart from capability of spending and reporting. They have their rules that may have some issues it is like you may send them money now and someone to approve that amount of money is not around in their office so they have to wait until that person comes back and approve that money -- And again there has been in a very big restructuring such that some of the position were eliminated like on the finance side. They were changing the finance side we have a new point person of finance." Project accountant

"Again to the TECMN, whose secretariat is CDF had some challenges within themselves. You know that is the consortium of number of organization and it is not like one person wakes up today and say this is how we go. Anything they want to do they need to have a meeting and first agree, On the other hand the coalition works with the parliament at the national level who are usually not on scene, it therefore requires special appointment to meet them, In one way or another these affected our operations, it came a time that some of the activities that were planned by TECMN they look like obsolete and they can't go ahead with it" Project accountant

3.4. Finding 3: Awareness of children rights

The project implemented several activities to enhance children understanding and be able to protect themselves. The following tables present projects intervention coverage extracted from RF and coordinators reports.

Table 5: coverage of intervention Children Empowerment Activities

	Nkasi	Kilombero
# of children trained in child protection	390	390
# of girls trained in child protection	870	840
# of children with disabilities trained in child protection	7	3
Number of cases of abused reported concerning marginalized groups	31	12
# of children from other marginalized groups trained in child protection	620	620

The knowledge of children's' rights was assessed to all categories of respondents contacted in this MTR except for Plan, implementing partners and gender desk. The assessment was done by:

i.   Establishing the implementation of training and awareness campaigns targeting conducted by both Plan International its Partners, targets set and actual coverage and

ii. FGDs and Key informants were conducted to establish whether targeted groups have acquired the intended knowledge.

It was established that in school children were reached through peer educators, their teachers and clubs. The project is conducting training to create awareness to school teachers and peer-educators on child protection. Further clubs were established to form platforms for children to learn about their rights and have collective efforts peer to peer support.

<u>Knowledge of children right of primary school children</u>
It was established that both primary and secondary schools children know their rights. Knowledge of children rights were mainly on issues related to things that parents have to offer such as clothes, shelter, food, education and time to rest and play. Further children mentioned that they have rights to be protected by their parents, at school and by the public at large from being abused. Further they mentioned that they have right to be involved in decision making and to be listened. There were differences in terms of number of children rights mentioned between the Kilombero and Nkasi primary school boys. Kilombero boys seemed to be able to list more than their counterparts in Nkasi. This situation can be contributed to the fact that Plan International has been implementing different activities in Kilombero for over 20 years compared to Nkasi which is the phase-in program unit.

Table 5 below provides lists of rights mentioned by primary school boys and girls of the two districts. Further a cultural influence is emerging in terms of perceptions of rights between boys and girls of the two project areas. The Nkasi primary school boys mentioned four rights- Right to be protected, Right to get treatments, to be respected and to be listened. Impliedly they may mean other rights are obvious to boys to extent they are considered "a must get" for boys and a "must claim rights" for girls- this worth further ethnographic studies to conclude. Similarly, the secondary school girls of Nkasi mentioned fewer rights compared to girls in Kilombero. In both primary and secondary school children's certain rights seemed not thought of at all by children these include;

- To a name & citizenship.
- To know his or her parents.
- To live with his or her parents unless it is not in his or her best interests.
- To maintain contact with both parents if separated from one or both.
- To be reunited with parents when possible.
- To obtain appropriate information.
- To access information and material from a diversity of media sources
- If mentally or physically disabled, to special care, education and training

Table 6: Children rights mentioned by Primary Schools Boys and Girls

Kilombero		Nkasi	
Boys	Girls	Boys	Girls
right to study **right to better Upbringing** **right to get education** **right to get food** **right to help parents works** **right to get clothes** **right to get education** **right to play**	- Right to help parents and being given time to study at home - right to live and to be protected - Right to get basic needs Right to live at a safe place - A right to play - Right to be	- Right to be protected - Right to get treatments - Right to be respected - Right to be listened	- Rights of getting education - Rights to be loved, - Rights to be listened - Rights of protection. - Rights to live - Rights to be listened - Rights to be given all basic needs

• **right to live** • **right to be loved** • **right to be listened** • **right to be protected** • **right to make family decision** • **right to get education** • **right to get rest**	involved in decision making • Right to be educated • Right to be love

Table 7: Children rights mentioned by Secondary Schools Boys and Girls

Kilombero		Nkasi	
Boys	Girls	Boys	Girls
• **Right to be protected** • **Right to get education** • **Right to be listened** • **Right to be given food**	• Right to get education • Right to be protected • Right to be involved in different decisions • Right to get shelter, clothes • Right to live	• Right to be loved • Rights to get education • Right to get morals from parents • Right to be listened, • Right in decision making. • Rights to be protected.	• Right to get education • Right to be listened • Right to be loved • Right to be protected.

Understanding of Children rights of out of school children

Out of school respondents were those who could not continue with secondary school after primary school and secondary and could not continue with further education. This category is of special interest to PCM project because they are susceptible to child marriage and many other kinds of child abuse. Generally their understanding of child rights seemed lower than the in-school children.

Table 8: Children rights mentioned by out of school children

Kilombero		Nkasi	
Boys	Girls	Boys	Girls
• **Right to education** • **Right to be protected** • **Right to participate in decision making**	• Right to clothes • Right to nutrition food • Right to be listened by the community and parents • Right to education, • Right to play- Sports • Right to be protected. • Right to appropriate A upbringing		• Rights of education • Right to be protected • Right to get food, • Right to get clothes and shelter.

Understanding of child rights by other actors

It was established that parents and youth were accessed by the project through several platforms. These include Youth and Village loan savings associations, football clubs and education by entertainment done through community dancing groups. These platforms were taken as a delivery channels for communicating and raising awareness regarding children rights, effect of child marriage and importance of child protection in general. The

awareness creation and training of leaders, teachers, male champions and football coaches were also done to ensure that in their respective positions they promote and advance children rights and safeguarding of children rights.

Understand of Children rights by members of Village Loan and Saving Associations (VSLAs)
It was found that members of both VSLAs and YSLAs consider rights beyond the basic needs. Right to be raised by both parents was mentioned as something that is very important for better upbringing of the child.

> *"A child is supposed to get all basics needs from their parents for his/her better future--and better care from both parents"- Female respondent.*

It was also established that both men and women have consensus on the importance of all parents to take part in children upbringing

> *"The right to good parental care, good health, the right to have both parents. If he/she does not get such right he/she will be unhappy" Male respondent*

It was established that, the VSLAs and YSLAs members consider the rights of children as their obligation and that; they are the ones to provide them

> *"Child rights include, good clothes, good shelter, has to be emphasized to go to school" Male respondents*
> *"Both parents should be careful to raise a child, to discipline them" Female respondent*

Understanding of child rights by Key informants contacted
It was found that all key informants – (religious leaders, community leaders, male champions, football coaches, teachers and members of child protection teams) have good understanding of children rights. The rights mentioned are those which are responsibilities to their children. This provides an indication that the scope of understanding is more to individual level actions and less on the issues that community systems including the government is obliged to do. A mention of health and education in the discussion was mainly focused to families' responsibilities to provide such services as opposed to the systemic response to children need in the overall development framework. This limitation may hamper efforts to reduce deprivation of basic needs to children that require the attention of the development system and those with duty to propagate them. - Rights mentioned are as listed in table 8.

Table 9: Children rights mentioned by Key informants

Child Rights mentioned by key informants	Teachers	Male champion	Football coach	religious leaders	Community leaders	members of community child protection team
Right to education	✓	✓	✓	✓	✓	✓
Right to be listened to	✓	✓	✓	✓	✓	✓
Right to protected	✓	✓	✓	✓	✓	
Right to be loved	✓					
Right to be free from abuse	✓					
Right to get basic needs	✓	✓	✓	✓	✓	✓
Right to participate in a family and society matters		✓				
Right know his/her parents and relatives		✓				
Right to be respected		✓				
Right to play			✓			

Rights mentioned by Key informants and FGD respondents are the one that hold parents responsible and less of rights of children that the community at large has to offer and stand for.

3.5. Finding 4: Understanding of Child abuse, Existence and functionality of child protection systems

The MTR also wanted to establish the coverage of interventions to address or prevent abuse. Table 9 presents the coverage of interventions in this section as extracted from RF and updated by coordinators.

Table 10: Coverage of intervention for establishment and promotion functionality of Child protection mechanism

CP.2 Well-functioning community-based child protection mechanisms, including CP services that prevent and respond to violence against children (improved reporting and response) **CP.2.1 # of cases of abuse reported through CBCP system**	
CP.2.1a # of cases of abuse concerning girls reported through CBCP system	70
CP.2.1b # of cases of abuse concerning children with disabilities reported through CBCP system	5
CP.2.1c # of cases of abuse concerning children from other marginalized groups reported through CBCP system	30
CP.2.P.1 # of community-based child protection institutions established	35
CP.2.P.2 # of CBCP institutions trained	35
CP.2.P.6 # of people in the community that received knowledge/ training related to CP	7220

Children's knowledge about child abuse

The MTR inquired the knowledge of child abuse from children in school and those out of school. Generally all school children knew what child abuse and forms of child abuse are. Table 10-presents quotes from children on what they understand about child abuse.

Table 11: Children understanding about child abuse

District	Quotes from boys	Quotes from children- Girls
Nkasi	*"Is the action of not providing basic needs to a child such food, clothes also beating is the action of child abuse"* *"Refuse to listen him/her"*	*"Is when a child is not given basic needs such as food, clothes"* *"Child marriage is child abuse"* *"To beat children"* *" Failure to provide basic needs such as food, clothes, shelter and education"* *"Child abuse is the refuse of providing basic needs to a child such as to be taken to hospital, food and to be taken to school"*
Kilombero	*"To lack education, clothes and food"* *"To be given unnecessary punishment"* *"To lack better upbringing"* *"Refuse to send a child to school"* *"Refuse to give a child basic rights"* *"Child abuse is the situation where you don't have freedom, peace or a time to rest"* *"Child abuse is anything which goes against child rights"*	*"Is doing something that was not supposed to be done to a child "* *"To deny a child his/her rights to basic needs "* *"Not to be listened "* *"Child abuse comes when a child is forced to get married before the right age "* *"Beating a child"* *"Over working a child"* *"Child abuse is not giving a child education, shelter, health care, and clothing "* *"Most of the time we see child are being abused when their parents are separated as children lack the upbringing of both parents and lack*

	his/her basic rights
	"To is the situation where a child who was studying forced to stop school"
	"Is the situation where a child is not given her/his rights"

With regard to forms of child abuse children both in school and out of school were able to distinguish things that would mean abuse to a child- it includes child labour, emotional abuse, physical abuse and neglect as per respondents quotes below;

- Child labor
  "To be given hard work such as to grind stones" A primary school student
  "Child abuse at home is when instead of child to be taken to school they give him/her a hard work"

- Sexual harassment
  "This is the action where children under 18 are forced to sex" Out of school child

- Neglect

  "Bad /poor care from parents which can cause him to be a street child" secondary school student

- Physical abuse
  "To be beaten"

Who abuse children and Where
The MTR also wanted to establish kinds of child abuse affecting children happening in various settings. It was mentioned that the main abusers of children at home are fathers, step mothers and drunkard parents

"For me I think fathers are the main child abuser because in our community are drunker and when they are drunk and come home start abusing children" says out of school girl

"Mothers especially step mothers because of missing blood relationship-- She does not give food, clothes" Primary school boy

"When parents are alcoholic addicts" primary school girl

To further test the understanding about child abuse and establish practical incidences of abuse, the MTR explored what forms of child abuse is prominent and inquired examples from children. Prominent child abuse practices at community level mentioned by children includes the following;
- Denying right to education

  "Other children are not given education" primary school boy

- Forced Marriage

  "In the community some parents force marriage to a child--Age between 18 and 15 many girls are married at that age" in school girl

Reasons as to why children are forced to get marriage include need of wealth, low level of education to parents/guardians and changing life style. It was established that some families have small houses that cannot accommodate grown up children. Thus adolescent girls stay at home and during the night they go to sleep to their relatives. On the way they go unattended/less protected giving chances for abuse to happen which lead to child pregnancies- hence forced to get married.

Further it was mentioned that many parents are after wealth.

> *"Some parents discourage their daughter that even if you pass your examination I won't take you to school after all you a girl"*

It was established discouraging girls' continuation to education is prominent kind of abuse. This is caused by the lack of education of parents and also poverty

> *"When parents have no education they don't have knowledge on the effects of child marriage"*
> *"Poverty, a family which is poor cannot afford to buy requirements for studies such as exercise books"*

Other reasons include cultural norm

> *"Some culture like Sukuma tribe they used to get married during childhood"*

<u>Other actors' knowledge about child abuse</u>

MTR established the awareness of child abuse from parents, youth, male champions, football coaches and leaders. These actors have been found instrumental to propagate children right agenda and champion the overall child protection exercise in the community. It was established that in general there is good understanding about child abuse to key informants and the project was able to create awareness on child protection in general. Tables 11 presents' quotes from key informants about their understanding regarding child abuse mean and constitute.

Table 12: Knowledge of child abuse by some key informants

Informant	Ifakara	Nkasi
Religious Leaders	*"Child abuse is treating a child in a way which is against human life like not giving a child food, not being able to supervise a child academically and so forth"*	*"Child abuse is when a child does not get his/her basic rights for example when parents refuse to send his/her child to school"*
Community leaders	*"It is an act of not giving the child basic needs, when we talk about a child we mean all that is well known by the government who is under 17.There for basic need we mean education, clothes, shelter, together with our rights that has been formulated"* *"Child abuse is treating a child against his/her rights"*	*"Child abuse is when a child is denied his/her basic rights"-"There are so many rights like right to education, shelter, clothes, food, play"* *"Denying a child to express his/her views, if a parent is denying a child his right to education. Other families have been using children as part of production as you may find a father is at home telling children to go to the farm in that way a child don't enjoy his/her rights. This child abuse which ruin his/her future life. Sometimes it reaches a point where a child is forced to get married so that parent can get wealth. This is also a child abuse because she is married off without her consent."*
Football coach	*"Is the situation of not giving a child his/her basic rights as a parent or community"* *"Child abuse might be lack of basic needs such as the right to be listened, right to good clothes, right to education, raping etc."*	*"child abuse is when you do something bad to a child"* *"Excessive punishment"* *"Like beating"*
Teacher	*"Is the situation of not giving a child his/her basic rights as a parent or community"* *"Child abuse might be lack of basic needs such as the right to be listened, right to good*	*"Child abuse is violation of child rights"* *"Bad shelter, beating, abusive language etc."*

	clothes, right to education, raping etc. "	
Male champion	*"Child abuse is the act of not giving a child a chance to all basic needs such as education, and to separate him/her in meetings"*	*"In my opinion child abuse is when you do something bad to a child? Like Excessive punishment"*
Child Protection committee members	*"What I understand about child abuse is that; if a child does not get his/he right it's obvious a child is being abused"* *"Another kind of abuse is raping"* *"Child abuse might be when you segregate a child"* *"Other kind of abuse is excessive beating a child"* *"A child abuse is to give a child heavy tasks compared to his/her age. For example in our village seven years old child can carry 40kgs"*	*"Is doing unacceptable things to a child"* *"Not giving a child food"* *" Is when you do something to a child without her/his willingness/concern"*

When the respondents were asked about forms of child abuse, it was found that there is quite good understanding of what acts/practices constitutes child abuse. The following practices were mentioned

Table 13: Forms of child abuse mentioned by key informants

Practice	Quotes
emotional abuse	*"Psychological abuse, for example when you use abusive words to a child"* *"Gender abuse, in our village many parents care more about boys than girls when comes issues of education"*
Physical abuse	*" Sexual abuse is where you force sex to unwilling personal and to child who is under 18 regardless she was willing or not that is lap"* *"Physical abuse that means to touch women body without her consent"*
Neglect	*"Child abuse might be lack of basic needs such as the right to be listened, right to good clothes, right to education, raping etc.*

Cases of abuse affecting children with added vulnerability
It was established that children with disability are more vulnerable and cannot protect themselves.
   "They lack a chance to express their opinions"
Children mentioned awareness of how children with Albinism are abused due to false beliefs
   "There are people who kills albino for witchcraft so that they can get money by cutting off some parts of their bodies"
Children also indicated awareness of harmful perception about disability in the community and regard it as amongst child abuse practices. They mentioned there are families which fill shy because of having a child with disability. Consequently, the child is hidden and not allowed to go out to be seen by other community members. If it happens a disabled child shows him/herself out is severely punished.
    "Also other people if they are blessed to have a child with disability, she does not want people to know that she/he has a disabled child, so she will lock that child in all the time, when he gets out he get beaten so hard"
It was mentioned that some of children with disability are sexually abused
   "Some are raped because of their disabilities for example a blind can be raped because she can't run"

Other cases of abuse affecting children with disability mentioned were
> *"Be beaten without reasons".*
> *"They are isolated in the community"*
> *"Some parents do not care to provide basic needs to their disabled children"*
> *"Some parents live in farms so disabled misses some opportunities"*
> *"Those who have no parents they don't have someone to take them to the hospital"*
> *"Some parents don't believe that disabled child can go to school"*
> *"Sometimes they are not given food"*

Cases of abuse affecting children from marginalize groups mentioned include;
Abuse to children from marginalized communities was linked to their access to services. It was mentioned that, parents of these communities are mixed farmers or pure pastoralist societies and thus leave far. The distance lead to the denying their children medical services and education
> *Some parents live in farms so children miss some opportunities. Secondary school child*
> *Those who have no parents they don't have someone to take them to the hospital. Secondary school child*

Perceived Roles in child protection and actions to safeguard children rights
The MTR assessed the perceived role in terms of what children think and are able to do to protect them from being abused in one hand, and what other actors think they are obliged to do to safe guard children rights. This was assessed by establishing whether children understand that there a need to report abuse and if at all they know where to report. Secondly the MTR explored the outcome of reporting of abuse to establish the effectiveness of protections systems. Thirdly it explored how children feel secured to report abuse. The same inquiries were made to key informants contacted.

Children knowledge about reporting of abuse
It was found that children understand that they are supposed to report abuses made to them or to their fellow children. They mentioned areas where they are more comfortable to report abuse; village government, police and teachers.
> *"When any abuse incidence happens you have to report to the required authorities immediately like at a village office that children are treated badly" Primary school child*
> *"Report to local government authorities or police station"*
> *"I will report to a teacher"*
> *"I will go to report at the village office or at the hamlet office"*

Further children reported that they feel confident also to speak out if they are abused
> *"When your parent abuses you, you have to tell him/her the truth that he/she has to stop abusing you "Primary school child*

It was mentioned that children also feel obliged to provide education to stop child abuse
> *"I know we can provide education at home, to parents and to other people so that they can stop abusing orphans and other children" Primary school child*

Knowledge of other actors on where to report abuse
It was established that all other actors – parents, youth, leaders, and child protection committees know where to report abuse. The following areas were mentioned
- School committee
- Parents
- Report a case to police through free phone call

- ward executives
- Child protection committees

It was further established that there are changes in terms of women confidence to report abuse. It was said in past years it was difficult for women to report abuse. Of recent the trend has changed women have been educated and aware that it is their rights to report.

> *"In the past years it was difficult for a woman to have a say or to report anything in the community or in government level, but after we being educated we can now have a say in the community" Parent - woman*
>
> *"In the past years women didn't have a right to say, only men had a say so we couldn't report any abuse but currently our community is educated" Parent - woman*

Further communities have indicated increased awareness and confidence to intervene abuse within their areas

> *"When I see a child is being abused/punished improperly I will take a step to talk to that parent and advise him or her proper way, if he/she doesn't listen I will take a step to report to authorities"*
>
> *"Recently our community has been educated for example in our village I saw an old man of 50 years marries a 13year old girl, and the authority took this matter and the punishment was given to that man"*
>
> *"for example in our area children are involved in selling vegetables in the market during school hours, in any cases like this we report to the local government, the government officer will write a letter to call the parents involved and we will discuss and tell him/her responsibility as a parent to give a child a right to education"*

Challenges of reporting child abuse

It was further noted that not all reported cases receive the due attention expected by those who report. This create discontentment for those who reported and consequently reduces reporting rate

> *"when you report a case you expect certain measures to be taken, but in most times the reported cases just vanishes and no legal action is taken against abusers" Parent- woman*

Moreover the MTR established that communities also feel insecure to report cases for many reasons. One is lack of action and secondly a fear to be blamed

> *"one of the challenges we encounter in reporting these cases, some of parents blame their neighbours/ people who have reported the case. For example a parent might say, I have missed dowry money because of you and it creates misunderstanding in the community".*

It was mentioned also reporting cases sometimes create hatred between neighbours

> *"Blames and it create hatred within the community: because of this we are sometimes afraid to report case".*

In some cases the reporters get threaten and thus make the whole exercise insecure for the ones who against child abuse

> *"We get threatened by the people who have abuse their children when you report them to the authorities" Parent woman*

3.6. Finding 5: Child Marriage

This MTR wanted to establish the awareness on effect of child marriage, whether in the one and a half years of intervention the project managed to institute a clear understanding of who is a child. Further it was intention of the MTR to establish if the child protection systems are functional and community is gaining confidence in using them.

Perception regarding who is a child

There is a good understanding of who is a child in the context of the project of preventing child marriage. Majority mentioned a child is any person under age of 18. Respondents mentioned contradiction between the marriage Acts and other statutory documents regarding the age of a child in as far as marriage is concerned

> *" As far as I know a child is any person below 18 although there is a challenge because the law state that a child is any person who has not attained 18 years but marriage act says that a girl is allowed to get married when she is 14 so long as both parents side have agreed. You see, there is a challenge there. a child? That is where the problem is"*
> *Community leader*

Existence and effectiveness of child protection

The MTR established that several interventions have been implemented geared to prevent child marriage these include strengthening of CBCP systems as well as empowering girls and parents to be able to resist child marriage. The coverage of project outputs are presented in table 13. The information are extracted from RF and complemented by coordinators

Table 14: Coverage of intervention that directly act on preventing child marriage

CM.1 Direct actions to stop child marriages	
CM.1.P.2 # of children receive support/follow-up, mentorship	3364
CM.1.P.3 # of child marriages reported by CBCP in target areas	35
CM.2.1 # of children who are aware of their rights regarding child marriage (out of those trained)	
CM.2.P.1 # of children in schools where teachers have been trained in child rights and child marriage	1,210
CM.2.2 # of children and youths who are members of active youth groups. (groups carrying out at least two public actions against child marriages per year)	1,968
CM.2.2a # of girls who are members of active youth groups. (groups carrying out at least two public actions against child marriages per year)	1,292
CM.2.2b # of children with disabilities who are members of active youth groups. (groups carrying out at least two public actions against child marriages per year)	10
CM.2.2c # of children from marginalized groups who are members of active youth groups. (groups carrying out at least two public actions against child marriages per year)	

It was established in all districts the child protection issues are managed under two mechanisms operating within and outside schools. Within schools, there are patrons and matrons who oversee child rights clubs in schools and outside school, there child protection committee operating at three governments level; village, ward and district level. The role of child protection committees is to sensitise the community on child protection and attention to children with disability

> *"…there are people with disability and some of the people used to hide them. Others say since my child has a disability therefore I can't take him to school. As a child protection committee we try to educate parents with such mentality and we have seen since last year many children including children with disability have been enrolled"* *community leader*

With regard to effectiveness of these committees, this MTR wanted to establish the following

Recommendation to improve abuse reporting
Recommendation to government
- To provide education to the community through various ceremonies example dancing, clubs, football matches
- Government leaders to make a visitation more often in our villages to make process simple
- Government to take a legal action against reported case to teach a community a lesson

- Use of suggestion box, it will add comfortability in reporting cases
- Use phone calls to hide the reporter's identity.

3.7.Findings 6: Economic Empowerment

It was established that, one of the activities done by this project is to enhance capacity of girls to generate income in order to be able to sustain themselves and their children. This was done through encouraging of formation youth and villages loan and saving associations (YSLAs). Further the project developed capacity of these groups in entrepreneurships. Apart from group training there was youth training in various vocational skills including electrical installation, tailoring, cookery and decoration. The experience as of now indicates positive prospects for both youth who received vocational training and those joined YSLAs.

For vocational training skills the project catered for their training costs. This MTR established that some of the trainees have managed to employ themselves by forming groups and secured loans from the government. In Nkasi district among the sixteen trainees who undergo tailoring and graduated in 2017 only five have managed to register their group, got a loan and establish their own private business.

> *"Among those 19 I think only six are still engaging themselves in tailoring because five of them were lucky to secure a loan and open their own office and the one who did not manage to get a loan has employed herself." a former student*

As for those who attended electrical installation course, things were different compared to tailoring as none of them managed to secure a job or employ themselves because they needed to have a level II certificate in order to acquire a business licence.

> *"…because we came to learn that you can't get a license to establish your own office unless you have a level II certificate. Since her family is financially capable so she went back to school"*

Benefits of YSLAs

Several benefits were mentioned that are associated with joining these groups

benefits	Quotes from YLSAs members
Savings and accessing loans	*We learnt how to save and take loans*
capital	*Personally the skills have helped me, for example in rainy season I took a loan and start selling vegetable while in summer you can't sell vegetable because there is plenty of fish.* *Personally it has helped me to start my own small business, before I was just housewife.* *Through loans we get capital and start small business*
Support to education	*I borrowed money from the group and pay my child school fees, I thank Plan for educating us.*
Skills development	*We learnt cooking, decoration, electrical, tailoring, making soap and baking cakes.*
Construction of house	*I used a loan from my saving group to buy building materials.*
Meeting personal needs	*it is beneficial because I can get my personal needs*
Addressing emergencies	*it has help us in times of emergencies for example in sickness*

Challenges encountered in running of YSLAs
The following challenges were mentioned delayed repayment and poor contributions from members
> *"In addition to that, we agreed the loan recovery is within three months but most of the time members fail to return loan in time"*

3.8. Perceptions as to whether the community is a child marriage free zone

Among the criteria for child marriage free zones include empowerment of girls, improvement of essential health and education services, mobilization of families, communities, policy makers and other leaders to take action against child marriage and create or strengthen laws for reduction and ultimate elimination of child marriages and strengthen their implementation. It was established that communities have systems but the challenges has been the effectiveness of actions of the organs that communities report to. It was reported that assuming child safeguarding roles is challenging and sours relationships between the leaders and abusers of children rights *"Of course there are so many challenges, for instance you may find a person punishing his child and if you impose a fine to that person he won't forget you and thinks that what he is doing is right" Member of child protection committee.*

The committee action is made hard by the organs that need to take actions against culprit and thus make the members feel vulnerable and insecure in assuming their roles
> *"If a person impregnates a girl and take the culprit to the respective place but after two days you come across with the same person in the village what are you going to do? He will be angry with you" Child protection committee member"*

Sometimes it becomes hard to catch the child abusers as information spread before they are caught
> *"A few days a go there was a secondary school girl who got pregnant but after two days I heard that the culprit had already ran away. You ask yourself, how does this information reach the culprit? At what time does this person get information? So I think reporting of this cases from school to the healthy facility should be improved so that the culprit can be apprehended on time"*

On the part of the community there is a village child protection committee. The committee is comprised of 12 people and chaired by Village executive officer. Other members to this committee are any primary teacher available in the area, and there are other selected members from the village who have been trained on children protection. The committee is gender balance

3.9. Finding 6: Inclusion

Gender equality
There are mixed feelings regarding inclusion by age and gender. Some considered the project to be inclusive and all population groups got involved. Others thought boys and older women are not targets and thus their involvement is not as those of girls. The reasons for inclusion included- the role that the actors are expected to play in advocating for child marriage, directly affected by child marriage or one has a leadership position.
> *"When Plan International came they looked for football coaches then Matron and Patron but the head teacher was the one who appointed someone who could implement this project which prevent child marriage."*
> *They considered gender balance in case of Community Volunteers they chose both male and female*

The MTR also established mixed perceptions about involvement of marginalized girls and children with disability including their parents
> *This project is not discriminatory because all of them were involved regardless of their disability.*

It was found that mode of inclusion was by mixing the with others, which also pose some challenges
> *"Sometimes challenges are there because the way they perceive is not the same as other people so s/he may feel so but I know a child with disability has equal rights with other normal children.*

"There is no friendly environment to people with disabilities. Thus is because community has not prepared the environment to accommodate people with disability. Examples there are no special stare case for people with disabilities in government buildings like hospitals and schools"

Strategies used to get beneficiaries involved included formation of football clubs and landing and saving associations. Out of schools children were involved by being taken to vocational skills training and awareness seminars

They formed football clubs and Village Saving and Loan Association

Yes they formed VSLA for men only

Out of school children were involved by being trained on vocational skills and formation of Youth Saving and Loan Association.

3.10.   Finding 7: Participation

The participation tool was administered to all Key informants (Male champions, Field coordinators of Plan International and Partners representatives, religious leaders, teachers and gender desk) except plan country office staff. This was done deliberately to establish the extent to which field offices are getting engaged. The following was established

First, it was learnt that the involvement in provision of inputs to plan and during budgeting is low to all respondents (male champions, religious and village leaders, teachers and gender desk

With exception to Plan coordinators at the field and Project partners. Hence it was found there is a higher involvement on being informed on targets. Moreover, the MTR found there is substantial involvement in implementation for almost all KI. Furthermore, respondents indicated the positive perceptions regarding the chances to get involved in MTR – designing, during the conduct and also are expecting to be given results.

3.11.   Finding 8: Cross-cutting issues:

Political discourse of child marriage

It was established that, changes in the political discourse and the position of the government also has frustrated some of the ongoing project work. For example the move towards advocacy for change of the marriage Act encountered a hesitant moments and cold reaction from government official following the position of the president regarding early pregnancies and education transition for girls. Such position creates worries on the part of government officials on to what extent they should get engaged with proposed advocacy.

"… Because one of the main roles were to influence the law makers to change that marriage law. And they started this they had one meeting with Member of Parliament one session and things were developing very well. Then the government says let us stop and rethink so you can't proceed with airing out the same" Project accountant

Addressing environment and vulnerability to climate change

It was established rainy seasons pose a problem to project implementation in many ways. It delays activities as the majority of roads are impassable during rainy season. Secondly the climate also reduces the level of community participation in project activities. During this season communities are busy with farming. Hence it is recommended to have a seasonality calendar which aligns with the annual plans as a way to overcome this challenge.

Sustainability

Communities feel that they can sustain the project benefits. This is because the change of mind set is achieved through sensitization and awareness campaigns. The message of harmful practices has been received

"Now there is no fear because we were well educated. During the introduction of this project there were many challenges as people feared to report but after been educated through meetings and awareness campaigns people are becoming aware" School teacher

"Yes the community can sustain even after the project ends because that won't be the end of education which has been provided we will continue to create awareness even if Plan is no longer there" Male champion

Another reason as to why community can sustain the positive things is because now they are more aware of groups that contribute to child marriage and early pregnancies this makes it easy for them to target such groups

"The community can manage because they're the ones who stay with those people who are per child marriage and early child pregnancy which include old people youth, and different groups such as bodaboda groups, drivers who contribute to child marriage/child pregnancy. You see all this groups are within the community therefore if education is provided child marriage and child pregnancy decrease very much" Community leader

3.12.   Finding 9: Unintended results

3.12.1.   Positive unintended results

The following were the positive and negative unexpected results mentioned by implementing partners and Plan International staff.

During the MTR it was established that some of the VSLA groups are now officially recognized their existence by the government. So far four VSLA groups have already been registered especially in Nkasi at the district council and linked with financial institution (NMB Bank) where they opened a bank account and managed to secure the loan of two million shillings.

"...yes these groups are registered by Nkasi district council through DED; after being registered they opened a bank account with NMB bank. The bank has accepted to cooperate with us in servicing group account opening. After opening a group account women and youth groups they qualify to get a loan of 2million where by these money is helping them to improve their capital so it's a way of improving their economy" field staff

"Yes; up to now we have four groups that have secured loans where by three groups are in Nkandasi ward namely Enika wasichana, wezesha wasichana and Jikomboe and another group that is Wasichana Group Mtenga in Mtenga ward has been able to secure loan of 2million TZS These four groups has been given loans of 2 million TZS each so the money is helping them to overcome poverty and improve their business" Field staff

Anti-corruption school clubs

This was not in the initial project plan but emerged as felt need after interaction with police during sensitisation and thus children desk in primary school was initiated. In addition in collaboration with Prevention of Corruption and Combating Corruption Bureau (PCCB) - then anti-corruption school clubs was established

"I will mention few among them. I will start with positive ones. First it was to improve children desks in schools this is the thing that was not planned before starting of the project but when we started sensitization police saw the

important of initiating children desks in primary school but they agreed together with PCCB and form a PCCB anti-corruption squad clubs in schools" Field staff

The clubs have been instrumental in supporting children and there is a person who is dedicated to receive information about any child abuse or any corrupt behaviours culminating to child abuse

Recognition by the district government: Although recognition of the project is an obvious thing, staff noted an extra mile on recognition of the project's work by the government and inclusion of the organisation some very important committees

"The second thing that we didn't plan and it has happened is where we have been able to get membership in advocacy committee at district level, as a project we have got that chance and we are continue using well to present implementation of our project on time, how we work and challenges that we are facing and because the chairman of this committee is DC and deputy id DED so they normally work on what we present as achievements and also challenges"

Such recognition also motivated other actors to support the work of the project

"The third thing is to get a chance of talking about the project in district community radio that is Nkasi Community Radio they have given us a chance of advertising our company of the project one hour in a week for free so these are things that we are proud off in implementation of the project"

Parent taking appropriate action against child marriage by addressing the root cause was evident in Ifakara where early pregnancies have been prominent especially for families which lived far from schools. Parents organised themselves and rented a place for their children who are in secondary school. This decision was taken because children walk long distances when they are going to school. Such long distances put girls at risks of engaging in sexual affairs and lead to early pregnancies

"Yes, for example one of the school was reported to have high incidences of early pregnancy this is because of the distance a child take from their homes to school, we talked with parents, educated them and in our surprise parents organized themselves and rent a place nearby school for their children and through this campaigns parents are now planning to build a dormitories and this was out of our expectation" Field staff

3.12.2. Negative unintended results

Parents running away; the expectation of the project was to inculcate correct understanding and acceptance to change the attitude and practice leading to child marriage. The expectation was children will be able to stand against child marriage and parents as well. Unfortunately, there have been cases where the family accepted child marriage and parents ran away leaving their children behind due to fear of being jailed or being punished

"One of the negative results that we have is some of the parents had already received dowry and decide their children to get married and those parents ran away when the information leaked. We expected that after training them they would stop the practice but we received two cases that parents had already received the money and allowed the children to get married and shifted from that area fearing that government will come for them because police and district leaders are very carefully in emphasizing this issue that should completely be abolished." Project staff

3.13. Finding 10: Progression towards child friendly community

The project interventions indicate efforts to establish some critical incremental milestones towards attainment of child friendly community these include;

- Awareness creation
- Establishing CBCP systems
- Establishing school desk
- Working with gender desk
- Addressing corruption at school by establishing anti-corruption desk at school
- Promote case reporting

4. Conclusions and Recommendations

Pace of progress

Conclusion

With regard to pace of the progress the MTR concludes that the progress is good as most of the expected outputs throughout the life of the project (End year 2019 have been achieved in 2017) have been achieved in year 2 except for few indicators in which according the current pace of progress there is high possibility of achieving them on time.

Project Monitoring

Conclusion

It would not have been possible to understand the RF the way it is without verbal clarification from the team that has been working on it, so this MTR commends the ongoing efforts of improving the RF presentation, its clarity and logical linkages. These efforts will not only ease project staff's understanding of the RF but also any other person who will need to engage with it for any reason.

Recommendations

- Continue with currently ongoing process of adapting the RF and improving its clarity.

Awareness of children rights

Conclusion

Use of variety of platforms for creating awareness on children rights was found instrumental in reaching various population segments expanded the chance of project to meet all targeted beneficiaries. School clubs and football drills were found effective to capture children in school and general public and less effect to children out of school. Consequently, enhanced the effectiveness of awareness creation campaigns.

Awareness of children rights varied between Nkasi and Kilombero. This is attributable to the challenges of rural – Urban divide and the intensity of exposure of awareness campaigns. Plan International has been in Kilombero for long probably Kilombero children are more exposed to the campaign as opposed to their Nkasi counterparts.

Certain rights seemed not thought of at all these include: Rights to a name & citizenship, to know his or her parents, to live with his or her parents unless it is not in possible. This is attributed to the level of emphasis given to certain children rights by those conducted or awareness campaigns.

Recommendations
- Emphasize on rights such as right to know his or her parents, to live with his or her parents unless it is not in his or her best interests, to maintain contact with both parents if separated from one or both, to be reunited with parents when possible, to obtain appropriate information, to access information and material from a diversity of media sources
- Device appropriate mechanisms to engage with children out of school youths.

Understanding of Child abuse, Existence and functionality of child protection systems

Conclusion

Although respondents understand that abuse cases are to be reported, the child protections support systems do not guarantee safety of the reporters. Systems are not responsive enough to address the cases in a manner that shows to the public that abusing children is unacceptable practice

The use of various models for awareness creation such as Peer education, football teams, VSLAs and YSLAs platforms as well as male engagements are commendable ways of reaching variety of population segments in awareness creation initiatives. However the interventions are not receiving enough attention in terms of documentation.

Recommendation
- Design mechanisms in which change stories and emotional stories can be captured and communicated
- PCM project to collect all abuse cases reported and follow what happened, why and develop a position paper to back up advocacy and policy dialogues of the project with duty bearers
- Project to develop clear advocacy strategy with concrete agenda that identifies influencing styles by target

Economic Empowerment

Conclusion

Tailoring activities has high potential of enabling girls to employ themselves than other vocational training such electrical installation.

Electrical installation has high potential of enabling youth transition to further college's education

Financials inclusion has a high potential of helping youth to employ them by establishing small businesses. The initiative of the project to link youth groups to formal or micro financing mechanisms is commendable.

The delivery of entrepreneurship training marks a great success in transforming youth mind set positively to engage with variety of locally viable small businesses.

Recommendation
- Support more girls in tailoring and also find ways of enabling them to engage with fashion industry. This can be done through modeling such as inviting local and international fashion designers to instigate aspiration for girls to think beyond what they do now.
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Inclusion

Conclusion

Project inclusion agenda is good and the challenge is on mechanisms to which inclusion can be effected in terms of how to identify those with added vulnerabilities.

Recommendation
- Define what exactly the role of this project will be in enhancing or facilitating inclusion of vulnerable and of groups with additional vulnerability.
- Provide country level guidance on the levels of engagement of the project in enhancing inclusion (identify where the project has direct role and where the project has indirect role)

Relationships with local communities

Conclusion

The MTR did not see structured way of guiding project communication for achieving effective impact especially for communications happening at field settings

Recommendation
- Create mechanisms for managing the project communication and provision of appropriate expertise to ensure that what is delivered prepared to attract the intended attention

Unintended results

Conclusion
- The MTR feels that there is a potential of having more information regarding unintended results which are missed because of the more focus on quantitative data capture

Recommendation
- The project to expand the M&E scope to also address learning and devise a learning agenda including scientifically robust methods of documenting the lessons

Cross-cutting Issues

Recommendations on political discourse
- PCM project to have a component for conceptual tracking in order to establish opportunities and obstacles emanating from contextual changes
- Project to develop and continually improve risk mitigation matrix to avoid serious implementation challenges

Sustainability

Conclusion

The project uses local institutions and peer educators to deliver intervention such as training. This has a potential of sustaining the intervention beyond project life time. However, the MTR did see the existence of exit strategy and how the project lessons will inform relevant structures for them to be taken to scale and also to be mainstreamed.

Recommendation
- PCM project to device a exit strategy and mainstream some of the monitoring roles and tools to structures established such as community leadership or government units at LGA level

Progression towards child friendly community

Conclusion

The project advocacy and communication initiatives are not strong enough to enhance realization of outcomes from the established structures. This is because project efforts to assess the functionalities of established structures are minimal.

Recommendation

PCM project to establish mechanisms that will enable it to track the functionality of structures established.

5. Annexes

Annex 1: List of villages visited
Villages included in the MTR- Kilombero

Ward	Villages	
KISAWASAWA	1.	Kisawasawa
	2.	Ichonde
	3.	Ihenga
MOFU	4.	Ikwambi
	5.	Mofu
	6.	Kiungani (gender desk

Villages included in the MTR- Nkasi

Ward	Villages	
Nkandasi	1.	Kasu
	2.	Kisula
	3.	Katani
Mkwamba	4.	Swaila
	5.	Itindi
Mtenga	6.	Mtenga

Annex 2: Bibliography of the documents reviewed
1. Molly's Network, Narrative Report April 2017
2. Molly's Network, Narrative Report August 2017
3. Molly's Network, Narrative Report November 2017
4. Tackle Africa – Copy of beneficiaries data collection Ifakara and Nkasi
5. Tackle Africa – January – July 2017 Progress report
6. Umati, quarter project report (December 2016-february 2017)
7. Umati quarter 4-5 report (no dates)
8. Plan international, Kilombero District quarterly narrative report April –June, 2017
9. Plan international, Nkasi District quarterly narrative report April –June, 2017
10. Plan international, Nkasi District quarterly narrative report July- September, 2017
11. Plan international, Kilombero District quarterly narrative report July- September, 2017
12. Plan international, Nkasi District quarterly narrative report October-December, 2017
13. Plan international, Kilombero District quarterly narrative report October-December, 2017
14. Plan international, NoRAD annual report 2016 (month?)- February 2017
15. Plan International, Results Framework Year 1 report
16. Plan International, January to March 2018 Narrative Report (Updates)
17. Plan International, Quarterly narrative report January–March, 2018
18. PCM Project Results Framework updated April 2018
19. PCM Project Baseline survey reports
20. Ifakara PU Case study
21. Story of Caroline Pilla (22) Case study
22. At 12 years Rebeca Savino Case study
23. YSLA based in Kasu village Case study

Annex 3: Evaluation work plan

Activity	July	August	September
Kick off meeting	9th		
Production of inception report including Midterm Review tools- Identification of respondents & data collection tools,	10th		
Incorporation of comments on inception report and Midterm Review of tools and submission	23rd		
Secondary data collection and review		6th -15th	
Training of data collection teams , pretesting and updating of tools		7th and 8Th	
Travel to Kilombero		12th August	
Travel to Nkasi		11th	
Data collection Nkasi and Kilombero		13th – 17th	
Data cleaning, transcription Data Analysis and Preparation of the draft report		15th -23rd	
Analysis, production of first draft and submission		30th	
Comments by Plan International			3rd
Incorporation of comment and production of final report			6th
Clients approval of final report			13th
Submit Power Point Presentation and conduct a detailed presentation to client; and submit electronic recordings, raw notes, raw data as well as written transcripts in English of all interviews, FGDs and any other method used.			15th

Annex 4: Terms of Reference

Annex 4 TOR for MTE NORAD_24042C

Annex 5: List of Participants Consulted

Annex 5 List of Participants.xlsx