

**REPORT ON EVALUATION OF MOTHERS AND
DAUGHTERS PROJECT IN MTWARA REGION, TANZANIA,
2012 -2014.**

January, 2015

ABBREVIATIONS

SDA - Sports Development Aid

TOR - Terms of Reference

TOT - Trainers of Trainees

Table of Contents

ABBREVIATIONS	2
Table of Contents	3
EXERCUTIVE SUMMARY	4
1.0 INTRODUCTION	5
1.1 Background of the Evaluation	5
1.2 Purposes of Evaluation of the Moms and Daughters project.....	6
1.3 Term of Reference	6
1.4 Rationale for Moms and Daughters project in Mtwara	7
2.0 METHODOLOGY	8
2.1 Appointment of Evaluator.....	8
2.2 Procedures.....	8
3.0 FINDINGS PRESENTATION AND INTERPRETATION	10
3.1 Introduction.....	10
3.2 The extent to which the means of implementation have been effective	10
3.2.1 Capacity building among young girls in schools	15
3.2.2 Role of girls and women in developing their health education skills	17
3.2.3 Capacity of the trained health and sports coaches to disseminate information to school children	18
3.2.4 Organising Sports and Health Events to Schools.....	18
3.2.5 Continuation of the health and sports club activities in Mtwara region.....	22
3.3 The extent the targets of the project have been achieved	22
3.3.1 Increased knowledge of sports and issues of social development.....	22
3.3.2 Increased school attendance	23
3.3.3 Increase in number of students who completed their studies and passed examination	23
3.3.4 Less contamination of Diseases, Better health and Physical condition for Girls and Women.....	24
3.3.5 Less teenage pregnancies	24
3.3.6 Published Booklets on social development issues	25
3.3.7 Improved economic status of women.....	25
3.4 Compatibility and Sustainability	26
4.0 DISCUSSION	30
4.1 Introduction.....	30
4.2 The extent to which the means of implementation of the project have been effective.	30
4.3 The extent the targets of the project have been achieved	32
5. CONCLUSIONS AND RECOMMENDATIONS	35
5.1 Conclusions.....	35
5.2 Recommendations.....	37
Appendices.....	39
Appendix A: Terms of Reference and agreement on Evaluation of Mothers and Daughters - project in Mtwara Region, Tanzania, 2012 -2014.	39
Appendix B: List of Participants.....	42
Appendix C: Interview schedule for Teachers.....	43
Appendix D: Interview schedule for Heads of school	44
Appendix E: Interview schedule for School girls	45
Appendix F: Interview schedule for Women servings and credit groups.....	46
Appendix G: Interview schedule for School Boys	47
Appendix H: Interview schedule for SDA Staff, Project Manager and Coordinators.....	48
Appendix I: Interview schedule for REO, DEOS and Sports Officers.....	49

EXERCUTIVE SUMMARY

The purpose of the evaluation of Moms and Daughters project was to find information as to whether the project has been implemented according to the plan and the stakeholders needs have been fulfilled. The evaluation also intended to investigate the impact of the project on social, economic and cultural practice of the societies in Mtwara. Mothers and Daughters Project was based in Mtwara region in Tanzania. This project was one among the number of projects run by the Sport Development Aid (SDA) located in Mtwara. The project was a continuation of the 2011/2012 Mothers and Daughters project operated as a pilot project in Mtwara region. The project started officially in January 2012 and it was to be handed over to the local counterpart in December 2014. The main goal of Moms and Daughters Project was to empower girls and women, to promote their rights and to take an active role in the society

The evaluation involved 25 schools, eight women groups, 6 heads of schools 3 education officers and 3 sports officers participated in this evaluation study. Various interview guides were prepared based on Terms of reference (TOR) and were used for different categories of respondents. Findings of this evaluation indicate that the project was implemented as planned and the stakeholders' needs were fulfilled. The project was sustainable predicting for the successful future continuation of the project in either Mtwara or wherever else it will be operating. However, the project has been facing some challenges. Despite the challenges, the project's successful achievements qualify it to be handed over to stakeholders or NGO or be introduced in other parts of the country which experiences similar challenges to those solved in Mtwara.

On the basis of the findings a number of recommendations are suggested such as a) mainstreaming the project to school programmes and to the community development plans. b) SDA should continue training new teachers and peer coaches because some teachers are transferred and some trained peer coaches /girls complete their studies every year. c) Women should become self-reliant and stop expecting free money from SDA. d) Both girls and women should use knowledge and skills acquired from the project to maintain regular participation in sports and continuous learning process on health and social development matters. e) The SDA should continue supporting the stakeholders or whoever will take over the project in terms of providing advice & sport equipment until the stake holders declare that they are able to go on alone.

1.0 INTRODUCTION

1.1 Background of the Evaluation

Mothers and Daughters Project based in Mtwara region in Tanzania is one of a number of projects run by the Sport Development Aid (SDA) located in Mtwara. The project was a continuation of the 2011/2012 Mothers and Daughters project operated as a pilot project in Mtwara region. This project started officially in January 2012 and it was to be handed over to the local counterpart in December 2014.

The main goal of Moms and Daughters Project was to empower girls and women, to promote their rights and to take an active role in the society. However, the long term purposes was to improve females' health, social and economic development and the immediate objectives were :

- to provide girls and women with knowledge of life skills, self-esteem and self-confidence which lead to improved self-reliance
- improve better quality of living, health and education
- to improve the life skills of the girls and women in the society, to lessen teenagers pregnancies, drop out and increase attendance in schools
- to educate the people about the gender equity in sports and life
- to improve household economy through business and local banking (Saving & Credit).

In order to implement the previous mentioned objectives there were plans for Moms and Daughters project for 2012-2014. These include various practical ways such as;

- To create positive social networks among females such as sport teams
- To give the chance for the girls to discuss about "being a girl" and "I have the ultimatum to my body"
- To provide women and girls with the knowledge on different social developmental issues by using peer coaching and positive role models.
- Activating women to work as a group by using participatory methods
- To create community awareness of gender equity and that involvement in sports has a positive influence in the girls' and women's lives

- To help women to plan their business ideas and support them in order to get their businesses running (guidance and small loans) that had benefits to their lives and on their families and community.

These plans were expected to be implemented by i) organising women and girls sport groups; ii) promoting women's and girls' sport in the region to raise awareness of sport activity; iii) assisting local women in the promotion of their rights; iv) organising mothers–daughters sports evenings in Mtwara region; v) organising sports and social development for women and girls courses in Teachers' resource centres; and vi) training 20 girls from 20 schools as local peer coaches for sports and health.

The beneficiaries of the Moms and daughters project were women and girls participating in the sports clubs and sports events, girls in Primary and Secondary Schools, and teachers in primary and secondary schools. The participation was expected to be approximately 4500 events per year, 300 participants in sports clubs, 12500 primary and secondary school pupils and 150 primary and secondary school teachers' participation in the project per year.

Before the project was handed over to local stakeholders there was a need for evaluation of the Moms and Daughters project in Mtwara Region. Thus, SDA was obliged to conduct an evaluation to determine the extent to which the means of implementation of the project has been effective and the extent to which the objectives of the project have been achieved.

1.2 Purposes of Evaluation of the Moms and Daughters project

The purpose of evaluation of moms and daughters project was to ascertain whether the project has been implemented according to the plan and whether the stakeholders needs have been fulfilled. The evaluation of Mothers and Daughters project was carried out under the following terms of reference (TOR).

1.3 Term of Reference

The evaluation of Mothers and Daughters -project in Mtwara Region, Tanzania (2012 -2014) was carried out under the completion of the following TOR;

1. To what extent have the following targets of the project been achieved?:
 - increased knowledge of sports and issues of social development
 - increased school attendance
 - increased number of completed passed examinations
 - better health and physical condition for girls and women
 - less contamination of diseases like malaria and tuberculosis, improved resistance

- published booklet on social developmental issues
 - improved economic status of women
 - less teenage pregnancies
2. To what extent have the following means of implementation been effective?
- capacity building among the young girls in selected schools
 - role of girls and women in developing their health education skills
 - capacity of the trained health and sports coaches to distribute their information to school children
 - organising sports and health events to schools
 - continuation of the health and sports club activities in Mtwara region

Furthermore, the evaluation should investigate the compatibility and sustainability of the Moms and Daughters project based on the following questions;

1. Was the project initiated to the prevailing culture and standards? Is the project sustainable now and can it be handed over to the stakeholders/NGO?
2. How sustainable the M&D project has been and can survive now on its own funds. Will female sports and health education flourish after the project? Will the Savings and Credit groups continue, why?
3. Gender equity is an important issue concerning the development of the society. To what extent this project has increased gender equity among males and females? Have the males been affected by the project and should they be more involved in the implementation.

1.4 Rationale for Moms and Daughters project in Mtwara

The Moms and Daughters project was introduced in Mtwara because of historical base of Finland in Mtwara which allowed proximity and opportunity for it to identify the challenges affecting social, cultural and economic development of women and school girls in Mtwara. Finland was well equipped with background information or rather was familiar with the social, cultural, economic and geographical challenges in Mtwara which motivated the project to be initiated in order to address those challenges, specifically in those secondary and primary schools and women in needs. The schools in needs were those schools with noticeable challenges such as high rate of girls' pregnancies, poor academic performance and school drop outs. Women in needs refer to women population with low or no income and those blindly encroached by social cultural bondage. In recognition of those challenges, Finland through the Sport Development Aid (SDA) project based in Mtwara decided to take purposive initiative to intervene the challenges, hence the introduction of the Moms and Daughters project in Mtwara.

2.0 METHODOLOGY

2.1 Appointment of Evaluator

The SDA/LiiKe appointed Dr. Devota John Marwa from the Physical Education and Sport Sciences Unit, at the University of Dar es salaam Tanzania to carry out the evaluation task as shown under the Terms of Reference -TOR (appendix A). The evaluator was advised to visit Mtwara and to meet the stakeholders in November 2014. The SDA directed the evaluator to interview all implementers of LiiKe and SDA as well as regional education officers in Mtwara. Once again the evaluator was advised to conduct interviews that can either be mutual or written, can be done on a phone or e-mail, but it was preferred to be mutual. The SDA outlined the TOR as guidelines for planning and conducting evaluation tasks.

2.2 Procedures

The evaluator visited Mtwara region, specifically all sites where the Moms and Daughters project was operating. Under the assistance of the project Manager, schools and women groups operating under moms and daughters project in Mtwara region were identified and visited. Before visiting the interviewees' sites, selected schools' managements were contacted and other stakeholders through telephone to seek for permission, individual consents and date for interviews.

Purposive and random sampling techniques were adopted to select the participants or interviewees, schools and women groups. That is, all participants involved as respondents in this study were purposively selected because of their direct involvement in implementation of the project in Mtwara region. All women groups, girls in the project, heads and sports teachers were purposively picked as they were the participants in the project who could provide first-hand information about the project. Other respondents were purposively picked because they were the only ones in the position such as regional education officer, district education officers, sport officers, heads of school and sport teachers. Random sampling technique was used to pick students to represent others in order to provide their views on the ways they have been positively or negatively affected by the Moms and Daughter project The sample or respondents for this study is attached in appendix B.

The evaluator prepared different interviews and focus group interview guides based on the TOR for various categories of respondents. The interviews and focus group guides consisted of open ended items that allowed flexibility in probing for more explanation and

clarifications of some points generated during the interviews sessions (where seemed necessary). There were interview guides for Teachers (appendix C), Heads of school (appendix D), school girls (appendix E), Women savings and credit groups (appendix F), school boys (Appendix G), SDA Staff, M&D Manager and Coordinators (appendix H), education officers (appendix I) and SDA workers, Moms and Daughters' Manager, coordinators and volunteers (appendix J).

The evaluator visited the selected schools and the participants to conduct face to face interviews and focus group interviews. Prior and during the interview sessions the ethical considerations were observed. Permission from the offices and heads of schools and consent of each respondent were sought before interviews began. The interviews were conducted in a friendly environment without any interruptions and the respondents were assured of confidentiality and privacy of the information they provided. Interviews responses were noted in the writing pad.

The responses noted in the writing pads were read back to the interviewees before winding up each session to countercheck whether what was noted was the same as to what was said during the interviews. Re-reading the interview answers to the respondents was to check whether the themes generated were relevant to research objectives and to determine the link, clarity and redundancy inherent in the transcriptions and for ensuring findings validity and trustworthiness. Furthermore, this ways helped to correct natural limitations of memories and to counter accusations that might be influenced by a researcher's values or biases. The findings obtained from the respondents were transcribed and analysed by the help of NVivo computer programme for content analysis. Where no clue was found about Moms and Daughters project, those cases were treated as missing and excluded from the analysis.

3.0 FINDINGS PRESENTATION AND INTERPRETATION

3.1 Introduction

The purpose of evaluation of moms and daughters project was to ascertain whether the project has been implemented according to the plan and whether the stakeholders needs have been fulfilled. The presentation and interpretation of the findings is based on the terms of reference (TOR), namely to what extent have the targets of the project been achieved, and to what extent have the means of implementation been effective. The presentation begins with findings on the extent to which the planned activities were effective and the extent to which the targets of the project were achieved. Thereafter, follows the presentation of effects or impacts of the project on health, social and economy of the society, compatibility and sustainability of the project.

This study begins by providing information as to why the Moms and Daughters project was introduced in Mtwara region. Follows information on the extent the implementation was carried out by various categories of implementers. As the findings shows the implementation of the Moms and Daughters project involved various institutions or implementers such as SDA(Moms and Daughters office), selected schools and women groups formed in various parts in Mtwarra region.

3.2 The extent to which the means of implementation have been effective

The Moms and Daughters project was expected to be launched in Mtwara region in only schools and women groups in need as they were identified by the SDA. This is supported by the views of one of the respondent quote saying;

‘The moms and Daughters project was introduced in all secondary and primary schools and women groups in needs in Mtwara region. Needs included challenges such as schools with high rate of pregnancies, drop outs and poor academic performance and women with no income. In reality we introduced the project in Masasi for only women groups, in Mtwara rural council and Newala there are only secondary schools involved in the project; and Mtwara Municipal there are both secondary and primary school girls and women groups’ (Moms and Daughters Project Manager, Mtwara).

As indicate in the quotation and the observation by the researcher who also visited those schools and women groups it was found that there was wide spread of women and girls activities in Mtwara region based on needs. For example, in Mtwara Municipal there were girls sports and women groups. In Masasi there were only women groups. In Mtwara rural

council there were only girls' sports groups in the selected secondary schools. In Newala there were only girls' sports in secondary schools.

The findings from the interviews, observations, three-month progress reports since 2012 to 2014 and project's meetings minutes reveal similar information on the organized girls and women groups, places where the project was operating and how SDA/Moms and Daughters project management has been involved in implementing and monitoring the project's activities. The implementation of the project was done by organising girls' sports teams and clubs in schools and women sport and business or saving and credit activities. In addition, all the groups formed were expected to participate in sport training, tournaments, events and in discussions in which for example girls discussed about "being a girl" and "I have the ultimatum to my body". Women and girls discussed different social developmental issues by using experts, peer coaching and positive role models. Also women were motivated to work as a group by using participatory methods. They were also educated on how to plan their business, how to take and use small loans for the benefits of their lives, their families and in the community. The implementation was also expected to include creating awareness to the community about gender equity. It was anticipated that involvement in sports could lead to positive influence in the girls' and women's lives.

The findings obtained indicate that there were girls sport groups and women savings and credit groups organised in in the population in need in Mtwara region. However there were variations in terms of time of commencing the project. It was found that some groups began earlier, some came late. For example, the girls' sport groups in schools did not start on the same date when the project was introduced in the respective schools, but it was until when the individual school was ready to implement the project's activities. In this regard there were girls' sport groups/clubs which were formed immediately after the introduction of the project, some came late and some are yet organised in some of the selected schools.

'We created girls sport groups since 2012 immediately after the SDA brought the sport awareness education through the seminars on importance and how to form the groups, and by providing girls with education and facilitating sports training by providing balls, sport wears and trainer until later when we got peer coaches and two trained sport teachers. These encouraged and motivated us enough to allow girls to form the girls sport group and it is progressing well to this date (Jazary, Deputy Head of school, Shangani secondary school Mtwara Municipal).

The teacher at Nangwanda girls' secondary school pointed out that;

We began implementation of the moms and daughters project in this year, 2014. I don't remember well when the idea was brought in our school, but we started its implementation in June 2014. Girls organised themselves into sport group, which constituted not more than 40 members. In this regard there is one active sport group, but we would like to ask SDA to allow groups to have more members because there so many girls want to join the group (Sofia, teacher Nangwanda secondary schools Newala)

The head of Newala day secondary schools said;

‘My school hosted the first seminar conducted by the moms and daughters project which involved 1 teacher and 3 girls from all secondary school in Newala district. The second time seminar took place in Dr Alex secondary school, and 1 teach and 3 girls from my school attended both two seminars. The objectives of the seminars ware to create awareness, train sports teachers and girls on leadership and peer coaching. We have received sport equipment and jesses but we are expecting to start implementation in January next year, 2015’ (Head of school Newala Day secondary school).

The views above concurred to the views of the DEO of Newala who quote saying;

‘We started training in a very positive way because 26 out of 27 secondary schools sent one teacher and three girls to attend training conducted by Moms and Daughters project, but implementation has been problematic for the excuse of lack of financial allowance to carry out the tasks’ (DEO, Newala district).

The findings show that Shangani secondary school located in Mtwara municipal began organising girls sport groups in 2012, while Nangwanda secondary school in Newala started in 2014 and Newala day secondary school located in Newala district has not yet started until the year 2015. These findings imply that organisation and implementation of girls sport groups in Mtwara come into operation at varied time since the introduction of moms and daughters in 2012. Some schools had not implemented the project because of expecting financial support to carry out the task.

The variations observed in the ways women and girls sport groups were formed provide evidence on how diffusion of the new idea or the project was translated into practice. It was found that sport groups formed in Mtwara Municipal initially combined girls and women, for example, the Chuno sport group formed by combining women and primary school girls but doesn't exist now. Another group known as Mitengo combined women and primary school girls, but gradually the bonds deteriorated and eventually disintegrated because of several reasons such as these;

At the beginning our sport group consisted of mothers and girls in schools but because of limited time for us (mothers) to engage in two activities, we preferred engaging in business. We dropped out sporting activities because we wanted to concentrate on business to generate money to pay school fees for our children than wasting time

playing sports. As days were numbered no women showed up for sport activities. Women were expecting to get money from the project to run their business but when they were told to use their personal initiatives and knowledge provided by the project to generate their income, they disappeared and it was the end of Chuno women group. What remained was girls sport groups in Chuno primary school' (Adija, Chuno primary school teacher).

Another respondent said;

'We were given directives to form sport groups that combined mothers and girls in grade five, six and seven in primary school. We began sport training and health education discussion on every Wednesdays and Fridays at 14.30 hours, after regular school activities. Unfortunately groups did not last longer as some women's attendance was problematic, dropping daily, some used to arrive very late when students had already left to home. The women stopped sport but stood up as Mitengo women group to date engaging only in running small business' (Kidawa, Mitengo group).

Another respondent said;

'In Masasi we have five active women groups; Ushirikiano-Mumbaka, Kaza Moyo-Marika, Maendeleo-Mnarani and Amani-Mumbaka started in 2013, and Namatunu women group started in 2014. We started our Ushirikiano women group in June 2013 but we went through a difficult way at the beginning until we managed to withstand all the challenges. When we were in initial stages of implementation people laughed, insulted and refused to support us on what we were doing. Some men denied permission to their wives to attend sport training, or to participate in any way in business we were running in our village. Our children worried on whether their mothers could be able to perform in sports. Some people looked at us as what we were doing was nonsense and they thought we were wasting time. Women participation in sports and asking each one of us to contribute money for generation of capital for starting our small business seemed nonsense to people. But when we participated in various events our sport team won and we got rewards, our business generated enough profit that we used to support our families. From thereon people became conscious, interested and this inspired and motivated other women to form new groups (Grace, Ushirikiano group,(Mumbaka) Masasi)

The above quotations imply that another type of sport groups which combined girls and women sport were formed at Chuno and Mitengo in Mtwara Municipal in 2012 when compared to organisation of saving and credit women groups formed in Masasi which took place in 2013. Chuno girl and women sport group in Mtwara Manicipal was strongly united at the beginning but collapsed because of poor turn up for training, drop outs, time limits and over expectations on free money from the project. Some women groups dropped out sport activities because of priorities given to business such as Mitengo women group, but some continue to be strongly united since the beginning to date such as Ushirikiano in Mumbaka Masasi. Generally, women groups in Masasi went through difficult time at the beginning but they withstood all the challenges and are operating up to date. The state of sustaining the

difficulties and the profit generated by women groups in Masasi were the achievement that inspired other women and the society they belong, as its consequence, the new women groups kept emerging. Generally, all women groups faced challenges though at different phase of their operation. The difficult time the women groups went through is an indicator that there is no easy way to achieve success and survival is for the fittest.

Other findings show that the Acting Regional education officers (REO) in Mtwara region interviewed had little details about the Moms and Daughters project. She said that the REO who was well informed about the project was away for other duties, but herself was aware of the existence of the Moms and Daughters project in Mtwara region but no more details because was just recently appointed to hold that position of Acting REO.

‘I am the Acting REO, because the acting REO is off the office for some time now. It is quite a short time since I entered this office, so to say I’m yet informed about details of all projects operating in Mtwara, but I’m aware about that project that it is operating in Mtwara’ (Acting REO, Mtwara region).

The quotation above implies that the Acting REO is not well informed with details of some of the projects, specifically the Mother and Daughters project operating in the educational institutions/schools in Mtwara region because was recently appointed to act in that position. The similar views were reported by one of the District Education Offers (DEOs) who claimed that was recently appointed to that position of DEO for Masasi district, This DEO said that had only few days in the DEO’s office therefore had not yet got much information about existence of some projects such as the Moms and Daughters project. In this case, the Acting REO and DEO in Masasi had no comments on Moms and Daughters project. The DEO in Masasi district got interested after heard what were the missions of the Moms and Daughters project and promised to look for schools with need in Masasi so that one day the Moms and Daughters project to be implemented in those schools to empower and raise awareness of girls in schools about their rights to education, participation in sport and to enhance performance and their health and fitness.

Furthermore, it was found that the project worked closer with other stakeholders such as REO, DEOs, the Regional sport officers and districts education officers and volunteers.

‘My office had good relationship with SDA during and even before the Moms and Daughter project was introduced in Mtwara. We worked in collaboration with the Moms & Daughters project officers, the REO office, district or council Directors, and DEOs in many ways. We helped each other to provide any needed assistance to the project and to the participants to ensure that the project’s missions are achieved. For

example, the REO and DEOs asked head of schools to fix time for the project in their school timetables, to grant permission to teachers and students to participate in the projects activities using school facilities. In addition we participated in distributing balls and sport attires to girls and women groups, in cerebrations of of awarding certificates, trophies and other awards to respective participants who deserved to get them' (Regional sport officer, Mtwara).

This implies that SDA worked in collaboration with other stakeholders. This implies that the project was a part of social development of the Mtwara population that was in need in which cooperative effort was sought to accomplish the project's mission.

3.2.1 Capacity building among young girls in schools

The findings obtained from various sources indicate that there were various initiatives intended to build capacity among young girls in schools. These initiatives included:

- conducting meetings; This took place at the beginning of the project to introduce to the participants on how the project intended to empower women and girls to promote their rights and to take an active role in the society. For example, meetings with the Chuno school girls and women group consisted of approximately 70 people, however, the Chuno women group does not exist now. Meetings with Mitengo women groups and women groups in Masasi.
- Discussions/ seminars; Discussions were conducted on all days of sport training and on organised seminars. The discussions involved selected topics on social development issues and life skills. During the discussions participants were given opportunity to suggest and discuss what they wanted to learn more. The purposes of all the discussions were to create awareness of their rights, self-image and control of their lives, effects of early pregnancies, how to prevent diseases such as HIV/AIDS, Malaria diarrhoea and other diseases, life skills, environment, nutrition and first aid.
- Sport training ; participants were expected to develop skills and apply rules of various and new sports and games, acquire knowledge about importance of sports and how to do it in a right way, education and how to plan and organise sports activities. During training the project management taught the participants about different kinds of sports and games with or without balls.
- Teachers and girls peer coaches training; Training of teachers and girls as peer coaches aimed to empower teachers and girls on health education life skills and sports kills so that they could be used to teach and coach other girls in their schools instead of waiting the experts and SDA workers who could not serve all the groups.

Other findings show that Moms and Daughters project Management under Ms. Krister Heikkila initiated 4 sports clubs in Mtwara town and 20 in Mtwara rural. These were girls sport clubs. In these clubs girls were taught different sports and games and conducted discussions on various topics on sport and life skills, such as importance of education to the girl, who they are as girls, hygiene, rights to say NO to culture and traditions which denied girls access to their rights. The findings indicates that in two months duration of training, sport clubs in 3 schools in Mtwara rural in 2012, the Manager and volunteers discovered that there were challenges associated with girls dropping out from schools by pressure from their parents demanding them to get married so that they can get dowry. In this regard, new strategies to empower girls and teachers were initiated including provision of sport equipment for girls, training sport teachers and girls using experts and conducting seminars to teachers, girls and parents about importance of sports. The study showed that all trainees showed interest and the District Authorities put pressure on sport for girls.

Besides the regular sports for girls there were evening sport clubs for both girls and boys in secondary schools. These clubs were Ligula Queens, Mikindani, Tandahimba and Magomeni. These clubs were managed with their own coaches committed and interested in sports. The project hands in these clubs were to support the teams and the coaches by providing them with the sport equipment and such as balls and helping them in organizing sports tournaments. Also there were Tandika, MED and Ligula primary schools which were taught sports by two persons from SDA, Leena and Taina.

It was also found that the project was introduced in Newala by September 2014 where 26 schools met to discuss how to start sport clubs in schools. In that meeting it was agreed that the Moms and Daughters project would organise monthly seminars, twice a month for trainers of trainees or peer coaches and provide topics for discussions. Schools were responsible for organising sports clubs and appointing the seminar trainees, ie one teacher and 2 girls from 26 selected schools. After the introduction of the project idea teachers showed great interest and needs of sports equipment and life skills because there were inadequate equipment, little known about life skills education, high rate of girls drop outs in schools and teenagers' early pregnancies. On 30th September, 2014 the first seminar for peer coaches was conducted by training girls about football rules and administration which was instructed by Leonard as an expert and Volunteers Ida and Sofia who trained girls about

coaching. The project provided note books, pens, drinking water for participants and two balls to each school. Despite all these efforts it is only Nangwanda girls secondary school that has organised sport clubs in Newala district, the rest of the schools are yet to the project activities.

3.2.2 Role of girls and women in developing their health education skills

There is common say that ‘if you educate a woman you have educated the society’. This was witnessed in Mtwara region where few women and girls that participated in Moms and Daughters project developed health skills which eventually affected their families positively. It was found that the sport groups and clubs, tournaments, seminars and events that took place in schools and in various places in the region provided girls and women with opportunities to participate, learn and acquire skills which helped them improve their individual health and of the society in general. Girls and women learned by doing through attending in discussions and seminars related to health education and they also participated in various sports, exercises and jogging. They also learned how to render first aid on themselves and to other members of the community. This is was disclosed by repondents who said;

‘It was our duty to educate people about prevention from diseases infection such as HIV/AIDS, malaria, diarrhoea and others. Girls and women have been educated and are now capable of educating others on how to improve personal and others health through health education seminars and discussions, and through participation in sports, exercises and during events such as HIV/AIDS Day’ (Moms and Daughters Coordinator, SDA).

Another respondent said;

‘We were taught a lot about health knowledge and skills, for example, about reproductive education for example to avoid early pregnancies, to participate regularly in sports and exercises to keep our body fit. We were taught how to render first aid effectively without any assistance. Thus, I have developed the ability to apply that knowledge and skills not only for my-self but also to others in schools and at home, or wherever and whenever needs arise’ (Student Shangani, Mtwara Municipal).

Another respondent said

I know how to protect myself from getting pregnancy, to keep myself clean and smart all the time, how to keep my health physically and mentally fit and to protect myself from unnecessary diseases such as HIV/AIDS, injuries etcetera. To avoid injuries and to offer first aid service to my-self and to other people (Student, Mikindani secondary school Mtwara Municipal).

The quotations above indicate that girls and women leaned and acquired health knowledge and skills which they said they have never been able to demonstrate before this project was introduced in their schools. Almost all girls and women revealed that they have changed their

lifestyles positively. They indicated that they were able to protect themselves from diseases, early pregnancies and they could render first aid on themselves and to others, and they are aware of importance of sports for their health and fitness.

3.2.3 Capacity of the trained health and sports coaches to disseminate information to school children

The findings show that the Moms and Daughters project has offered training to one teacher and three girls as supervisors, teachers and peer coaches for each of the selected schools. The teachers and peer coaches graduated from sport leadership and peer coaching training courses offered by SDA to develop capacity to execute responsibilities of training and improving performance in sport and health. One of the graduates said.

‘We trained in sports, health education, social and leadership skills. We were trained as leaders and trainer of others in our schools. We trained to become leaders, coaches and educators to our fellow students in our schools. The skills acquired help us to participate regularly in training ourselves and training our fellow students, participating in tournaments and in various events, and enhanced our sport performance as a result we won the trophy in UMISETA conducted in Mtwara. Our netball team and girls soccer teams represented the school in the UMISETA and east African sports competitions for secondary schools conducted in Arusha. Our performance has inspired other girls and boys in school to participate in sport and various exercise’ (Student, Shangani secondary school, Mtwara Municipal).

The above findings imply that peer coaches and teachers were trained as trainer, leaders and teachers of others in their schools. The skills acquired enabled peer coaches to influence other to participate in sports, discuss and improve performance in sports; consequently girls sport teams for various sports were formed. The girls represented their schools in the UMISETA conducted in Mtwara and in East African Sport Cup competitions for secondary schools held in Arusha. This implies that the teachers and peer coaches were trained to create adequate number of trainers in addition to workers from the SDA/ project who could be overloaded or could not reach all the participants on time and consequently the achievement of the project missions could be unpredictable.

3.2.4 Organising Sports and Health Events to Schools

It was found that all schools involved in Moms and Daughters project have participated in one or more sport and health events organised by the project. Some of these included Shangani primary school sport event for children with disabilities, Raha Leo primary school sport event and Mikindani, Mtwara Girls and Mitengo secondary schools sport events in Mtwara Municipal. These events involved both female and male students and were organised

by project personnel.

‘There were several events which included the sport competition and discussions and tournaments such as the UMISETA and East Africa Cup for secondary schools which included both girls and boys teams of the schools under the project. All these teams were supported by the project. The number of participants varied, where ranged from 17 (with disabilities) to 200 participants per event. The SDA / Moms and daughters workers actively participated in the events in different ways such as by supervising activities, providing balls and sport attires to teams, providing drinks and food, training experts, writing materials and leading discussions on health education topics’(The Moms and Daughters project Reports, SDA Mtwara).

Other events were organised for women groups in Masasi district. For example, one respondent said;

‘Apart from engaging in small businesses we participated in sports, seminars and discussions on health education and social development issues. For example, SDA organised and involved us in several events such as sport event held in Masasi in Mumbaka village which involved 4 women groups; Marika, Mumbaka, Mnarani and Namatunu. This event took place on the ‘Pay Day’ (the days they open their savings cash boxes to distribute the profit obtained to all group members) of the profit obtained from the small business we were doing. We competed in football dodge ball and catching the tails. SDA supported our teams to participate in several sport competitions by training our teams, provided us with sports attires and balls’ (Grace, Mumbaka women group in Masasi).

Another view related to the same event showed that

‘...there were about 170 people who participated in this event...’ (The Moms and Daughters project Reports, SDA Mtwara).

As the findings indicate there were several sport events and tournament which involved sport and health activities for girls and women groups in Mtwara. These findings indicate that despite small businesses women engaged in sports. The events got supports provided by SDA/Moms and Daughters project in terms of guidance, sport equipment and training, suggesting topics for health and other social development issues and how to organise events. The events motivated and increased girls participation in sports clubs, sport training and in discussions on importance of sports, on matters related to their rights, health and other social matters. Women developed sport skills, increased participation in sports, decision making skills, taking responsibilities in their families and in their groups.

Generally, girls and women groups that were formed had varied number of participants, sports training, sports clubs, events and seminars/discussions and in small businesses (savings and credit) in each year. These were distributed as presented in Table 1.

Table 1: Statistics for the participants and Equipment given from 2012 – 2014

Participants	Year 2012	2013	2014
Number of women	180	256	750
Number of girls	1970	2979	3120
Number of sport teacher	82	138	212 – 250
Number of events	14	16	19
Number of sports clubs	9	47	53
Number of members in sports clubs	369	1980	2215
Number of peer coaches	120	272	392
Personnel working hours	2160 - 2400hrs	2160 – 2400hrs	2160 – 2400hrs
Number of people who took loans	44	266	360
Number of participants in sport events	2366	2408	3472
+ street soccer events	1000		1000
Number of women in Savings & credit	27	133	192
Number of savings & credit groups	1	5	10

As the findings revealed there were supports to schools, girls sport teams and clubs, to women savings and credit groups and to street teams and clubs. The amount of equipment, materials and funds /loans included the items listed in Table 2.

Table 2: The number of Materials given out by SDA/Moms and Daughters project in 2012

Materials/Equipment	Amount per year		
	2012	2013	2014
t-shirts	27	247	179
exercise books	70	56	72
pens	112	120	
tracksuits	3		
jerseys	20	168	16
drinking water	351		
colours	3packs		

pencil sharpener	4		
conter books	20	23	49
Footballs	68	14	178
Netballs	23	19	140
Shoes		21	23
Jumping ropes		6	8
Netball jerseys		26	51 sets
Bibs			170
cash boxes			8
padlocks			24
Shoes			23
Volleyballs		21	135
Health education books			1000copies
Second hand sport clothes		58	
Shorts		73	17
Goal ball		1	
Bisciuts		2boxes	
CAPS - 30		30	
Shinguards – 18		18	
pumps(for filling balls) - 4		4	
G.k gloves – 3		3	
whistles – 47		47	
Amount of money saved in savings & credit groups	1,300,000/=	4,200,000	9,438,000=14,938,000/=total savings(waiting for mitengo group for 2014payouts)

It was observed that the project has utilized about 86 378 900/= year in 2014. But the total amount spent was aproximately 259,136,700/= for three years.

3.2.5 Continuation of the health and sports club activities in Mtwara region

It has been found that the development and growth of sports training, health and life skills education varied from time to time and by bringing in new sports and health topics for discussion. It was found that the project workers, volunteers and experts were attached to schools as trainers and experts in health and social development issues. These introduced different games and new topics in each sport club consequently increased demands for more time, meetings and regular participation to the clubs activities. The participants became more active, got opportunity to choose sport of interest, increased a number of teams and improved girls' sports performance, health and become aware of the importance of sport and health education in their life. The number of participants in the clubs kept increasing from forty to two hundred students denoting the growth or development of sport knowledge and skills in the schools.

The growth and development of the project in terms of increased number of participants, sports activities, several discussions on various health education and participants maintaining regular participation in sports signify the continuation of health and sport activities in schools.

3.3 The extent the targets of the project have been achieved

It has been revealed that SDA/Moms and Daughters project as its obligation involved in the implementation of the project in many ways such as providing sport education and training, equipment such as balls and sports attires, volunteers and experts in sports, education on savings and credit, small loans, education and guidance about depositing and bookkeeping to keep women's businesses running. The project personnel have been providing supervision, guidance and monitoring of the project activities. Therefore, the project's office has successfully played its role as it was planned. In the similar way all the participants in the project played their roles and the following is the levels of achievement attained.

3.3.1 Increased knowledge of sports and issues of social development

The participation of girls and women in sports and discussions, seminars and events/ tournaments related to social development activities changed the behaviour or lifestyles of the participants as these respondents were quote saying;

‘To be sincere, we have learned a lot from the project. We have developed skill competencies in sports such as football, netball, tennis, jumping and other games.

Sport is now one of our activities in our plans, for example we (Mumbaka) are participating in sports every Thursday evening, Mnarani on Saturday, Namatunu on Tuesday Marika on Wednesday. Furthermore, we were educated and guided on our rights and how to act responsibly through seminars, discussions and participating in various events. We are now capable of electing our group leaders on our own, we are also making decisions on what to produce and how to pay each other without any problems. There also great achievement where our husband now respects us, cooperates with us to plan family matters and the entire society recognizes listens and respect our decisions' (Mwanahamis, Kaza moyo group-Marika women group)

Girls ability to demonstrate sport skills, to organize sport activities in their schools, ability to express their view to their parents, colleague and in front of the public, and taking various responsibilities such as trainers, peer coaching, club leaders, team leaders and respecting self and others were among the skills developed through the Moms and Daughters project. Simply, positive changes were noticed.

3.3.2 Increased school attendance

The findings obtained indicates that majority of respondents such as DEOs, heads of school and teachers interviewed pointed out that the project has increased girls attendance in schools. For example;

'85% of drop out of school girls was caused by early marriages and pregnancies. But since the project was introduced in the selected schools teenage pregnancies and the number of girls dropouts has decreased from 50% to 70%' (Mtwara Rural).

The rate of decrease in number of girls' pregnancies in secondary schools especially in schools where the project was operating denoted increasing girls' attendance in schools.

3.3.3 Increase in number of students who completed their studies and passed examinations

It was found that girls who were participating in sports became academically active the evidence that can be used to show association of sport and academic performance. This respondent said;

'In reality girls have become active in classes when compared to the situation before the project came into operation. But I cannot say that this has direct association to the final examination results because there are other factors which can also interfere and change the performance. For example there is inadequate teaching resources or examination anxiety and others. Also it is undue time to judge the outcomes of the project because some students joined in the project very late near to the end of their studies' (Second Headmistress, Mstafa Sabodo Secondary school, Mtwara Rural).

These findings imply that sport can help to increase the ability of the learners' attention span, confidence and academic performance. This was evident where the findings show that sport

participants were active during classroom instructions. However, there are multiple factors that have impacts in the examination results, such as teaching and learning resources, nature of learners, etcetra. It was undue time to judge the outcomes of the project because some students who completed their studies joined the project when they were approaching the end of their studies which could not provide adequate evidence on impacts of the project to the academic performance, etcetera.

3.3.4 Less contamination of Diseases, Better health and Physical condition for Girls and Women

Girls and women in the Moms and Daughters project said that their health improved because of their participation in sports, health education seminars and events.

‘we learned how to protect ourselves from diseases such as HIV/AIDS, malaria, how to avoid pregnancies and to maintain health and fitness lifestyles. Through that health education and regular participation in sports we are health and fit’ (Mwanahamis, Chuno primary school).

Another person said;

‘The health education through seminars and participating regularly in sports and jogging and encouragement from the SDA workers have inspired the health changes for all members of the group and to people in our village. Every woman in our group applies health skills to keep oneself and families healthier and happier. Since we got this education we are free from malaria, diarrhoea and other diseases’ (Hidaya, Kaza moyo women group in Masasi).

Majority of girls and women interviewed said that regular participation in sports and health education made them become physically fit and healthier. Women and girls participation in sports and health education also improved their health and fitness and changed their lifestyle from sedentary to regular participation in physical activities.

3.3.5 Less teenage pregnancies

It was also observed that besides maintaining better health and fitness lifestyles, girls also became aware of how to avoid early pregnancies.

‘Before the project was introduced in 2012 the pregnancies cases were 37 but this year 2014 only 7 cases were reported’ (DEO, Mtwara rural).

And another respondent said;

‘reported pregnancies in the period of three years, 2012 to 2014 in secondary schools and 42 to 0’ (DEO, Mtwara Municipal).

Less teenage pregnancies resulted to increase in attendance schools. As these DEOs views show that there were good trend of decreasing of school girls early pregnancies.

3.3.6 Published Booklets on social development issues

It was found that the project published a book on social development. The project also through the Liike's website, face book page was able to publish their activities.

'We have been able to publish a book. We are also publishing in the face book, in various media such as the LiiKe website, Azam TV, Prime FM, Safari Radio, in booklets and pamphlets and brochures. We are covering issues related to the M&D project and other such as sport activities, health and life skill events' (Director, SDA Mtwara).

It is evident that the project is well equipped about reaching the public by adopting a variety of channels to inform the stakeholders and the public at large about the project and social development matters from the SDA/ Moms and Daughters project.

3.3.7 Improved economic status of women

The economy of women under Moms and Daughters has improved because they were doing business, getting income, so to say they are breadwinners of the families as they themselves said.

'Before the project we could not pay school fees for our children but now we can, we owned nothing but now we owning business and money without being interfered by our husbands. We took loans and contributions from group members, we got capital that we used to run our business and we got profit which helped change our income. Those who were laughing at us they are now begging us to lend them some money. Life has changed because we have enough income that we can pay school fees for our children, buy food, renovate and some of us built new houses roofed by iron sheets not grasses as it used to be, some women bought bicycles and some installed solar power facilities (Grace, Uhirikiano- Mumbaka women group).

The findings show that women groups under the project benefited from savings and credit businesses. Participants received loans that enabled them to run small business in their localities. Participants said that their business generated profit. The profits obtained from the businesses enabled them to buy food, renovate and some built new houses roofed by iron sheets not grasses as it used to be. Some women were able to buy bicycles, pay school fees for their children and installed solar power facilities. Interestingly, women indicated that the project has enabled them to be respected and valued by their husbands and the society because of doing business and getting income.

3.4 Compatibility and Sustainability

The question whether the project was initiated to the prevailing culture and standards was answered by the following findings.

‘The Moms and Daughters project is supported by Finland. Finland through the Finland Sport Development Aid (SDA) office located in Mtwara was able to recognise and identify the social cultural and economic challenges threatening the development in Mtwara region. Through consultation with the SDA offices located in Mtwara, Finland has introduced various projects among them being the Moms and Daughters project as an in-house project. The Moms and Daughters project was introduced to overcome the challenges associated with women poverty and unconsciousness of their rights. Also the project intended to overcome girls’ early marriages, pregnancy and poor academic performance. In other words the project aimed at capacity building and empowering women and girls, creating parents awareness to girls education, promoting women and girls health, fitness and activeness. The project was established to solve the challenges in Mtwara and will later spread to other parts of Tanzania dependent on its effectiveness in Mtwara’ (Moms and Daughters Project Manager, SDA).

The findings above imply that the Moms and Daughters project in Mtwara was in-house project initiated to overcome girls and women challenges in Mtwara region where the project office is based. The project intended to address multiple challenges associated with women poverty and unconsciousness of their rights, girls’ early marriages, pregnancy and poor academic performance. These challenges were addressed by capacity building and empowering women and girls, creating parents awareness to girls education, promoting women and girls health, fitness and activeness. The project would later spread to other parts of Tanzania dependent on its effectiveness in Mtwara region.

The question on whether the project is sustainable now and it can be handed over to the stakeholders/NGO was answered by the findings which show that the project is sustainable and can be handed over to the stake holders. The reasons given by the participants said that they were ready to run the project on their own because they had acquired adequate skills and knowledge for effective operation of the project. Also various progressive reports showed that the secondary and primary schools sport clubs continued with their activities as usual since January 2012 to December 2014. The project personnel continued teaching and introducing new sports and games and conducted discussions in sports and life skills such as fair play, first aid and health education- malaria, HIV/AIDS, early pregnancies, relationships and gender equity. Through seminars, participants developed skills and knowledge for preparing their future plans, decision making, organising sport events by themselves.

However, participants insisted on the need for assistance on resources such as money and sport equipment.

‘We have developed the capacity adequate to take over the project because we have acquired sport knowledge and skills, health education, and sensitised about girls rights and responsibilities and we got trained sport teacher and peer coaches who also trained other students in our school. In this regard, we are ready to run the project on our own when the project phases out, but we still need the project support on either money for purchase of sport equipment or the project can continue providing us with sport equipment’ (Teacher, Mtiniko secondary school in Mtwara rural).

As the quotation indicates the participants in Mtwara were satisfied with the level of project’s achievement because they had acquired and developed knowledge and skills capacity to organise and participate in sports activities, they are and can create awareness to others about girls’ rights and other social development skills. However, the findings shows that they still need the project to continue offering support on resources such as sport equipment or money for purchasing those resources.

The question of how sustainable the Moms and Daughters project has been and whether can survive now on its own funds was the big concern of the majority of respondents. The participants also said that female sports and health education will flourish after the project handled over to stakeholders. The study found that the majority of girls in schools could still involve actively and regularly in sports and health education activities in schools even after the project phased out. This situation indicates a promising sustainable development of the project now and in the future. As one of the respondents was quote saying;

‘We will not turn back because we started with 1 sport club with 40 students but now we have more than 150 participant and some more students have shown interest to join in. We have strong female football team and we are planning to create more teams as majority are skilful and like sports. Sport and health education have reduced a number of girls dropouts, pregnancies and diseases and increased attendance. Our school considers the project as the solution to several challenges we have been going through, therefore, we promise to maintain the project’s missions to raise the good reputation of our school’ (Headmaster, Mikindani Secondary school in Mtwara Municipal).

These findings suggest that there were good development of the moms and daughters project especially on the girls’ sports and health activities in schools. This trend also can be used to argue that the project can be sustainable. That is to say, the status of the project on the ways it was operating predicts good continuation even in the future or after the project is handled over to the stakeholders.

On the other side the findings show that apart from girls' sports clubs and meetings, the Moms and Daughters project introduced saving and credits and meetings for groups of women who were challenged with poverty, dependence behaviour and male dominance in the families. The goal was to train and support women in groups by teaching them how to conduct profitable business through savings and credit programme. The project organised women groups, the group of 15 women in Mitengo Village in Mtwara Municipal and Marika, Namatunu, Mnarani and Mumbaka in Masasi district and Tandahimba in Tandahimba district. These groups learned and actively engaged in small businesses and weekly deposit. The capital for running the business was obtained from taking small loans and contributions by group members.

The women savings and credit groups were doing well despite the challenges they were going through. It was found that some women groups which were formed were later collapsed such as Chuno in Mtwara Municipal. But other were still existing such as Mitengo in Mtwara Municipal, Namatunu, Mnarani, Mumbaka and Marika in Masasi and the new groups were forming in Namatunu, Lukuledi and Mkulopola villages in Masasi. Moreover, it was sport that gathered them together. That is in addition to small business (savings and cred) the women groups especially those in Masasi were participating in various sport events organised by SDA/Mother and Daughters project, themselves and in other social events such events the Cashing out (pay outs) day from the savings and credit scheme, International Women's Day, HIV/AIDS Day, etcetera. These events involved women sports competitions and sports for entertainment.

These existing women savings and credit groups developed because of strong base on saving and credit and business education and leadership. For example, women in savings and credit groups were able to produce and own their own income that they used to support their families. Through sports and educational discussions women were empowered to become aware of their rights and improve their health and life standards, to break barriers between social classes, to enhance unity and reconciliation, to raise women awareness about spots activities, promote women's participation in sports and well-being. The women's income and participation in sports improved their standard of living and changed their lifestyles. Those who were abandoned by their husbands because of low income were rejoined, families were able to pay school fees for their children, to buy food, bicycles and some renovated and some built new houses that were roofed with iron sheets. In this regard the women savings and

credit groups are sustainable now, will continue and survive even when the project is handed over to them to run it.

Gender equity is an important issue concerning the development of the society. To what extent this project has increased gender equity among males and females was studied and found that there was significant improvement. Males were affected by the project and they were involved in the implementation. The following are few statements expressing the changes associated with gender equity.

‘Girls are now changed as they now know who they are, they take responsibilities positively and on their self- willingness such as leadership, they know their rights and how to demand for them, they can confidently say no to boy who seduce them and to parents who deny them a permission to go to schools’(Teacher Hamza, Mbembaleo Sec School Mtwara Rural).

Another respondent said;

‘We are now able to make decisions on our-selves, we are confident and able to express our-selves in front of people, to say no to boys and taking care of our-selves as girls’ (Student Rehema, Mnima sec school Mtwara Rural)

Another respondent said;

‘We are interacting well and cooperating with boys in many ways, we are proud as we are no longer feeling shy when talking to males or to the public, were are well informed with our rights, we have developed skills such as to respect people, to contest for leadership, educating and encouraging other girls about their rights, about importance of participating in sports where we improve our health and fitness and to cooperate with other students regardless of their sex’ (Student, Chuno Primay school- Mtwara Municipal).

‘The project focused on girls issues, helped them to understand that both boys and girls have equal rights to education, sports and can ork together in many ways. We have benefited from the project because we are now playing sports together, we are using ball brought in our school because of girls and they active in sports, in leadership in sport clubs and they have soccer team’ (Issa, a boy student at Mustafa Sabodo Secondary School in Mtwara rural)

The quotations above are among several views of respondents regarding the behavioural, social and life skills developed among young girls in schools. These findings imply that gender issues have been addressed where girls created awareness of their rights and responsibilities, respect, cooperation between boys and girls and girls performing similar activities to boys e.g. participating in sports and forming football teams.

4.0 DISCUSSION

4.1 Introduction

In this section a number of issues raised from the findings are closely examined to determine the extent of their occurrence and to provide possible recommendations relevant to the Moms and Daughters Project in Mtwara region. The purpose of the evaluation of Moms and Daughters project was to ascertain whether the project has been implemented according to the plan and whether the stakeholders' needs have been fulfilled.

4.2 The extent to which the means of implementation of the project have been effective

The results of this evaluation show that the Moms and Daughters project was introduced in Mtwara region because Finland, the founder of the project had long experience and familiar with the geographical, social, economic and cultural practices in Mtwara region. Based on this familiarization it was possible to identify the prevailing challenges in Mtwara. In recognizing the challenges that were threatening women and girls in Mtwara, Finland through her Sport Development Aid (SDA) office located in Mtwara, established Moms and Daughters project to empower women and girls in schools about their rights and roles in the society. The SDA prepared a plan and time frame for Moms and Daughters project and for monitoring the implementation that run from 2012 to 2014.

The findings of this study show that the implementation of the Moms and Daughters project plans were carried out by various stakeholders; such as SDA/Moms and Daughters office, schools, education and sport officers in Mtwara region. The plans which were implemented include organizing women and girls sport groups, promoting women's and girls' sports in the region to raise awareness of sport activity, assisting local women in the promotion of their rights, organizing mother-daughters sport events in Mtwara region, organizing several sports training and social development seminars/discussions for women and girls from selected

schools as local peer coaches for sports and health every year. Generally, all the planned activities were implemented as planned by the respective categories of implementers.

The findings indicate that the Moms and Daughters project office assisted the establishment of women groups and girls sports clubs in schools. The project supported the implementation in terms of providing women and girls with sports education and training, topics on social and life skills for discussions/seminars, organizing events, sport events and providing education to women on saving and credit and small business. Furthermore, SDA monitored the Moms and Daughters project to determine the progress of the project and where possible intervened to rescue the situation.

The support provided motivated women and girls groups to participate in sports and to develop awareness of their rights. It was found that the Moms and Daughters project attached to schools and women groups with some tutors and trainers as well as volunteers and experts on sports, social development and health education. Most of these trainers were women. Apart from being trainers those attached to schools they were also the role models. Other support provided included balls, sports attires and assisted some schools to renovate and some to obtain sport/play grounds, for example, Mikindani secondary schools which had no play ground.

The results also revealed that at least 20 teachers and 60 girls were trained as peer coaches. These were trained and graduated each year. All trained teachers and peer coaches went back to their stations where they carried on the responsibilities as supervisors, leaders, coaches and teachers to other members. That is, 1 teacher and 3 girls/peer coaches from each school were trained so that they become capable of imparting knowledge and skills acquired during training to other girls in their respective schools. Peer coaches played the role as leaders and teachers to other girls and encouraged them to participate in sports, health education and social development and life skills education. In this trend of training few key persons who later join the majority of young girls in school was a strategic mechanism of empowering young girls in schools.

The adoption of a method of training peer coaches produced adequate manpower to reach many school girls at the short time rather than using only the project's experts. When peer coaches demonstrated skills and described various health, life skills and sport concepts in accurate way they were considered as role models and encouraged majority of other girls to increase participation because they believed that they could perform the way their fellow did.

The SDA also facilitated all the seminars, training and discussions as its obligation to support the project to achieve the project's expectations. The project provided topics which were discussed immediately after every sport training, organized seminars and trainings and supported them by providing drinks, writing materials, food, trainers and supervision. The project organized several events such as sport events on the International Women's Day, on Pay out days and schools sport competitions, peer coaching seminars in Mtwara Municipality, in Mtwara rural and Newala, and Sport event, Health and social development education, saving and credit seminars for women in Masasi and Mtwara Municipality.

4.3 The extent the targets of the project have been achieved

The results indicate that the Moms and Daughters project reached the selected schools and women in needs on the right time. The achievements of the project's missions are dependent on the extent the project's goals were interpreted into actions. For example, through organizing and active participation in sports clubs, events, seminars and meetings helped girls and women to acquire knowledge and skills related to sports, health and social development. The achievements attained included increased participation of girls and women in sports and exercises, improved health and fitness, increased interaction between girls and boys, and increased interaction of girls within schools and with other girls from other schools through sport events. The sport skills developed by girls and women led to improvement in sport performance and motivated girls in learning process. Another achievement is associated with participants awareness of education and sports as the rights for all including women and girls. The results revealed that girls have developed social and life skills as were able to organize themselves into sport clubs, to take responsibility as team leaders, or captains, club leaders and to express themselves in front of the public. Furthermore, the study revealed that girls were able to say NO to parents to stop denying them permission to go to school, or to participate in sports and to say NO to boys who wanted to marry or use them.

It was also found that girls got health education that helped them avoid early pregnancies and school drop outs and to maintain cleanliness and hygienic behaviour for themselves and for other people and their surroundings. School girls said that before the project was introduced in Mtwara they were not participating in sports, they were denied opportunity to education as their rights, and they were not confident to interact with other people or to speak out in public or defend themselves from any cultural barriers. The project increased girls' and women's

participation in sports, clubs and in discussions of various social and life skill issues and they were aware and able to speak confidently about matters related to their rights, health and other social matters.

Another achievement was introduction of new and various sports which provided more opportunities for not only school girls and women but even for boys to participate in various sports which were not in their schools before the introduction of the project. The sport skills acquired enhanced the sport performance consequently participants were able to participate in various tournaments and events following their best level of performance.

The results also revealed that women in their groups participated in sports, discussed social and life issues immediately after sport training sessions, in meetings and seminars. In doing so, women developed sport skills, improved performance in sports and they became popular in such a way that they were receiving several invitations to participate in the tournaments, events and developed behaviours of regular participation in sports and other activities. It was found that women developed ability to organize and lead their groups, they became aware about gender inequalities and their rights, acquired knowledge and skills about health and self-reliance. Women in the organized groups demonstrated ability to participate in decision making at family level, which further inspired other women, men and children in their community. Women planned their economic activities, supported their families through the profit they got from the business hence improved their wellbeing and changed their lifestyles. Women's ability to make decision, to play roles and being accepted in the families were indicators of successful achievement of one of the project's goals.

The issue of school girls drop outs and irregular attendance to school which was prominent in the selected schools decreased and in some schools disappeared completely. With reference to the findings in some schools in Mtwara Rural a number of girls dropouts decreased from 50% to 70% of the girls drop outs. The reasons for drop out among others are early marriages and pregnancies. The reported pregnancies cases have been reduced from 37 to 7 pregnancies in the period of three years, 2012 to 2014 in secondary schools in Mtwara rural and 42 to 0 in Mtwara Municipal. However, majority of respondents concurred with the view that since the Project was introduced in 2012 all girls registered in schools did stop coming to schools unless there was a problem. This result also indicates that attendance in schools increased because of sport activities, not only for girls even for boys especially in schools where the

project was operating. For example, on sport club days as reported by the respondents none of student missed class and there were no sick excuses. Generally, in the schools where the project operated there were high school attendance among students and drop outs decreased.

In addition, the results show that parents were sensitized and became aware that education was important and basic rights for girls. Consequently, most parents changed from denying their daughter opportunity to encouraging them to attend schools and increase performance in academics. In this regard, attendance of girls increased and dropout decreased in schools. Thus, both girls and parents awareness about education as basic rights increased attendance in schools.

It was difficult to associate the academic performance and the moms and daughters project without considering other factors. It was found that the girls who were participating in sports within and outside their schools were active during lesson instructions but there were other challenges such as lack of teaching resources. In this regard, it is not satisfactory to associate the project to the increase in girls' examinations performance. Furthermore, some schools had been recently implemented, so the association between the project academic performance of girls could not be clearly established.

Women's and girls' regular participation in sports, exercises and health education discussions and seminars helped them become health and physical. The knowledge and skills acquired were used to prevent themselves from diseases such as malaria, HIV/AIDS, and diabetes. However, there were no medical evidence on the extent to which they improved their health. This argument is based on the views expressed orally by some women that they had improved their health and their families wellbeing. However, not all women in groups have changed to health and fitness lifestyle, it was only women participating in sport in Mumbaka, Marika, Namatunu and Mnarani in Masasi district.

Furthermore the results of this study revealed that the project was able to publish a book written in Kiswahili for all users who were able to read and write to gain more knowledge and skills. The book on health education and life skills was issued in the year 2014. Apart from the book the SDA/ Moms and Daughters project was able to publish the issues related to social development in the website, in face book and through coverage in mass media channels such as television, radios and brochures.

Another aspect that the project has impacted is the improvement of economic status of women in Mtwara region. This has been supported by the results which show that women who had no income in the past years before this project was introduced they were able to be involved in small businesses and own their own income that they were using to support their families. The women's income was a great success as they were able to own money, buy enough food for the families, pay school fees and renovate and some built new houses which they roofed by iron sheet. The improvement in the economies of women in savings and credit groups also stabilized their marriage status which were unstable, increased joy among family members and completely changed the lifestyles and wellbeing of these women and their families.

As the results of this study show the Moms and Daughters project was sustainable and can be handled over to the stakeholders/NGO and continue operating well. The reasons that support this argument include the findings which show that, parents, girls and women are aware of their rights, roles and are able to take action on various social development issues using knowledge and skills acquired through the project. Most importantly, the project has empowered girls and women with sports skills, social development skills such as leadership, health education, they are aware of who they are and women are able to own income that supports their living.

Furthermore, the findings have revealed that the project developed gender equity among girls and boys in schools, and between women and husbands in the families. So to say, all members of the families involved in the study are role models of practicing gender equity and because they are part of the society are the agents of change. In all co-schools the students benefited equally from the project for example, by using balls and trainers intended for girls. However, it was observed that most teachers involved in the project were males. This calls for more action on encouraging women teachers to become sport teachers.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The evaluation exercise of Moms and Daughters project has been successfully conducted. The purpose of the evaluation of Moms and Daughters project was to ascertain whether the project has been implemented according to the plan and whether the stakeholders needs have

been fulfilled. The findings have shown that the implementation of Moms and Daughters project in Mtwara region has been successfully implemented as planned and the stakeholders needs have been fulfilled.

The main objective of the project was to empower girls and women to promote their rights and to take an active role in the society. This objective was achieved where girls and women revealed that after the project they acquired knowledge and skills in sports, health education, developed awareness of their rights and were able to take responsibilities in various ways such as leadership, engaging in running small businesses and taking care of their families, etcetera.

Furthermore the implementation and objectives of the project were noticed where the project in schools helped increase of attendance of girls and boys in schools, reduced early teenage pregnancies and activated girls in the learning process. Generally, the project provided girls and women with knowledge of life skills, self-esteem and self-confidence which lead to improved self-reliance and decision making. The project improved the girls' and women's health and fitness interaction with other people within and outside their localities and changed the people's attitude towards the gender equity especially for girls through sports. Girls, women in savings and credit groups and the society in general benefited from the project and changed their life styles and living standards because they had improved their health through social development and health education, improved household economy through business and local banking.

The increased income and health and fitness that changed girls, women and their families' lifestyles and wellbeing inspired other women, men and the society in general. This implies that the sustainable development of girls sport in schools and the women groups could be the indicators that there is future ahead for the project initiatives. In this regard the participants were able to take over the project and continue to thrive.

However, there were some variations in terms of when the implementation of the project started, on how the girls' sports and women groups formed and its progress and sustainability. There are some challenges emerged which need short and some need long term interventions to improve the situation. The issue emerged includes women's over expectations on money to solve their low income or poverty instead of involving in running the small business and besides using free education offered by SDA to solve their problems.

Other challenges include transfer of trained teachers and trained coaches who completed their studies which necessitate the need for recruiting replacement. The trained teachers and peer coaches are constrained with working environment such as inadequate sport facilities and equipment such as balls, sport attires and inadequate training time. Furthermore, there were an issue of lack of female teachers in the moms and daughters project trained from the selected schools. There was only two female teachers showed up that was trained for the project purposes but the rest were male teachers.

Generally, the implementation of the moms and daughters project has been effective and the targets of the project have been successfully achieved. Therefore, because the project is sustainable it can be handled over to stakeholders or NGO or be introduced in other parts of the country which experiences similar challenges to those solved in Mtwara.

5.2 Recommendations

- i. It is recommended that all the activities and the mission of the Moms and Daughters projects should be retained and be mainstreamed in the schools' programme and to the village's or communities' development plans in Mtwara region.
- ii. The Moms and Daughters / SDA workers should continue providing education and sport training (programme) to the selected schools because some trained teachers have been transferred to other schools and trained peer coaches completed their studies therefore the new coming girls to schools need education and training to become empowered and aware of their rights, social development skills and to know who they are.
- iii. Women should use skills acquired in leadership, how to run business, saving and credit and bookkeeping in order to become self-reliant and stop expecting free money from the SDA.
- iv. As their roles, girls and women should use the health and sport knowledge and skills acquired through the project to discuss health issues such as diseases, malnutrition, early pregnancies and sedentary life styles, as a continuous learning process on health education and they should maintain regular participation in sports in order to promote their health and fitness and in doing so will influence a health lifestyle and wellbeing of the entire population.
- v. Trained health and sport peer coaches for each selected schools and women groups should not take that knowledge and skills as personal property but use them as tools and agent of change to the groups they belong and to the entire community. They should

distribute that knowledge and skills through organizing many sports and health events that will involve all students within schools and women in the community to participate.

- vi. The SDA should continue supporting the stakeholders or whoever will take over the project in terms of providing advice & sport equipment until the stake holders declare that they are able to go on alone.
- vii. The effort to overcome all the mentioned challenges especially about funds , sport equipment and training female teachers should be a collaborative task from various stakeholders such as SDA, the government, NGOs, private sector and individual persons.

Appendices

Appendix A: Terms of Reference and agreement on Evaluation of Mothers and Daughters -project in Mtwara Region, Tanzania, 2012 -2014.

1. SUBJECT OF THE EVALUATION

The purpose of the evaluation is to find information as to whether the project has been implemented according to the plan and the stakeholders needs have been fulfilled.

According to the project plan, there is an authorisation to make an evaluation in the final year of implementation 2014.

2. BACKGROUND OF THE EVALUATION

The project is a continuation of the 2010 – 2011 M&D project. It started in January 2012 and it is to be handed over to the local counterpart in December 2014.

Direct objective of the project was empowering girls and women to promote their rights and to take an active role in the society.

Long term objective of the project is improving females' health, social and economic development

Immediate objectives:

- providing girls and women with knowledge of life skills, self esteem and self confidence which lead to improved self reliance
- better quality of living, health and education
- improving the life skills of the girls and women in the society with less early pregnancies
- affect the people's attitude towards the gender equity in sports and life
- improved household economy through business and local banking (S&Cr)

Practical means:

- To create positive social networks among females such as sport teams
- To give the chance for the girls to discuss about "being a girl" and "I have the ultimatum to my body"
- To provide women and girls with the knowledge on different social developmental issues by using peer coaching and positive role models.
- Activating women to work as a group by using participatory methods
- community awareness of gender equity and that involvement in sports will have a positive influence in the girls' and women's lives
- To help the women to plan their business ideas and support them in order to get the business running (guidance and small loans) that will benefit to the lives of their families and community

This should done by:

- Organising women and girls sport groups
- Promote women's and girls' sport in region to raise awareness of sport activity
- Assist local women in the promotion of their rights

- organise mothers – daughters sports evenings in Mtwara region
- organising sports and social development for women and girls –courses in Teachers' resource centres
- train 20 girls from 20 schools as local peer coaches for sports and health

Beneficiaries of the project are:

- Women and girls participating in the Sports Clubs and Sports Events.
- Girls in Primary and Secondary Schools
- In the events 4500 per year, Sports Clubs participants 300 per year, primary school pupils 12 500 per year
- Teachers in primary and secondary schools. Approximately 150 teachers.

3. EVALUATION ISSUES

Issues to be evaluated:

To what extent have the following targets of the project been achieved?:

- increased knowledge of sports and issues of social development
- increased school attendance
- increased number of completed passed examinations
- better health and physical condition for girls and women
- less contamination of diseases like malaria and tuberculosis, improved resistance
- published booklet on social developmental issues
- improved economic status of women
- less teenage pregnancies

To what extent have the following means of implementation been effective?:

- capacity building among the young girls in selected schools
- role of girls and women in developing their health education skills
- capacity of the trained health and sports coaches to distribute their information to school children
- organising sports and health events to schools
- continuation of the health and sports club activities in Mtwara region

4. COMPATIBILITY AND SUSTAINABILITY

Was the project initiated to the prevailing culture and standards? Is the project sustainable now and it can be handed over to the stakeholders/NGO?

The evaluator should assess how sustainable the project has been and can M&D project survive now on its own funds. Will female sports and health education flourish after the project? Will the Savings and Credit groups continue, why?

Gender equity is an important issue concerning the development of the society. To what extent this project has increased gender equity among males and females? Have the males been affected by the project and should they be more involved in the implementation.

5. METHODOLOGY

All the implementers of LiiKe and SDA need to be interviewed as well as the Regional Education officers in Mtwara. Interviews can be either mutual or written. Interviews can be done on a phone or e-mail, but it is preferred to be mutual if possible.

Evaluator should visit Mtwara, and other stakeholders during November 2014.

6. EVALUATION TEAM

The evaluator is Ms. XXX XXXXXXX from Tanzania. She/He will be assisted by the stakeholders and SDA workers if needed.

7. REPORTING

The time limit within when evaluation's field work should be conducted is between 15th October and 30th November 2014. Phone/email interviews can be done before that.

Draft for commenting should be ready by 12th Dec. Reporting should be ready by 30th December 2014. Copies of the report will be delivered to Sports Development Aid, Ministry of Education and Vocational Training, Ministry of Local Government, Embassy of Finland, Ministry for Foreign Affairs in Finland and LiiKe.

8. BUDGET

LiiKe has initiated euro 2,7 mill TSh to implement the evaluation. The sum should be used as follows:

Internal flights Dar-Mtwara-Dar	300 000
Evaluation fee	1 200 000
Accommodation	200 000
Preparation costs	400 000
<u>Other costs (office, print, fuel etc)</u>	<u>600 000</u>
TOTAL:	2 700 000

Receipts of all costs need to be delivered to SDA office.

There are two similar copies of this Terms of Reference signed by the consignee LiiKe and the evaluator.

Date: 15th Oct 2014

Place: Dar es Salaam

Ari Koivu, LiiKe

XXXX XXXXXXX, evaluator

Appendix B: List of Participants

Types of Participants	No of Turn up
School Girls	25 schools
Women groups	8 groups
School boys	6 schools
Teachers	25 schools
Heads of school	6 heads of school
SDA Workers	4 +1 volunteer
Education Officers	4 officers
Sport Officers	3 officers

Appendix C: Interview schedule for Teachers

Dear respondent, thank you for accepting and using your valuable time to participate in this evaluation. The purpose of the evaluation is to find information as to whether the project has been implemented according to the plan and whether the stakeholders needs have been fulfilled. Please, feel comfortable to provide the information being sought as it will be kept confidential and used only for the purpose of this study.

Background information

Name of the respondent.....Designation.....

Items

1. To what extent there has been increase in knowledge of sports and social development?
2. To what extent has the M&D project increased school attendance ?
3. To what extent has the project increased number of graduates and improved performance (pass) in examinations?
4. To what extent girls involvement in the project/activities has improved their social skills, health and other skills related to the activities (sports and health education, events, clubs) without support from the SDA.?
5. What are your opinions about challenges and prospects of the project?

Appendix D: Interview schedule for Heads of school

Dear respondent, thank you for accepting and using your valuable time to participate in this evaluation. The purpose of the evaluation is to find information as to whether the project has been implemented according to the plan and whether the stakeholders needs have been fulfilled. Please, feel comfortable to provide the information being sought as it will be kept confidential and used only for the purpose of this study.

Background information

Name of the respondent.....Designation.....

Items

1. What are the activities established for capacity building among the young girls in selected schools?
2. To what extent has the project enhanced development of girls health education and skills?
3. How many coaches were trained to develop capacity on health and sports? how do they distribute their information to school children?
4. What are sports and health events that have been organised in your school?
5. To what extent has sport and health related activities in your school reduced contamination and improved resistance of diseases like diabetes, cancer, malaria and tuberculosis to students in your school?
6. To what extent involvement in M&D reduced early marriage and unexpected teenagers' pregnancies
7. To what extent are prepared to ensure that there will be continuation of the health and sports club activities in your school

Appendix E: Interview schedule for School girls

Dear respondent, thank you for accepting and using your valuable time to participate in this evaluation. The purpose of the evaluation is to find information as to whether the project has been implemented according to the plan and whether the stakeholders needs have been fulfilled. Please, feel comfortable to provide the information being sought as it will be kept confidential and used only for the purpose of this study.

Background information

Name of the respondent.....Designation.....

Items

1. How many sport and health education activities (sports, clubs, events) in your school that you are engaged in?
2. To what extent has your involvement in the project/activities improved your social skills ?
3. What are skills learned from the project activities
4. Are you capable now to execute skills related to the activities (sports and health education, organising events, clubs) without support from the SDA.? If not, to what extent do you still need to continue receiving support for sustainability of your project (duration, knowledge/skills, trainer or funds?)
5. How have you benefited from the project?
6. What are your opinions about challenges and prospects of the project?

Appendix F: Interview schedule for Women servings and credit groups

Dear respondent, thank you for accepting and using your valuable time to participate in this evaluation. The purpose of the evaluation is to find information as to whether the project has been implemented according to the plan and whether the stakeholders needs have been fulfilled. Please, feel comfortable to provide the information being sought as it will be kept confidential and used only for the purpose of this study.

Background information

Name of the respondent.....Designation.....

Items

1. When was you group formed
2. How many were you in each group, by then and now.? Why that fluctuations, if any, occurred?
3. To what extent has the project improved your economies (income, subsistence and surplus)
4. To what extent your involvement in the project has improved your social and lifestyle?
5. How have you benefited from the project
6. Are you capable now to run your activities (sports and health education, events, clubs, and economic activities) without support from the SDA.
If not, to what extent do you still need to continue receiving support for sustainability of your project (duration, knowledge and funds)

Appendix G: Interview schedule for School Boys

Dear respondent, thank you for accepting and using your valuable time to participate in this evaluation. The purpose of the evaluation is to find information as to whether the project has been implemented according to the plan and whether the stakeholders needs have been fulfilled. Please, feel comfortable to provide the information being sought as it will be kept confidential and used only for the purpose of this study.

Background information

Name of the respondent.....Designation.....

Items

1. How have you been involved in the project
2. To what extent have you affected by the project
3. What are your opinion about the Moms and Daughters project?

Appendix H: Interview schedule for SDA Staff, Project Manager and Coordinators

Dear respondent, thank you for accepting and using your valuable time to participate in this evaluation. The purpose of the evaluation is to find information as to whether the project has been implemented according to the plan and whether the stakeholders needs have been fulfilled. Please, feel comfortable to provide the information being sought as it will be kept confidential and used only for the purpose of this study.

Background information

Name of the respondent.....Designation.....

Items

- 1 Why the project was located in Mtwara?
- 2 How and in what ways were you involved in the implementation of the Moms and Daughters project
3. To what extent have the following targets of the project been achieved?:
 - increased knowledge of sports and issues of social development
 - increased school attendance
 - increased number of completed passed examinations
 - better health and physical condition for girls and women
 - less contamination of diseases like malaria and tuberculosis, improved resistance
 - published booklet on social developmental issues
 - improved economic status of women
 - less teenage pregnancies
4. To what extent have the following means of implementation been effective?:
 - capacity building among the young girls in selected schools
 - role of girls and women in developing their health education skills
 - capacity of the trained health and sports coaches to distribute their information to school children
 - organising sports and health events to schools
 - continuation of the health and sports club activities in Mtwara region
5. What were the challenges, if any, how did they affect the project?

Appendix I: Interview schedule for REO, DEOS and Sports Officers

Dear respondent, thank you for accepting and using your valuable time to participate in this evaluation. The purpose of the evaluation is to find information as to whether the project has been implemented according to the plan and whether the stakeholders needs have been fulfilled. Please, feel comfortable to provide the information being sought as it will be kept confidential and used only for the purpose of this study.

Background information

Name of the respondent.....Designation.....

Items

1. What do you know about the Moms and Daughters project in Mtwara Region?
2. To what extent have the following targets of the project been achieved?:
 - increased knowledge of sports and issues of social development
 - increased school attendance
 - increased number of completed passed examinations
 - better health and physical condition for girls and women
 - less contamination of diseases like malaria and tuberculosis, improved resistance
 - published booklet on social developmental issues
 - improved economic status of women
 - less teenage pregnancies
3. To what extent have the following means of implementation been effective?:
 - capacity building among the young girls in selected schools
 - role of girls and women in developing their health education skills
 - capacity of the trained health and sports coaches to distribute their information to school children
 - organising sports and health events to schools
 - continuation of the health and sports club activities in Mtwara region
4. Is the project sustainable now? Can it be handled over to the stakeholders and continue thriving? Why can all these be possible?