Endline Evaluation Report.

Tana River Integrated WASH and Education Services (**TARIWE**) Project.

October, 2023.

CONTENTS

LIST OF ACRONYMS

ASAL	Arid and Semi-Arid Land
CHASP	Capacities for Health and Social Policy
CIDP	County Integrated Development Plan
DAC	Development Assistance Committee
FGD	Focus Group Discussions
GPS	Global Positioning System
HH	Household
IRK	Islamic Relief Kenya
KII	Key Informant Interview
KNBS	Kenya National Bureau of Statistics
M&E	Monitoring and Evaluation
MoE	Ministry of Education
NACONEK	National Council for Nomadic Education in Kenya
NGAO	National Government Administration Officers
OECD	Organization for Economic Cooperation and Development
PPS	Probability Proportionate to Size
RA	Research Assistant
SDG	Sustainable Development Goal
SID	Society for International Development
TARIWE	Tana River Integrated WASH and Education Services
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene

EXECUTIVE SUMMARY

Tana River County is one of the six Counties in the Coast region with an estimated total population of 313,374 with a male-to-female ratio of 99:100. The population in the county is growing rapidly, estimated at 2.83 percent annual growth. Being an ASAL county, there are a myriad of challenges that constrain the way of life in Arid and Semi-Arid Lands (ASALs) in Kenya and stifle their ability to adapt to changes in their external environment. These challenges include political and economic marginalization, droughts, floods, inter-clan conflicts, cross-border conflicts, inappropriate development policies, increasing resource competition and climate change.

The county is characterized to be among the seven ASAL counties with poor learning infrastructure in schools, which in turn affects aspects like students' health, behavior, engagement, learning and general performance growth as well as teachers' recruitment, commitment, effort and retention. The challenges faced by special needs students are further profound, including inaccessible classrooms, desks, unavailable learning equipment and difficulties trying to access sanitation facilities.

Water in Tana River county remains a problem for domestic use, livestock, and irrigation. The proportion of households with access to piped water is 17 per cent, while the proportion of households with access to portable water is 40 per cent. Data also points to the fact that only 22 per cent of the county's population have access to improved sanitation.

It is against this background that Islamic Relief Kenya undertook the design and implementation of the Tana River Integrated WASH and Education Services (TARIWE) project, focusing on identified key intervention areas to attempt to improve the WASH condition within communities and education outcomes for children in targeted schools.

The project having been implemented for a period of 18 months, ending July 2023, an end-line evaluation was commissioned to assess the performance of the project and capture project achievements, intended and unintended change/outcomes, challenges, and best practices in targeted project areas - to inform future similar programming and measure progress against the project baseline.

The end-line evaluation was undertaken in five schools including Hurara Primary School, Hola Primary, Lisa Hola, Butubanta Primary, and Chewani Special School as we as in communities around Mtawarsesa borehole, Katumba borehole, Wayu Boru borehole, Lisa Hola borehole, Hewani borehole and Assa dam water facilities.

The evaluation study adopted a mixed-methods approach, integrating participatory qualitative and quantitative techniques. The quantitative approaches were useful in establishing numerical values for the various outcomes and outputs guided by the indicators, qualitative feedback from implementors, target

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beneficiaries and other key stakeholder groups were meanwhile critical in deepening the understanding of the operational space and clarifying essential causal relationships in aspects of the TARIWE Project. Qualitative approaches will be used to understand the implementation modalities, Processes, challenges, and outcomes and will equally be used to triangulate quantitative findings that may evidently require additional information.

Qualitative approaches were used to understand the implementation modalities, processes, challenges, and outcomes and were equally used to triangulate quantitative findings that may evidently require additional information. A total of 318 household interviews, 10 KIIs, and six FGDs were undertaken with a diverse pool of respondents drawn from implementors and various categories of project beneficiaries.

The evaluation yielded the following top-level findings as presented by evaluation criteria;

Relevance: The implementation of the TARIWE project was well thought through and the implemented measures were noted to reflect the pressing needs of the communities as well as the schools in which the project was undertaken. Implemented measures were aligned to county and national government development frameworks and their impacts contribute towards the attainment of SDGs four and six which address themselves to access to quality education and clean water and sanitation, respectively. main gap was noted in the availability, access and utilization of sanitation facilities as the county recorded high rates of open defecation.

Effectiveness: The TARIWE project as implemented in five schools and five communities for the education and WASH components, respectively was effective in achieving improvements across the indicators targeted. Results of the evaluation demonstrates improvement's in school enrollment, access to quality and inclusive education, improved infrastructure and adequate learning materials and equipment. There was increased access to clean water and sanitation as five boreholes were successfully rehabilitated and one dam desilted. The aspect on formation and training of water resource management committees was also attained.

SUMMARY

Efficiency: Planning processes during the implementation were robust, comprehensive, and inclusive. Stakeholders within project implementation areas were adequately consulted and involved in decision-making. Mechanisms for monitoring and evaluation during the project were present and efficient- this ensured project teams were able to undertake baseline evaluations before the implementation of the project, and midline evaluations to assess progress. There were adequate technical competencies. However, the etnas faced some challenges in replacing technical staff in the event of turnovers.

Impact: The impacts of the project were noted to be of great magnitude for communities around the schools, stakeholders in the schools and communities where WASH components of the project were implemented. Improvement in school enrollment and retention of pupils, improved delivery of lesson to pupils, improved hygiene practices within schools, inclusivity in access to education we some of the impacts. While from a WASH perspective, access to clean and safe water was a major impact as communities reported increased utilization of basic drinking water services.

Sustainability: The impacts from the project are expected to be sustainable beyond the life cycle of the project. Some of the measures that have ensured this included handing over facilities to school board of management and tasking them with the role of maintenance and repair. Schools had some role to play in terms of taking care of the cost of power installation and this could result in increased sense ownership and maintenance. School heads were also noted to have taken proactive measures to ensure sustainability like fencing of water tanks, repairing broken desks and planting of trees around buildings to act as wind breakers.

The project worked with local stakeholders like the school administration and water resource management committees to build their capacity to ensure sustainability of project benefits/ impacts.

In addition to these top-level findings, the evaluation also generated quantitative findings on the performance of the indicators of the project. These have been summarized in the Indicator performance Matrix attached below;

Outcomes	Indicators	Baseline	Planned targets	Achieved targets	Description of Variance
Outcome 1. Increased access and inclusivity to education	Number of children (boys and girls accessing- Classrooms, sanitation facilities, textbooks, desks, dignity kits and assistive devises	2485	10% change based on the baseline	3101	24.79% change. This could have been as a result of additional classrooms constructed from resources initially dedicated to construction of biogas plants. Construction of three classrooms in an additional school- out of the two key intervention schools may also have played a part.
	% of students who enrolled but did not complete grade 6 in the targeted schools		80%		This data point was not available considering the project covered a period of 18 months and due to the absence of a baseline value.
	Number of targeted schools improved to meet infrastructure quality standards for schools	2 primary schools	2 primary schools (Hola and Hurara)	3 primary schools (Hola, Hurara and Butubanta	An additional school in Tana North, Bultubanta was targeted for infrastructural development. Thus was not part of the original project plan.
	Number of targeted schools with year-round access to drinking water	2 primary schools	2 primary schools	Three primary schools (Hola, Hurara and Lisa Hola)	The construction of water tanks was not only undertaken in the two key intervention schools but has an additional school, Lisa Hola, also benefit.

Outcomes	Indicators	Baseline	Planned targets	Achieved targets	Description of Variance
1.1. Two primary schools have improved infrastructure and adequate learning materials and equipment	Number of classrooms constructed	32	6	15 (including 3 in Butubatnta Primary school)	The target of 6 classrooms was surpassed by 9 classrooms as more resources were available following approval of change requests to divert resources meant for construction of biogas plants to facilitate more classrooms. Expanding the scope of this intervention to an additional school also resulted in this particular outcome.
	Number of classrooms repaired	0	8	8 (All in Hurara)	Targets were achieved as per plan.
	Number of sanitation facility blocks constructed	26 sanitation blocks	6 sanitation blocks	10 sanitation blocks	This target was surpassed by 40%. Costs savings from other project components may have made this outcome possible.
	Number of underground water tanks constructed	2 water tanks	2 water tanks	3 water tanks we only constructed 2 underground water tank Hurara and Hola	The additional water tank was constructed in Lisa Hola primary.
	Number of desks provided	437 desks	400 desks	400 desks provided.	Achieved as per plan
	Number of books provided	1035 books	400 text books	250 books in Hurara Primary, could not establish exact numbers of books for Hola primary	The plan was to donate 400 books. 250 had been donated to Hurara primary while the evaluation could not get the data on the exact number of books donated to Hola primary. There was a confirmation by stakeholders of the school of having received donation of books for various grades.

Outcomes	Indicators	Baseline	Planned targets	Achieved targets	Description of Variance
	Number of dormitories constructed	0 dormitory	1 dormitory	1 dormitory In Hola Primary	Achieved as per Plan.
	Number of dining halls constructed	1 dining hall	2 dining halls, 1 in each school Project target was 1 dining hall	1 dining hall constructed in Hurara Primary	Only one dining hall was constructed in Hurara primary. Given Hola primary had an existing dining hall, it's not clear if resources were diverted to other project components.
Outcome 2. Increased access to safe and clean water and sanitation	% of the target households using basic drinking water services	57.8%	80%	57.56%	0.24% reduction from the baseline could be attributed to lack of education as a project component on the importance of using basic drinking water services.
	Proportion of households accessing water from sources less than 500m	53.2%	73%	59.26%	Increase in the proportion of households accessing water from sources less than 500m could be attributed to rehabilitation of water points which may have otherwise been not functional or overcrowded due to low water yields.
	Proportion of households queuing for water for less than 30 min	53.2%	29.3%	35.8%	The Proportion of households queuing for water for less than 30 min improved. This could have been attributed to improved water yields following installation of new pumps in some of the boreholes.

Outcomes	Indicators	Baseline	Planned targets	Achieved targets	Description of Variance
2.1. 2,000 households have access to clean and safe water for domestic and animal use	Number of HHs having access to clean and safe water for domestic and animal use	800	2000	3400	Households with access to clean and safe water for domestic and animal use improved from baseline values. This was mainly a consequence of the rehabilitation of various water sources across the villages, which expanded water access.
	Number of dams desilted	0	1	1 (Assa dam)	Achieved as per plan
	Number of boreholes rehabilitated		5 boreholes	5 boreholes	Achieved as per plan
2.2. Six Water Resource Management Committees (WRMCs) are formed and trained on resource management	Number of water resource management committees formed and trained	0	6 Water management committees	6 Water management committees	Achieved as per plan

1. INTRODUCTION

1.1. BACKGROUND & CONTEXT

Tana River County is one of the six Counties in the Coast region, Kenya. The county has a total area of 38,862.2 Km2 with an estimated total population of 313,374, with 156,092 male and 157,282 females with a male-to-female ratio of 99:100 and covers about 76 kms of the coastal strip.

The population in the county is growing rapidly, estimated at 2.83 percent annual growth. Populations live in three main livelihood zones namely the marginal mixed farming, mixed farming and pastoral farming of all species comprising of 48, 38 and 14 percent of the population respectively. According to a survey conducted by Kenya National Bureau of Statistics (KNBS) 2017 in collaboration with Society for International Development (SID), Tana River County is ranked 43 out 47 in terms of poverty.

The county has a life expectancy of 53.8 years against the national life expectancy of 57.9 years, and is among the 5 poorest in Kenya with 62.2 per cent of the population living in absolute poverty against 45.9% national poverty index. The high poverty rates are attributed to factors that include low levels of productivity especially in the agricultural sector, which provides most of the employment and a large share of output; poor practices in livestock sectors; high illiteracy and population growth rates; frequent natural disasters; poor infrastructure; and undiversified livelihood opportunities.

Gender inequality, limited access to productive assets and social services, has also contributed to sluggish growth in output and widespread poverty. High population growth poses a development challenge in allocating the available scarce resources and puts pressure on limited available resources.

Being an ASAL county, there are a myriad of challenges that constrain the way of life in Arid and Semi-Arid Lands (ASALs) in Kenya and stifle their ability to adapt to changes in their external environment.

These challenges include political and economic marginalization, droughts, floods, inter-clan conflicts, cross border conflicts, inappropriate development policies, increasing resource competition and climate change. Water and pasture are becoming increasingly scarce and less reliable; therefore, contributing to local inter-clan conflicts. Additionally, access and quality of education remain a great challenge in the ASALs, and especially in Tana-River County. As a basic human right, the Kenyan government grants access to free primary education, however, students across continue to struggle to access quality, free, basic education which is evidenced by their relatively poor performance at national examinations.

This is due to socio-cultural factors including poor learning environment, inadequate infrastructure, inadequate human resources and a lack of community support and promotion for girl child education.

Poor Education Infrastructure:

National Council for Nomadic Education in Kenya (NACONEK), characterizes Tana-River County among the seven ASAL counties with poor learning infrastructure in schools. Ministry of Education (MoE) defines physical learning environment to be that level of upkeep, ambient noise, lighting, indoor air quality and/or thermal comfort of the school's physical building and its location within the community.

Therefore, it is evident that school environment has an impact to both the teachers and students. Students' health, behavior, engagement, learning and general performance growth is greatly affected by the environment. Teachers' recruitment, commitment, effort and retention is also dependent with the school environment.

A research carried out by NACONEK on the suitability of the school infrastructure showed that; - in Tana-River County;

65% of the schools did not have enough classrooms

50% of the school classrooms didn't adhere to safety and health standards.

70% of the classrooms didn't have enough desks and other learning materials like books

75% of students' sanitation facilities were not friendly to learners living with disability, neither were they adequate nor could they provide security and privacy to the users.

60% of the schools did have hand washing facilities.

50% of the schools in Tana-River didn't not have access to adequate water.

50% of the schools were connected to a reliable source of power i.e. electricity or solar

The special needs students find it difficult coping with the difficult learning condition in the schools. The classrooms are inaccessible to them, the desks and other learning equipment are not accommodative so are the sanitation facilities. In such condition, they are expected to compete with their counterparts which has always impacted negatively not only on their performance but also their enrolment.

Poor WASH condition

Water in Tana River county remains a problem for domestic use, livestock, and irrigation. The proportion of households with access to piped water is 17 per cent while the proportion of households with access to portable water is 40 per cent. Close to 60 per cent of the residence of the county use unimproved sources of water including ponds, dams, lakes, streams/rivers, unprotected springs, unprotected wells, jabias (underground water reservoirs), water vendor and others. In the mixed farming livelihood zones, the main sources of water are River Tana, shallow wells, and a few piped water supplies. In the pastoral and marginal mixed livelihood zones, main water sources include River Tana, shallow wells, and water pans.

Due to prolonged drought spell, the level of flow of River Tana is at 25 percent of its normal level. Water pans had a recharge of less than 50 percent of their normal level. Underground water sources including boreholes and shallow wells were equally affected by poor recharge (Less than 50 percent of normal) (CIDP-TanaRiver, 2018, pp. 20-22).

Only 22 per cent of the county's population has access to improved sanitation, while the rest (78%) use unimproved sanitation. As much as 40 percent of the households in the county have pit latrines, five percent of which are uncovered. Open defecation by adults and disposal of children faeces in the open is still rampant in most rural areas of the county. The county loses at least 257 million KES each year due to poor sanitation, this includes losses due to access time, premature death, health care costs and productivity.

1.2. SCOPE OF THE EVALUATION

The end-line evaluation was carried out in Tana River county with a focus on the schools and communities that were targeted by activities of the TARIWE project. The main purpose of the evaluation was to assess the performance of the project and capture project achievements, intended and unintended change/outcomes, challenges, and best practices in targeted project areas - to inform future similar programming and measure progress against the project baseline.

Specifically, the end-line evaluation was implemented in;

- Five schools: Hurara Primary School, Hola Primary, Lisa Hola, Butubanta Primary, and Chewani Special School

- Communities around Mtawarsesa borehole, Katumba borehole, Wayu Boru borehole, Lisa Hola borehole, Hewani borehole and Assa dam water facilities.

1.3. OBJECTIVES OF THE EVALUATION

The end-line evaluation was guided by the following three objectives and related evaluation questions;

A. Objective 1: To evaluate the extent to which the TARIWE project has fulfilled its goals based on the objectives in the log frame;

o What was the efficiency in delivery of project outcomes.?
o How effective was the project in achieving the performance indicators?
o What was the relevance of the project and interventions.?
o How sustainable are the outputs and outcomes of the project? (Will the changes caused by this project continue beyond the life of the project?
o What, mechanisms have the project and key stakeholders, put in place to sustain the key project Outputs and Outcomes?)

B. Objective 2: To assess whether the TARIWE Project added value to the interventions with a positive effect to the beneficiaries and other stakeholders. What has contributed to this added value and what has not?

o Which of the project approaches, and modalities/strategies were the most effective?
o Is there any substantial evidence on how project learning, were generated and applied to improve the delivery or effectiveness or efficiency?
o What measures have been taken, to create visibility of the project's added value, towards line ministries and other stakeholders?

c. Objective 3: To identify and assess key lessons learned, challenges and draw recommendation for future programming.

o What are the key lessons learned?
o To what extent has the delivery of response activities contributed to effective, efficient, relevant and timely delivery of aid and enhanced impact for the beneficiaries?
o How has the project worked with local partners to increase their capacity in a sustainable way?

1.4. THE DELIVERABLES

The following were the expected deliverables from the end-line evaluation assignment;

The following were the expected deliverables from the end-line evaluation assignment;

a) A detailed inception report containing methodology, tools, key sources of data, and workplan for fieldwork.

b) Presentation of the End-line evaluation findings to IRK and relevant stakeholders for validation.

c) A comprehensive narrative End-line report minimum 10 pages and maximum 30 pages, excluding the annexes, and preliminary pages.

d) A dashboard of all the indicator benchmarks measured through this survey.

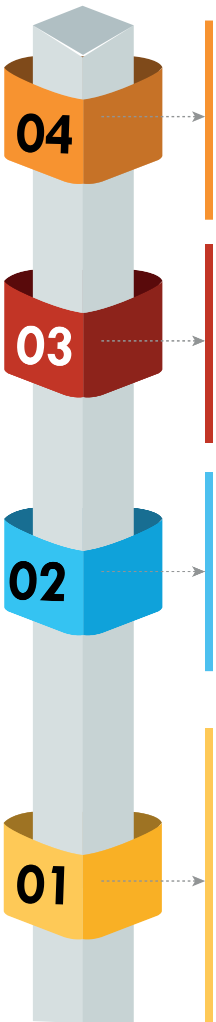
2. APPROACH TO THE EVALUATION

2.1. OVERVIEW OF THE APPROACH

The study applied a mixed-methods approach, integrating participatory qualitative and quantitative techniques. While quantitative tools were useful in establishing numerical values for the various outcomes and outputs guided by the indicators, qualitative feedback from implementors, target beneficiaries and other key stakeholder groups will be critical in deepening the understanding of the operational space and clarifying essential causal relationships in aspects of the TARIWE Project. Qualitative approaches were used to understand the implementation modalities, Processes, challenges, and outcomes and were equally used to triangulate quantitative findings that may evidently require additional information.

The overall approach is influenced by the understanding that this end-line evaluation would be a diagnostic study and thus would test the soundness of the project and its sustainability into the future, among other things. The evaluation would follow the OECD DAC criteria and asses for aspects of; relevance, effectiveness, efficiency, impact, and sustainability.

The evaluation will be organized into four key steps, as illustrated in the figure and further discussed below:



Analysis and Reporting
Included the analysis of collected quantitative and quantitative data, drafting of the report and presentation of final evaluation report.

Data Collection
This stage involved the collection of primary data through quantitative HH surveys, FGDs, Kils, document reviews.

Desk Review
Involved review of relevant project documents that provided context of the project and other details useful for project monitoring

Inception and Planning
Included kick off meetings between CHASP and IRK. Outcomes were the development of an inception report that spoke to detailed study methodology, workplan, sampling approach, and procedures for data quality checks

2.2. INCEPTION AND PLANNING

The inception and planning stage involved consultation with IRK TARIWE project implementers and other partners as was identified. The inception phase also aided in identifying documents for review from where secondary data was collected. Ultimately, these consultations culminated in the development of an inception report that specified in substantive detail the evaluation methodology, key evaluation questions, sampling procedures, key indicators, data collection tools, workplan, a data quality assurance checklist, and proposed structure of the end-line evaluation report. During this phase, a list of key stakeholders to be involved in the KIIs and FGDs were also developed.

2.3. DESK REVIEW [META-ANALYSIS AND REVIEW OF LITERATURE)

The desk review stage began immediately after the inception and planning stage and continued through the evaluation period. This phase involved the review of relevant documents, and data sources that provided information relevant to the goals and objectives of end-lone evaluation.

Some of the documents that were reviewed include;

i. TARIWE First Interim Report
ii. TARIWE Second Interim Report
iii. TARIWE Proposal
iv. TARIWE Project Baseline evaluation Report
v. TARIWE Project Midline Evaluation Report
vi. Other M&E reports
vii. Third Tana River County CIDP

2.4. COLLECTION OF PRIMARY DATA

2.4.1. Qualitative Approaches

This involved conducting Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) to gather useful information that helped to understand the context better and which might be necessary for interpreting or triangulating some of the findings from the quantitative survey.

The target respondents of key informants included IRK staff involved in the implementation of the TARIWE projects, representatives purposively sampled from the project schools while FGDs targeted beneficiaries of the TARIWE project at the community level as well as parents and pupils from the schools of interventions.

The respondents to the KIIs and FGDs were distributed as follows;

Key Informant intervoews (KIIs) Respondents	Number of KIIs		Focus Group Discussion (FGDs) Respondents	Number of FGDs
IRK Field Coordinator	1 KII		Parents from Hola Primary	1 FGD
Head Teacher, Hola Primary	1 KII		Parents from Hurara Primary	1 FGD
Head Teacher, Huarara Primary	1 KII		Pupils from Hola primary	2 FGDs
Head Teacher, Lisa Hola Primary	1 KII		Pupils from Hurara primary	2 FGDs
Head Teacher, Butubanta Primary	1 KII		Mtawarsesa borehole community members	1 FGD
Head Teacher, Chewani Special School	1 KII		Hewani borehole community members	1 FGD
Two teacher representatives from Hola Primary	2 KIIs			
Two teacher representatives from Hurara Primary	2 KIIs			
TOTAL	**10 KIIs**			**6 FGDs**

The conduct of the KIIs and FGDs was guided by a pre-developed question guide with open-ended questions (See attachment in the annexes).

2.4.2. Quantitative Approaches

This involved the collection of quantitative data among project beneficiaries at the household level to determine the impacts of WASH interventions that were implemented. The tools used in the collection of quantitative data (see attachment in the annexes) were developed to ensure the collection of data that relates to specific indicators as were captured in the log frame. This was critical in determining the performance of various indicators.

The tools were administered using Computer Assisted Personal Interviewing (CAPI) by trained interviewers. Oral consent was obtained from all participants interviewed as part of the evaluation process.

Sampling Procedure & Sample Size Determination

The study used Cochran's formula to calculate the required sample size. The HH-based survey employed a stratified two-stage cluster sampling methodology for household quantitative survey respondents. The County served as the Tertiary stratum for the Impact assessment, while the sub-counties were the Secondary stratum from which the Primary Sample (Households) were drawn. In each sub-county, a sample was drawn independently based on the coverage of the Project. Probability proportionate to size (PPS) was then be used to determine the number of households selected and a simple random sampling methodology used to select households.

Using the total number of direct beneficiaries as the sampling frame- 1040, the sample sizes were be calculated (using a Cochran-based online sample size calculator - http://www.macorr.com/sample-size-calculator.htm) and proportioned (within each cluster/country) by beneficiary populations. The sample size will be calculated based on a 95% confidence level and a 5 % confidence interval. Considering a total target beneficiary number of 1040, the minimum sample size for the household-level survey was pegged at 281. However, considering an estimated response rate of 90 percent, we planned for a 10% markup and instead reach a total of 309 respondents. In practice, a total of 318 households were reached during the household surveys and their data was analyzed.

2.4.3. Data Quality Management

Throughout the delivery of this assignment, Quality assurance was a key consideration along the entire evaluation process. Key measures that were put in place include:

a) Recruitment of Research Assistants (RAs):
A team of qualified local persons from the enumeration areas were recruited to support the study as research assistants/ enumerators. This was done following CHASP HR policies and with the assistance of IRK field staff as well as NGAOs within the communities. Doing this enabled the study to capture cultural nuances and minimize any barriers of language, risks of insecurity, community hostility or even challenges with transport. The recruitment process also factored in Gender to give fair opportunities to everyone.

b) Training of Research Assistants:
For purposes of improving the quality of data gathered, a two-day training was conducted for the Ras in Hola. The training covered; Interview Skills, an Overview of the TARIWE project, basics in social research, an in-depth orientation on the survey questionnaire, development of field movement plan, team roles, communication paths, role playing, quality control measures, use of mobile data collection technology, and a pre-test on the third day of training.

c) Pre-testing of Questionnaire:
Before the commencement of the main fieldwork process, we pre-tested the questionnaire. This was useful in checking for issues such as; Language comprehension, Instrument flow/Skip logic, Sensitive questions/ wordings that respondents may be uncomfortable with, any existing ambiguities, and administration length (for affirming the number of feasible completes per day) etc.

d) Monitoring and Supervision:
The RAs were assigned specific geographical zones/ Villages for which they will be responsible for data collection. They were under direct supervision from CHASP field coordinator, who was always available to troubleshoot any problems and address emerging issues. Further, the data analyst was available throughout the data collection exercise to provide the required technical backstopping as and when this becomes necessary.

e) Digital Data Collection:
The study will used KoboCollect software for data collection. The digital data collection gadgets had GPS locations tagged in order to pin the specific locations from where data is collected. This feature made it possible for random tracing of the households for Quality control purposes.

2.5. ANALYSIS & REPORTING

Upon completion of data collection, the team proceeded to do data cleaning and further analysis. We did analyze the quantitative data using STATA and advanced Excel to produce the research results per project indicators. Qualitative data was analyzed through content analysis and was further triangulated with quantitative data to enhance the validity of the research findings.

2.6. RISKS AND MITIGATION MEASURES

The two major risks that was anticipated and mitigation measures put in place during the study period included;

i. The risk of language barriers and community hostility during data collection processes. To mitigate this risk, we undertook recruitments of local persons as research assistants from the areas in which quantitative surveys were to be undertaken. This was done with the help of NGAOs at the community level.

ii. Logistical challenges owing to the fact that the project evaluation areas we distributed across the county with the county in itself are noted to be among the most expansive in the county. We undertook proper planning of logistics and KIIs to manage on travel times while recruitment of local enumerators also helped prevent inter-sub-county movement among research assistants, barring during training.

2.7. LIMITATIONS OF THE STUDY

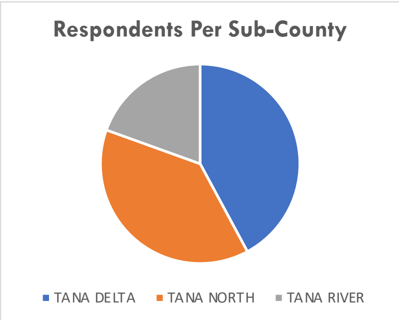
i. Contextual Changes: Changes in the economic, social, or political context could have influenced certain outcomes and made it challenging to attribute changes solely to the interventions.

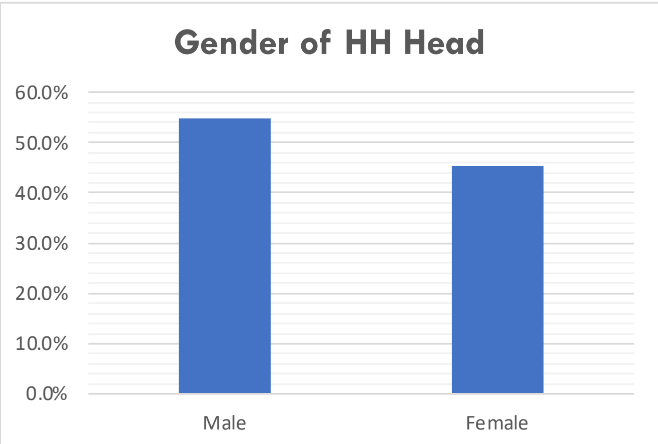
3. FINDINGS OF THE EVALUATION

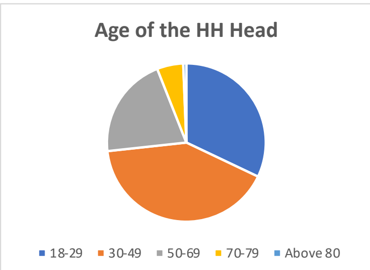
This chapter speaks to the specific findings of the end-line evaluation. The structure is intended at addressing the various review criteria as was adopted in the evaluation in line with the OECD-DAC approach. Some of the evaluation criteria to which the findings would be categorized include; relevance, effectiveness, efficiency, impact and sustainability of the project.

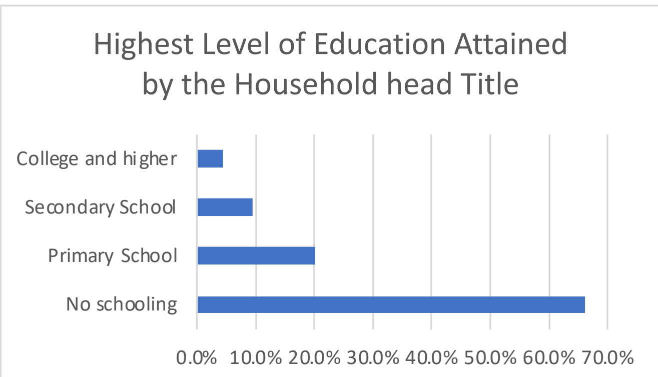
Demographic data of Surveyed Respondents

The breakdown of beneficiaries reached with the quantitative survey are visualized by the graphs, figures/table below;









From the statistics above, it is possible to observe that the majority of the respondents were drawn from Tana Delta, followed by Tana North and Tana River in that order. This was the case, given there was only one community borehole in Tana River sub-county from which beneficiaries were sampled for data collection. There were more males as HH heads responding to the surveys, further pointing to a potentially patriarchal nature of the communities in Tana River County, where men are predominantly de facto heads of HHs.

The age distribution points to a young demographic, characteristic of most countries in sub-Saharan Africa, with 73.3 per cent of the respondents falling between the age brackets of 18-29 and 30-49. Finally, educational attainments for the heads of HHs were noted to be particularly low, with 66% having attended no school at all, while only 4.4% had attended college or higher levels of education. This is a pointer to the low levels of access to education for populations of Tana River County and poses a great risk of negative inheritance to future generations through a slef reinforcing the vicious cycle of poverty.

3.1. RELEVANCE

Alignment of project activities to population needs
Inadequate Infrastructural facilities within schools in Tana River County is a major challenge that affects learning and the ability of schools to accommodate more pupils from the communities. As such, from a general perspective, it is noted that projects that focus on infrastructure as a key intervention point in attempts to improve access to education would play a leading role in meeting the needs of the communities.

The evaluation established that classrooms was a major challenge in the three schools where the construction of classes were undertaken. In Butubanta and Hurara, it was noted that before the implementation of the TARIWE project, many lessons were held under trees and in the open field- this is still the case in Butubanta primary as there is still acute shortage of classrooms. In Hola Primary, there were classes where over 90 pupils would be lumped up in one classroom.

This was noted to result in reduced interaction between the learners and the teachers, while the teachers also reported having difficulties handling these extremely big classes. In other scenarios at some point, multiple lessons would be held in one room, which had the impact of students being distracted by conversations from the other lessons, hosted under the same roof.

"The classes were timely because when you combine classes there is a lot of distraction we have two teachers teaching on the same room and classes, suppose when you look the other side yours is interesting. You know a child you will be happy to listen to the other class. Even you have seen that you teach grade 4 you will find that the child answering is of grade 5, you see, meaning the learner is listening to the other class. When you combine these classes all so they you know we have 2 levels maybe 5 and 4 you will get the others don't participate those of 4,they think those of grade 5 will laugh but if they have their own separate room they will be able to interact freely. Because we have tried that one there is a time, like 2 o'clock because lower has gone we take lower classes or room. When you separate them you will see that they are very active when you combine them, they don't answer questions they don't participate so remember there is a problem."
KII Respondent

The sanitation facilities in Hola primary and Hurara were also seen as very necessary with the beneficiaries of this particular project. It was noted that these interventions has helped in reducing the amount of time pupils spend lining up at sanitation facilities during break times as this resulted in too much time being wasted as everyone tried to access and use the facility. The newly constructed sanitation blocks have resulted in reduced congestion and pressure on existing facilities and thus improves student experiences while in school.

Cases of open defecation were also noted to be rampant within the schools as some pupils would run out patience while other would just opt to find alternatives given the difficult experiences scrambling with many others for few available facilities. While the are still gaps in capacity of already constructed facilities, it has contributed to addressing a major need within the schools.

"It helps in the improvement of the hygiene. You know the bigger number the school has a bigger enrollment before the construction of this sanitation for Islamic relief. We had only 10 for boys and 8 for girls. After addition by the Islamic relief we had 12 for boys and 12 for girls although it is not enough. Although it helps to reduce the number of children's going to help themselves in the bush. It helps a lot the hygiene of the school."
-KII Respondent

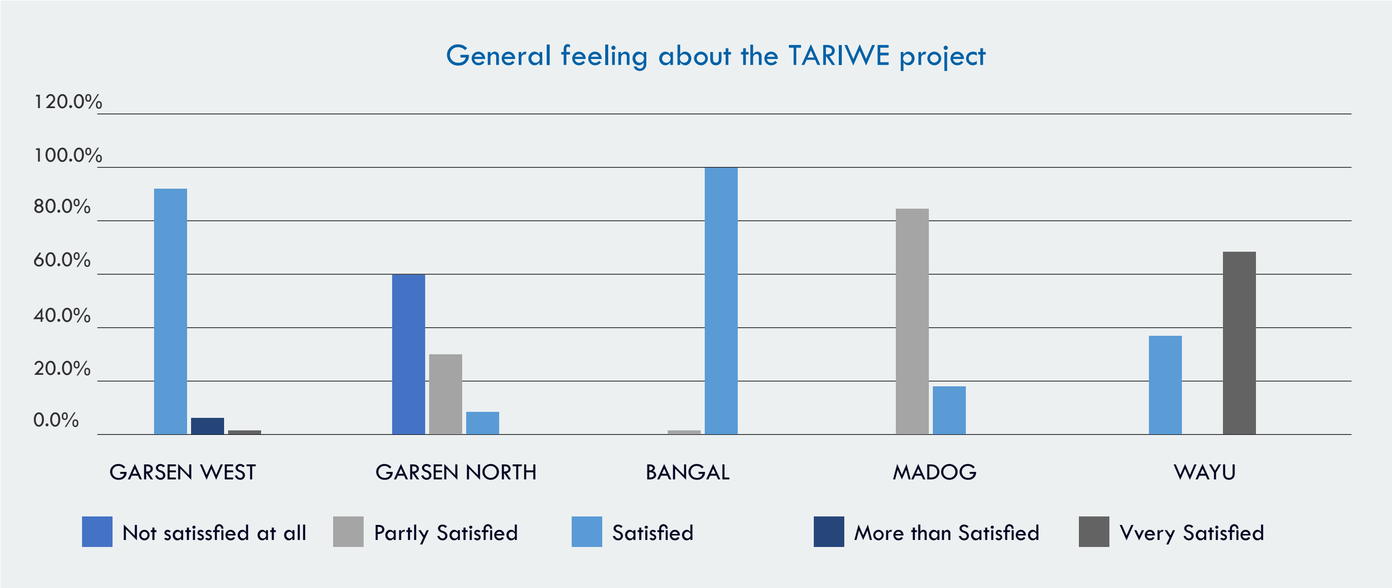
"Initially the bushes you're seeing around the school compound were used by the pupils so they can relieve themselves. So during rainy season those might be an outbreak of cholera at least those blocks has helped many things, you can get a child is coming from the bushes and the bushes have dangerous animals because we are in remote area. At least the children have been helped. It is not easy to see a child getting cholera any disease related to poor hygiene"
- KII Respondent

"Yes. By that time when we start with the sanitation blocks the boys could be queuing in those washrooms but at least even if they were not enough when you go there that thing is not low. Teachers' ladies used to share one hall with the male teachers but here you look at the male, the gents have their own washrooms so it has really increased some conduciveness in either in health-wise and whatever. There is a value that has been added in the provision of those projects."
- KII Respondent.

The other interventions like the construction of a dormitory in Hola primary, a Dining hall in Hurara Primary school, Water tanks, and donation of books, desks and dignity kits were also noted to have been as important for respective beneficiary schools.

In Hola Primary, for instance, the dormitory has been helpful in ensuring pupils who come from far-flung areas reside within the school and do not have to struggle with the logistics of commuting long distances every day to and from school. The current dormitory is noted to have a capacity of 80 pupils- there, however, still exists a gap of additional dormitories as demand for boarding facilities continues to soar within the school.

Communities within areas in which WASH competent of the project were implemented through either construction or rehabilitation of boreholes expressed how important the project has been in improving access to water and livelihoods. Previously, water access was limited to the Rivers which are noted to be dangerous given the presence of crocodiles within Tana River, while such sources were also noted not to be clean, resulting in various health complications when consumed directly.



The general feeling about the TARIWE project varied across the different communities in the wards and sub-counties in which the project was implemented. In Garsen West, Bangal and Wayu, a high proportion of respondents showed satisfaction with the TARIWE project and its interventions. In Madogo, there was a feeling of partial satisfaction among most of the respondents while in Garsen North a high porporino, representing 59.7 per cent of total respondents were not satisfied at all with the project's. The feeling at Garsen North could be explained by the fact that community members felt that the borehole rehabilitated was a private borehole and hence its use to other members for the community was limited.

Alignment of Project to County and National Frameworks

The project set out to directly increase enrollment in schools and improve the quality of education with key interventions in this regard, including infrastructural improvements as well as the donation of books and other essential elements that foster child learning. These measures and intended outcomes are noted to be in alignment with the provisions of the Tana River County CIDP for the period 2023 to 2027. The CIDP highlights four sector priorities as far as interventions in the education sectors are involved, and these include increased enrollments, improved quality of education and training, improved retention, and increased transition . Some of the suggested strategies for the attainment of these outcomes also bear direct relationships with measures that were implemented through the TARIWE projects, and these include; the construction and renovation of institutional infrastructure, construction of hostels, provision of sanitary facilities, purchase modern training tools, and many more.

The CIDP also outlines water supply and sanitation resources management as a key sector priority for the water services sub-sector. Proposed strategies for the accomplishment of these goals include the formation and training of water points management committees, Sensitization of water users on the importance of payment for water use, Desilting of water pans and Rehabilitation of boreholes across the county. These are consistent with the interventions implemented through the TARIWE project across the county.

Education and WASH interventions also align with the provisions of other international development frameworks like the Sustainable Development Goals (SDGs). The SDGs provide a blueprint to achieve a better and Sustainable future for everyone. Goal number four speaks to the need to ensure access to quality education for everyone, while WASH is addressed in goal six, speaking to issues of clean water and sanitation .

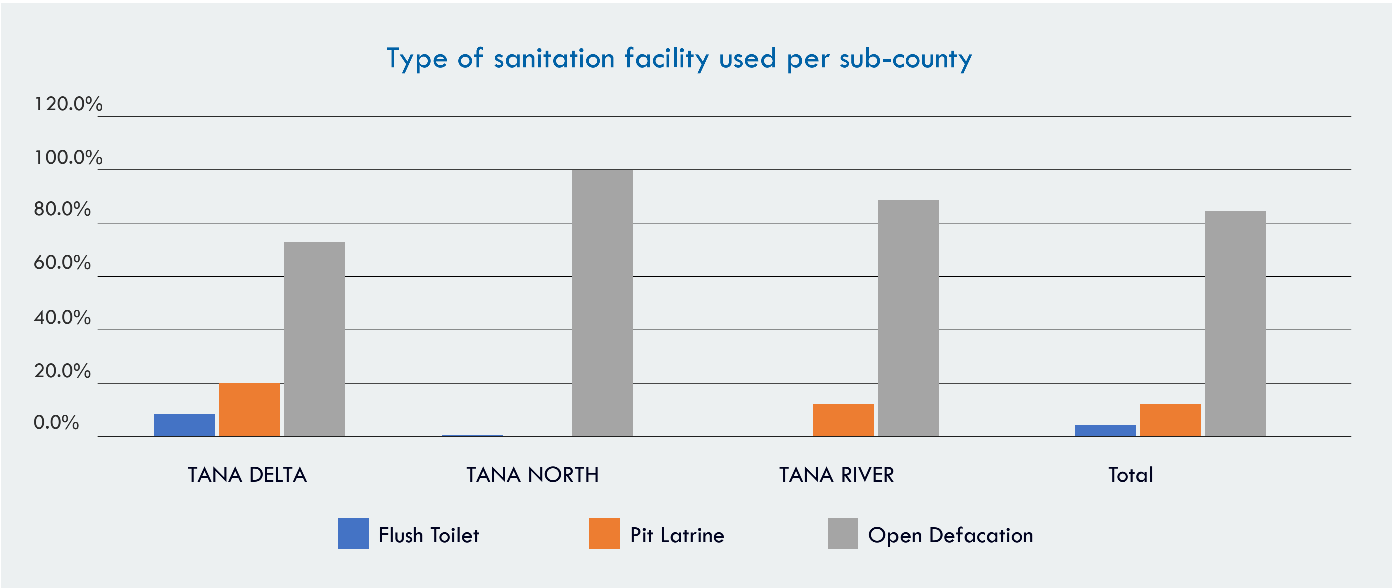
Gaps in Needs

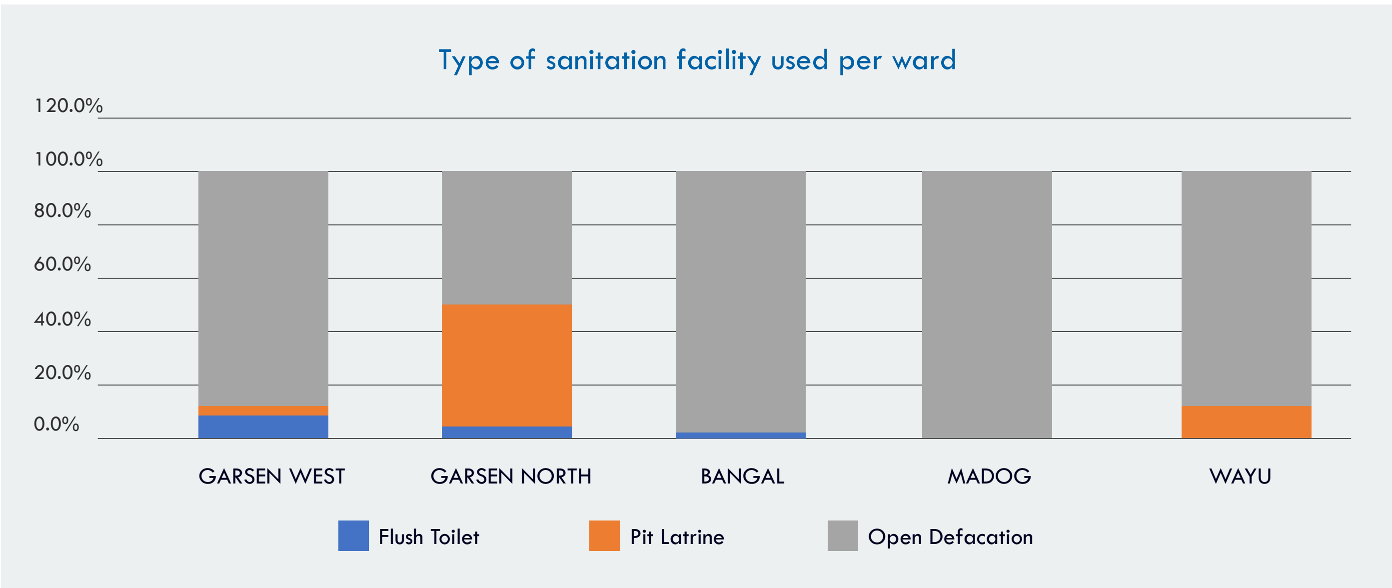
Gaps were identified within the schools and communities that need to be addressed by other programs. For the schools, the need for more dormitories in Hola Primary was identified as there is increased demand for boarding facilities against the capacity of the current dormitory, which can only accommodate 85 pupils. Sanitation blocks, administration blocks, clean water and classrooms was a major need in Bultubanta, while the need for construction of perimeter walls around the schools was a theme that came out across the board.

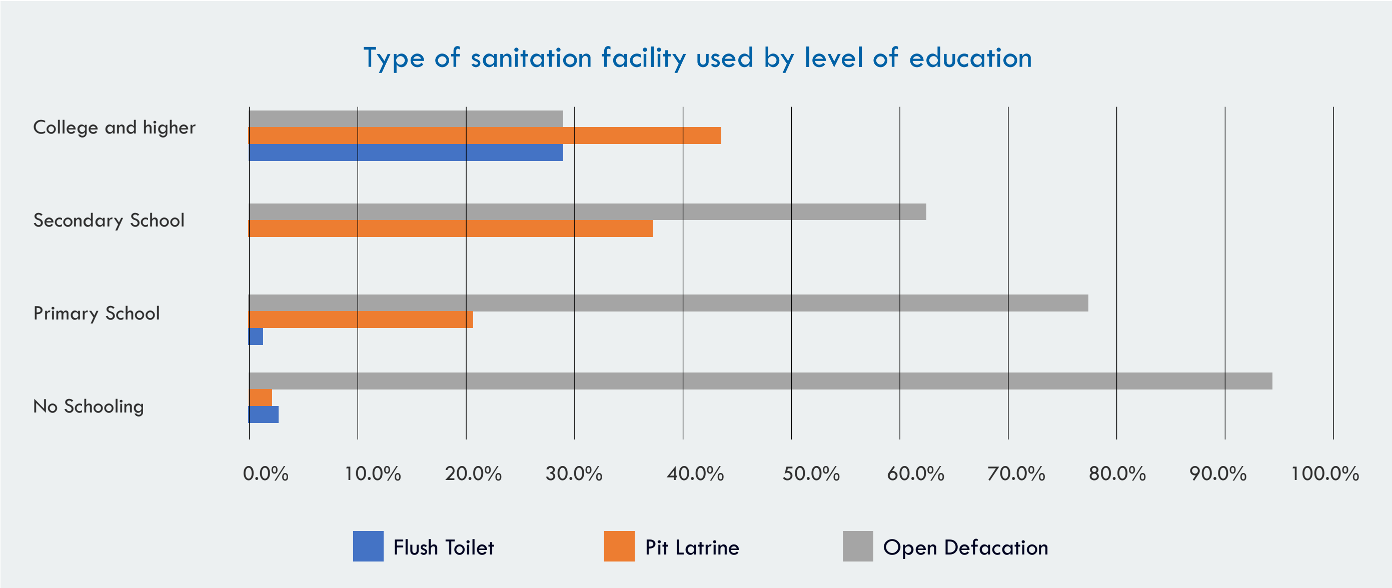
"..Some of our immediate needs right now are, an administration block, perimeter fence- if you could stay here you could see more than 1000 camels passing over here in the school. It was on a Monday, a child who saw four elephants passing ran until he was about to break his leg. So it will help."

- KII Respondent.

There were also noted gaps in terms of availability, access to, and the use of sanitation facilities within the county. The data collected points to the fact that the rates of open defecation across the three sub-counties were above 70 per cent, with Tana North sub-county posting the highest percentage at 99.2%. This is a major hygiene concern that WASH projects implemented within this region should seek to address.







The study also recorded that in terms of distance of the sanitation facilities from the house. In Garsen West, 45.8% of the respondents covered 0-100 meters, 44.4% covered 101- 500 meters and 9.7% covered 501 meters and above. In Garsen North, 71% covered 0-100 meters, 27.4% covered 101-500 meters and 1.6 percent covered 501 meters and above. In Bangal Ward, 1.7% of the HHs covered 0-100 meters, 11.9% covered 101-500 meters, while the remaining 86.4% covered more than 500 meters. In Madogo, no household traveled less than 100 meters, 1.6% of the HHs covered 101-500 meters, while 98.4% covered more than 500m. finally, in Wayu, 30.6% of the HHs covered 0-100 meters to reach their sanitation facilities, 69.4% covered between 101-500 meters while no household reported covering more than 500 meters. In most of the cases, these facilities were shared by multiple households.

These findings point to the fact that even in cases where sanitation facilities are available, they are not adequate, as households have to travel long distances to reach and be able to use them.

3.2. EFFECTIVENESS

The project sought to improve access to education in the targeted intervention areas through various measures that included a variety of infrastructural development within the schools and the provision of key materials to enable learners to be comfortable while within learning environments.

Outcome 1. Increased access and inclusivity to education

The number of children accessing classrooms, sanitation facilities, textbooks, desks, dignity kits and assistive devices increased by 24.79 percent from the baseline value of 2485. This surpassed the planned targets of a ten percent increase against the baseline value. The increase in student enrollment could be attributed to additional learning facilities made available, the construction of dormitories that enabled pupils coming from homesteads far from the schools to board, hence avoiding long travels to and from school and the availability of other materials key for learning like desks and books. The construction of new classrooms and the donation of desks improved learning experiences for children.

While the project targeted two schools for improvement to meet infrastructure quality standards, major interventions were implemented across three schools (Hola Primary, Hurara Primary and Bultubanta). Only Hola and Hurara Primary schools, however, received multiple interventions distributed in the forms of classroom construction and renovation, the construction of tanks, dining halls, sanitation blocks, dormitories, and donation of desks, books, and dignity kits.

The number of schools targeted with interventions for year-wide access to drinking water were also three against the planned two. Lisa Hola Primary School was the additional school that benefited from the rehabilitation of a borehole and the construction of a water tank.

Outcome 1.1. Two primary schools have improved infrastructure and adequate learning materials and equipment

The project targeted construction of six classrooms across the two schools. This was surpassed as a total of 15 classrooms were constructed across three schools (Hola Primary, Hurara Primary and Bultubanta). Eight classrooms were meanwhile renovated as per the project, all these were done in Hurara Primary. The project was able to undertake construction of more classrooms as resources were diverted from construction of biogas plants having been determined to be no longer viable. Costs savings from the implementation of other project components could have also resulted in more resources being available to undertake construction of more classrooms.

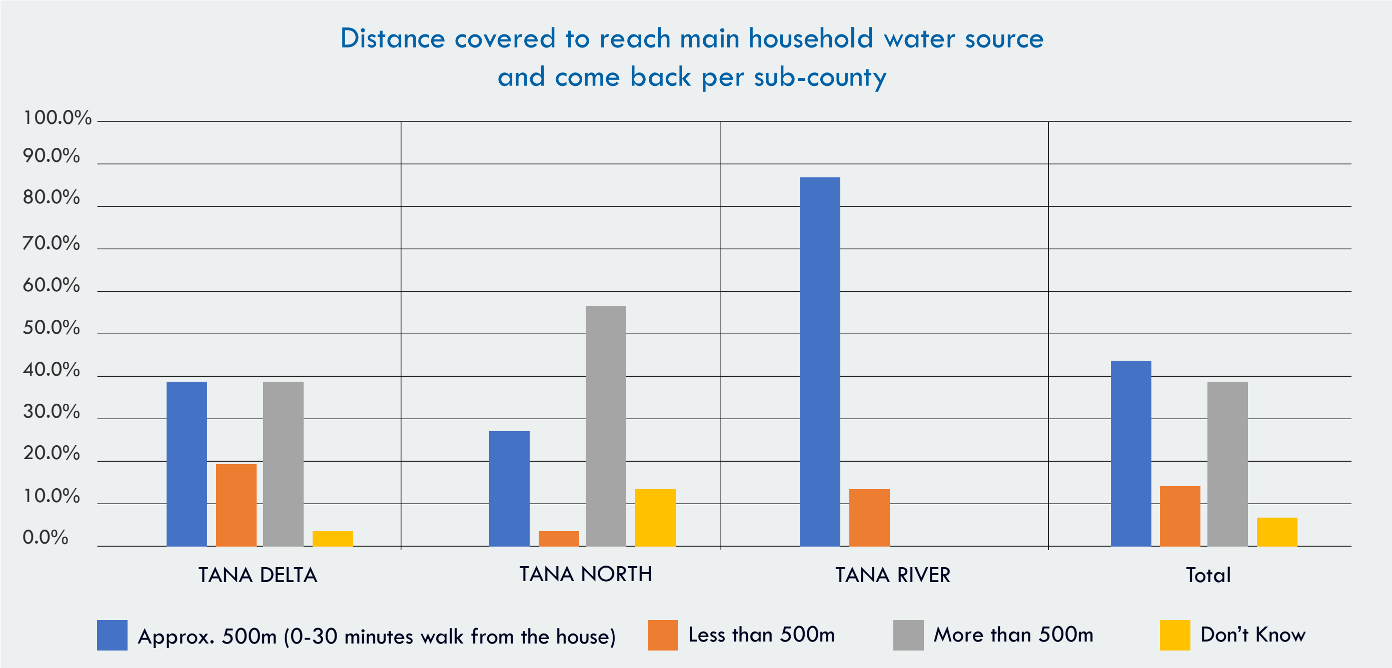
The target for the construction of sanitation blocks was surpassed by 40%, an extra water tank was constructed in Lisa Hola primary while the donation of desks was done as per the initial plan. A total of 400 desks were donated across the two key intervention schools. The project sought to donate 400 books to two schools. Two hundred and fifty had been donated to Hurara Primary, while the evaluation could not get the data on the exact number of books donated to Hola Primary. There was a confirmation by stakeholders of the school of having received donations of books for various grades.

The construction of one dormitory was achieved in Hola Primary, while only one dining hall was constructed in Hurara Primary. Given Hola Primary had an existing dining hall, it is not clear if resources were diverted to other project components. Chewani Special School also reported benefiting from the donation of two brail machines which have been critical in helping visually impaired learners.

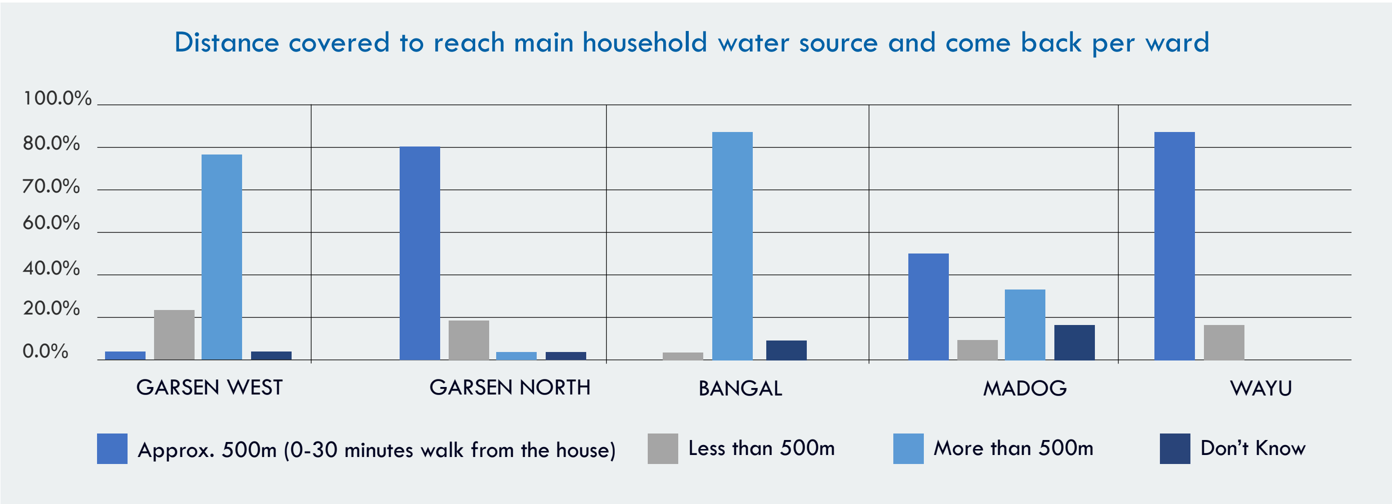
The key lesson here points to the effectiveness of the development of key infrastructure within schools as a means to improve education-related outcomes. The attainment of this outcome through implemented measures has also demonstrated the importance of schools having provisions for boarding facilities to accommodate learners traveling long distances to school, especially in contexts where schools are widely spaced.

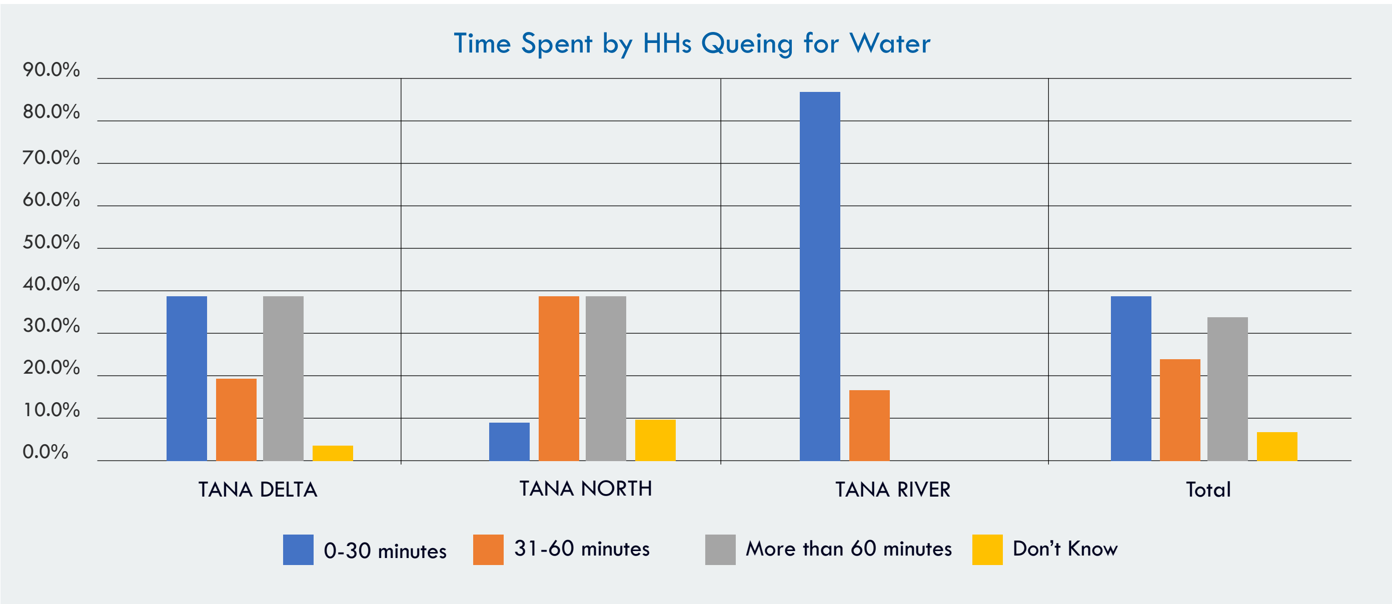
Outcome 2. Increased access to safe and clean water and sanitation

57.56% of the target households reported using basic drinking water services. This was a 0.24% reduction from the baseline and fell short of the project's target of 80%. The study further showed that 59.26 % of households access water from sources less than 500m. This is an improvement from baseline values recorded at 53.2 percent but fell short of the project's target of 73%. The increase in the Proportion of households accessing water from sources less than 500m could have been as a result of the rehabilitation of water points, which may have otherwise been not functional or overcrowded due to low water yields.



The proportion of households queuing for water for less than 30 minutes was 35.8%, down from baseline values of 53.2 %. The Proportion of households queuing for water for less than 30 min reduced from the baseline values. This could have been attributed to improved water yields following the installation of new pumps in some of the boreholes.



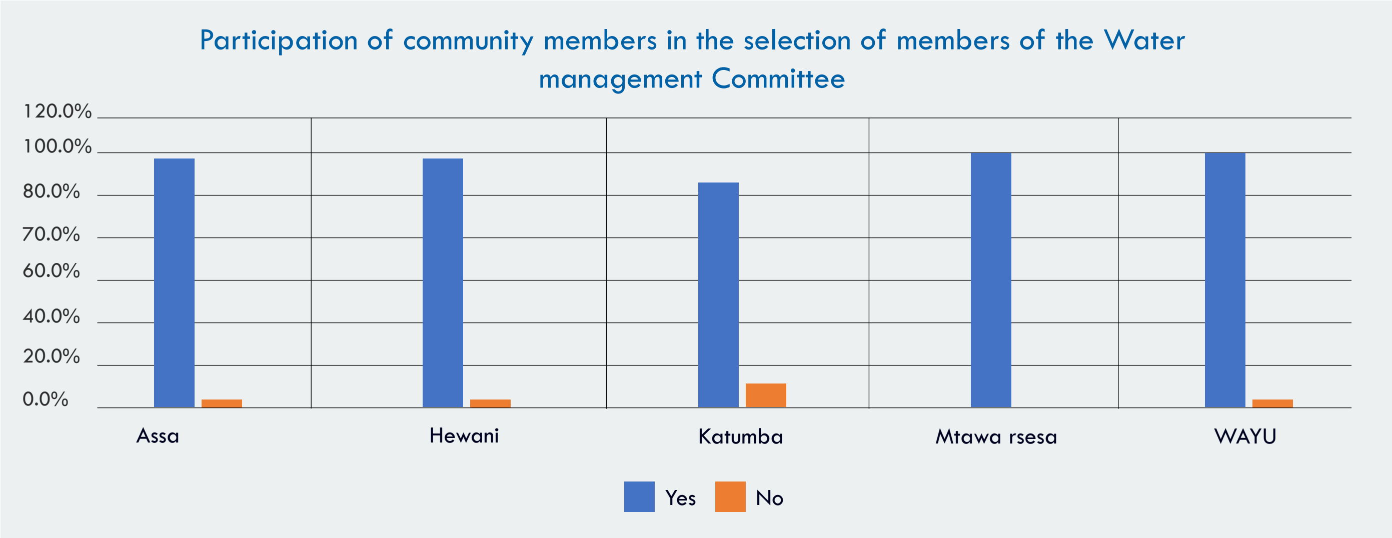


Outcome 2.1. 2,000 households have access to clean and safe water for domestic and animal use

One dam was desilted, and five boreholes were rehabilitated as per the project's plan. This was done with the view of increasing the number of households accessing clean and safe water for domestic and animal use. Based on population statistics, an estimated 3400 people (living in Assa, Katumba, Mtawarsesa, Wayu, and Hewani) had direct/ indirect access to these water resources.

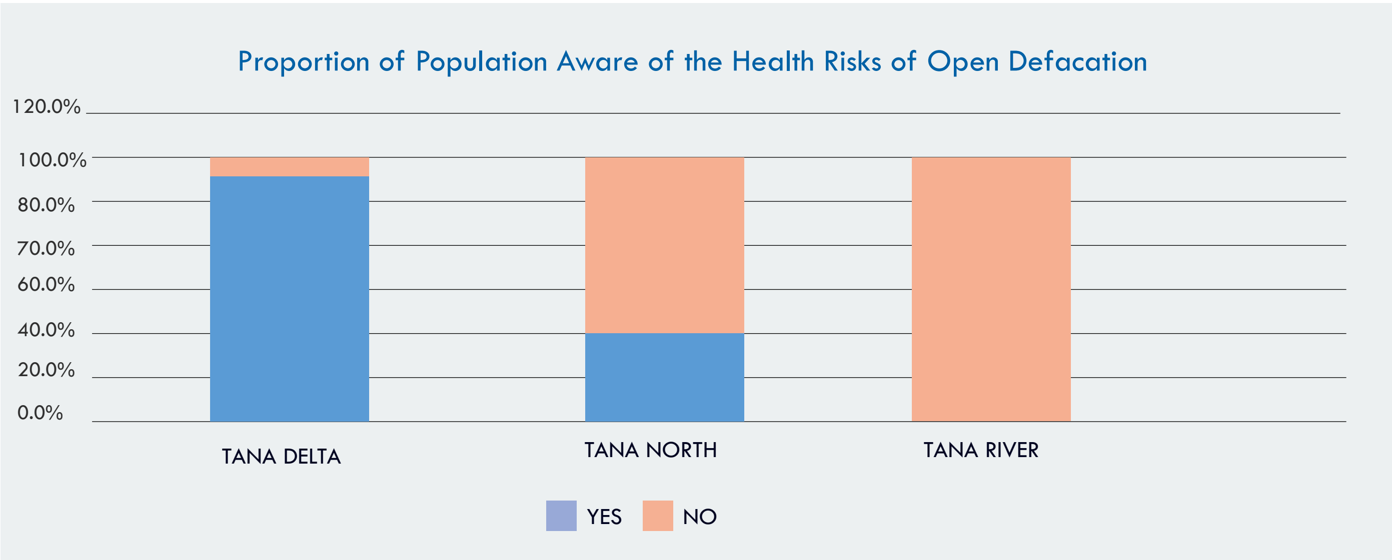
2.2. Six Water Resource Management Committees (WRMCs) are formed and trained on resource management

The formation and training of six water resource management committees were undertaken within the communities as one of the methods for ensuring the sustainability of the project measures aimed at improving WASH conditions within the communities. Surveyed communities reported being actively involved in the selection of these committees.



The key lesson from interventions under this outcome measure speaks to the fact that rehabilitation of select water resources within communities has resulted in improved experiences for communities as they spent less time queuing for water and the proportion of households accessing water from sources less than 500m improved. Where resources allow, interventions should target all water resources within communities of intervention as this has the potential for a bigger impact.

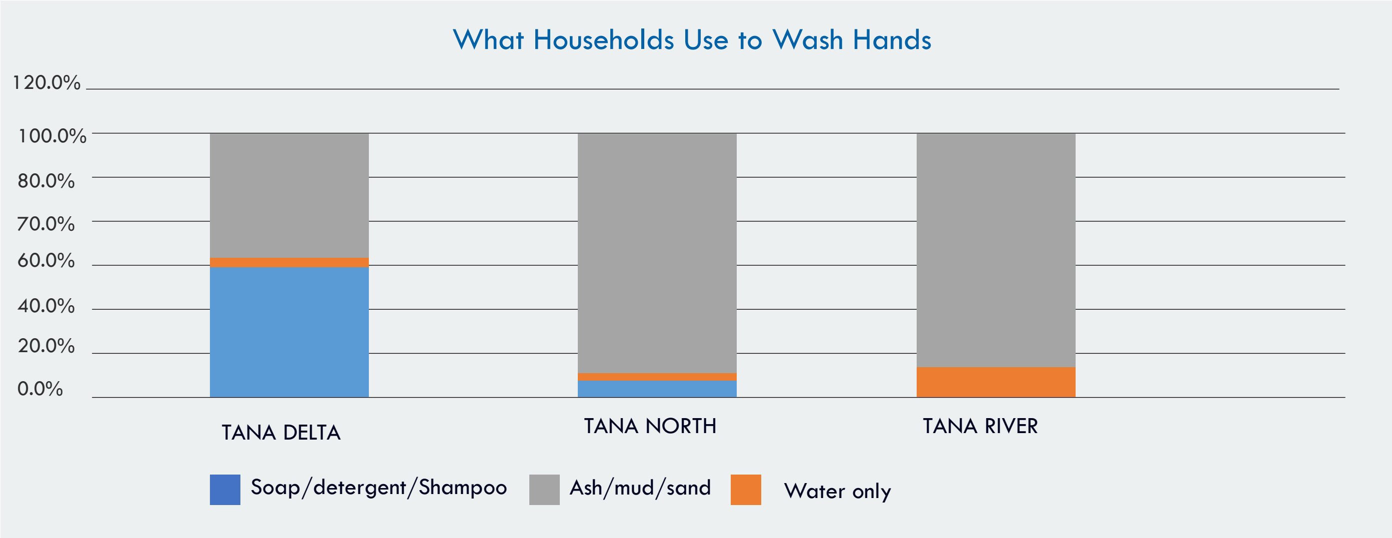
Awareness on Health Risks of Open defecation



This data points to the fact that a high proportion of the population across the three sub-counties are aware of the health risks of open defecation. However, this is not reflected as there are recorded high rates of open defecation across the county. This could be an indicator of the lack of enough sanitation facilities within communities that they can use for their excretion needs.

Hand Washing Practices

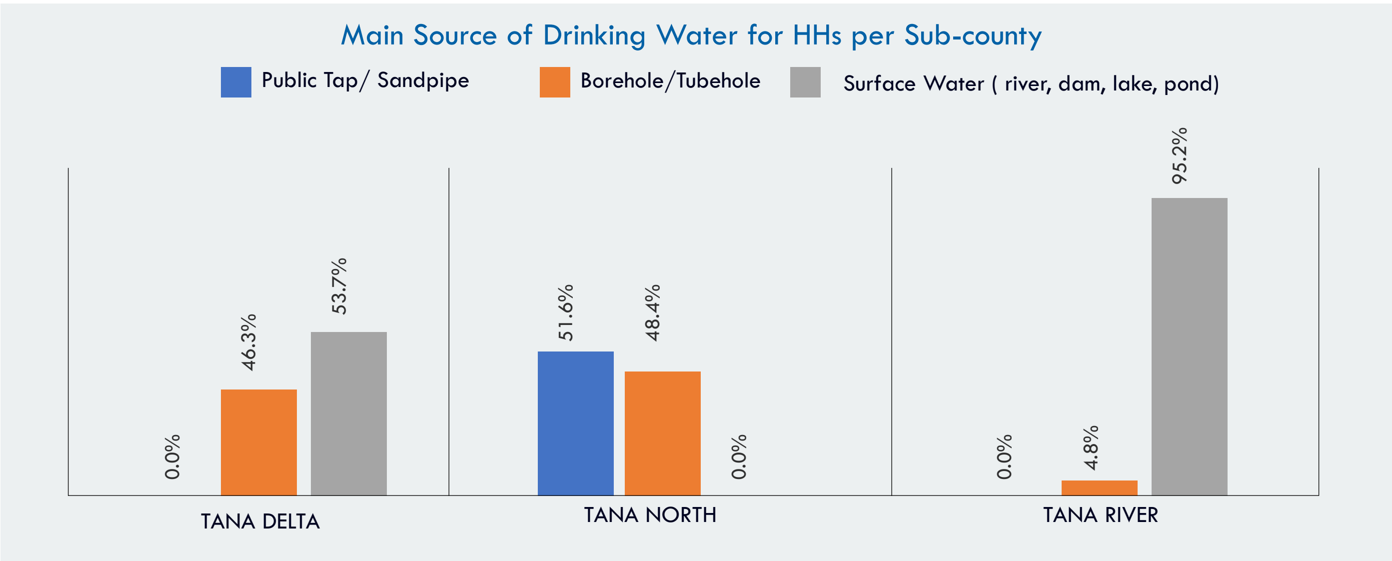
Collected data demonstrate that a high percentage of the county population uses water only for hand washing at 65.1 percent. 29.2 percent of the populations across the three sub-counties use a detergent when washing their hands, while 5.7 percent of the population use ash/mud/sand. This trend points to poor hand washing practices, which may expose populations to various hygiene-related diseases and is a concerning trend coming off the COVID-19 pandemic, where hand washing with soap and water was a key prevention mechanism.

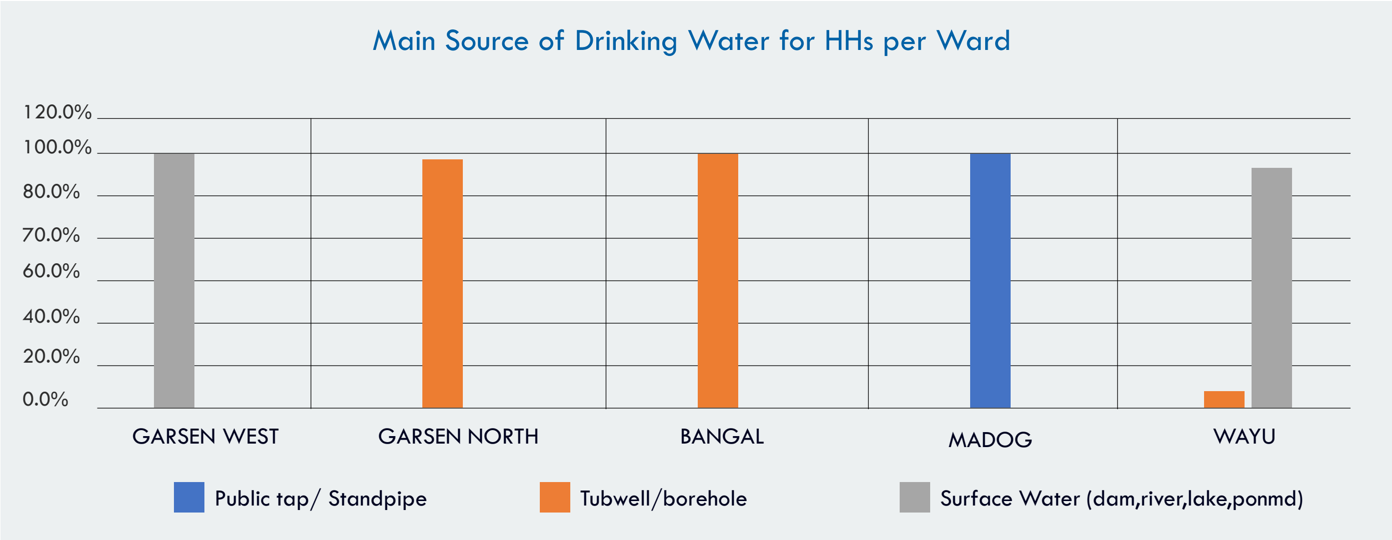


Main source of Drinking Water

41.2 percent of households in the county derived their drinking water, followed closely by boreholes/ tube wells at 39 percent, and public taps/ standpipes came last at 19.8 percent. This is an indication that despite project interventions that have increased access to clean drinking water, more still needs to be done to expand access.

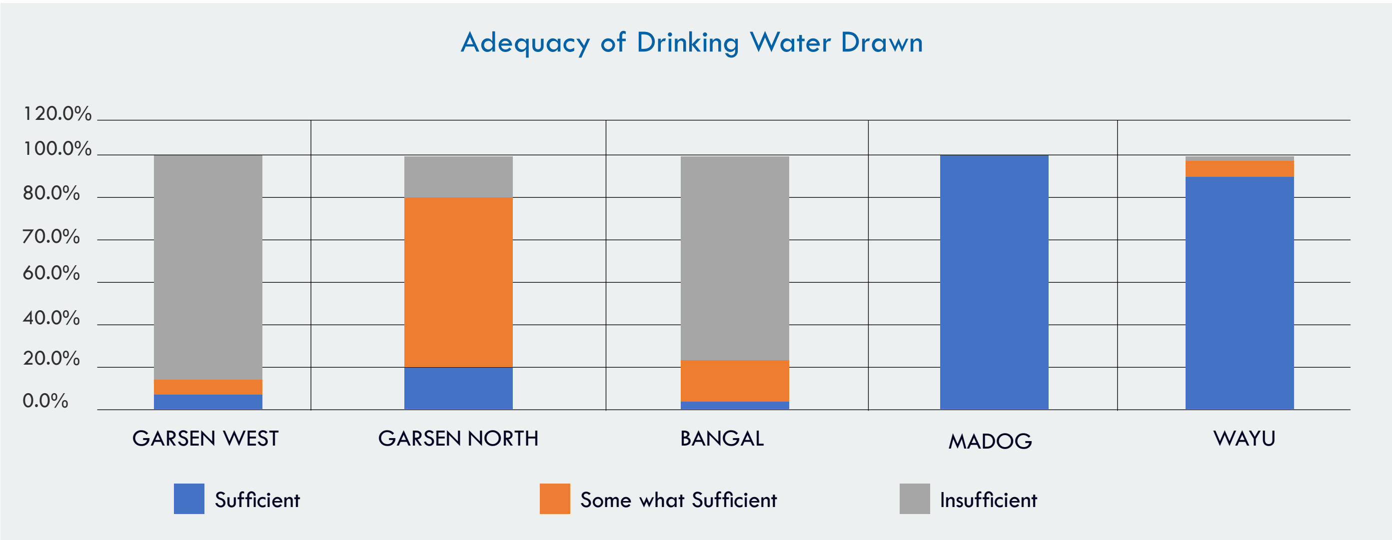
Of the surveyed households, 44.7 percent pointed to the sufficiency of the drinking water they draw from their main sources, as illustrated above. 17.3 percent felt the drinking water was somewhat sufficient, while 38.1 percent felt it was insufficient.
In cases where the water was noted to be insufficient, 34.7 percent of the households reported limiting water usage as a coping mechanism, while 62.5 percent of the households opted to look for water from long distances.





Sufficiency of Drinking Water Drawn from Main Sources

In Garsen West, Garsen North, and Bangal Wards, the communities reported that the drinking water being drawn not being sufficient, while households in Madogo and Wayu showed confidence that they were satisfied with the amount of water they drew from their spruces for drinking as illustrated below;



These findings speak to persistent problems in terms of access to adequate clean water for drinking among these communities and, hence, the need for additional measures that would ensure expanded access to clean water sources to guarantee that households can be able to access quantities adequate to address their needs.

Indicator Performance

The matrix below is an illustration of quantitative figures speaking to the performance of the project with respect to various indicators. A comparison of baseline figures, planned targets, and achieved targets is undertaken with the view of attempting to describe the variance that may exist in either direction.

Outcomes	Indicators	Baseline	Planned targets	Achieved targets	Description of Variance
Outcome 1. Increased access and inclusivity to education	Number of children (boys and girls accessing- Classrooms, sanitation facilities, textbooks, desks, dignity kits and assistive devices	2485	10% change based on the baseline	3101	24.79% change. This could have been as a result of additional classrooms constructed from resources initially dedicated to the construction of biogas plants. The construction of three classrooms in an additional school- out of the two key intervention schools may also have played a part.
	% of students who enrolled but did not complete grade 6 in the targeted schools		80%		This data could not be found. This data could not be found.
	Number of targeted schools improved to meet infrastructure quality standards for schools	Two primary schools	2 primary schools (Hola and Hurara)	3 primary schools (Hola, Hurara and Butubanta	An additional school in Tana North, Bultubanta was targeted for infrastructural development. This was not part of the original project plan.
	Number of targeted schools with year-round access to drinking water	Two primary schools	Two primary schools	Three primary schools (Hola, Hurara and Lisa Hola)	The construction of water tanks was not only undertaken in the two key intervention schools but had an additional school, Lisa Hola, also benefit.

Outcomes	Indicators	Baseline	Planned targets	Achieved targets	Description of Variance
1.2. Two primary schools have improved infrastructure and adequate learning materials and equipment	Number of classrooms constructed	32	6	15 (including 3 in Butubatnta Primary School)	The target of 6 classrooms was surpassed by nine classrooms as more resources were available following approval of change requests to divert resources meant for the construction of biogas plants to facilitate more classrooms. Expanding the scope of this intervention to an additional school also resulted in this particular outcome.
	Number of classrooms repaired.	0	8	8 (All in Hurara)	Targets were achieved as per plan.
	Number of sanitation facility blocks constructed	26 sanitation blocks	6 sanitation blocks	10 sanitation blocks	This target was surpassed by 40%. Cost savings from other project components may have made this outcome possible.
	Number of underground water tanks constructed	2 water tanks	2 water tanks	3 water tanks	The additional water tank was constructed in Lisa Hola primary.
	Number of desks provided	437 desks	400 desks	400 desks	Achieved as per plan
	Number of books provided	1035 books	400 books	250 books in Hurara Primary, could not establish exact numbers for Hola primary	The plan was to donate 400 books. 250 had been donated to Hurara Primary while the evaluation could not get the data on the exact number of books donated to Hola Primary. There was a confirmation by stakeholders of the school of having received donations of books for various grades.
	Number of dormitories constructed	0 dormitory	1 dormitory	1 dormitory In Hola Primary	Achieved as per Plan.

Outcomes	Indicators	Baseline	Planned targets	Achieved targets	Description of Variance
	Number of dining halls constructed	1 dining hall	2 dining halls, 1 in each school	1 dining hall constructed in Hurara Primary	Only one dining hall was constructed in Hurara Primary. Given Hola Primary had an existing dining hall, its not clear if resources were diverted to other project components.
Outcome 2. Increased access to safe and clean water and sanitation	% of the target households using basic drinking water services	57.8 %	80%	57.56%	0.24% reduction from the baseline could be attributed to lack of education as a project component on the importance of using basic drinking water services.
	The proportion of households accessing water from sources less than 500m	53.2 %	73%	59.26%	Increase in the proportion of households accessing water from sources less than 500m could be attributed to the rehabilitation of water points which may have otherwise been not functional or overcrowded due to low water yields.
	The proportion of households queuing for water for less than 30 min	53.2 %	29.3%	35.8%	The Proportion of households queuing for water for less than 30 min improved. This could have been attributed to improved water yields following the installation of new pumps in some of the boreholes.
2.1. 2,000 households have access to clean and safe water for domestic and animal use	Number of HHs having access to clean and safe water for domestic and animal use	800	2000	3400	The Proportion of households queuing for water for less than 30 min improved. This could have been attributed to improved water yields following the installation of new pumps in some of the boreholes.

Outcomes	Indicators	Baseline	Planned targets	Achieved targets	Description of Variance
	Number of dams desilted	0	1	1 (Assa dam)	Households with access to clean and safe water for domestic and animal use improved from baseline values. This was mainly a consequence of the rehabilitation of various water sources across the villages, which expanded water access.
	Number of boreholes rehabilitated		5 boreholes	5 boreholes	Achieved as per plan
2.2. Six Water Resource Management Committees (WRMCs) are formed and trained on resource management	Number of water resource management committees formed and trained	0	6 Water management committees	6 Water management committees	Achieved as per plan

3.3. EFFICIENCY

The evaluation determined that, in many cases, planning processes during the implementation were robust, comprehensive, and inclusive. There was the involvement of key stakeholders during the planning processes and this ensured their inputs were adequately captured. Planning structures were flexible and this was key in ensuring specific aspects of the project would be changed based on prevailing conditions and emerging circumstances. An illustration of this case was the change of plans that provided for the construction of biogas plants in two schools so that the resources would facilitate the construction of more classrooms instead.

The project had robust and well-functioning provisions for monitoring and evaluation. This ensured project teams were able to undertake baseline evaluations before the implementation of the projects, and midline evaluations to assess progress. These processes had well-documented reports that spoke to the progress that had been made up to the particular timelines. There was timely dissemination of evaluation findings to decision-makers in the forms of interim reports and evaluation reports.

While there were adequate human resources to oversee the implementation of various components of the project, there were observed gaps in the technical capacities in certain aspects. For instance, due to the misdiagnosis of the problem with Katumba borehole, there was an incorrect interpretation of the needs of the water to be able to sustain the water supply within the community.

This resulted in the installation of solar panels and batteries, which resulted in very low water yields. Following complaints from the community, a fresh WASH assessment was undertaken, establishing the need for the replacement of existing water pumps with a more powerful one. Challenges with the recruitment and retention of staff were noted as there were recorded turnovers, which sometimes took months to replace.
The key lesson here was on the need to strengthen staff handover procedures so that turnovers and ensuing delays in recruitment of other staff do not stall project activities.

3.4. SUSTAINABILITY

The measures implemented under the TARIWE project within the beneficiary schools are expected to be sustainable and continue to deliver benefits and achieve intended outcomes over the long term, well beyond this initial implementation phase.

The school administrations have put in place measures to ensure some of the interventions can stand the test of time while also committing to cover the costs of maintenance and repair of some of the critical infrastructure that was put up as part of the project. The underground water tanks have been fenced in Hurara as part of the measures to ensure the tanks are safe from any form of vandalism, and pupils in the school can continue to benefit from the water resources over a long period of time while there are similar plans for Hola primary.

"We are going to ensure we are going to maintain the construction and if there is way and out as a school we are going to repair and maintenance so that we continue with it for long."

- KII Informant.

"Right now we have the underground tank which was also constructed by the Islamic relief. As am talking we have already fenced so that we can be able to take care of it. We also have some few desks which was broken by the children they are around ten or fifteen. We have already repair and it is in use in class. Yes."

- KII Informant

There was a demonstration of goodwill and readiness by beneficiary schools to put in place additional measures that would ensure the sustainability of the project measures. Other than commitments to fence water tanks and undertake regular reports, there have been planting of trees around some of the constructed buildings to act as windshields. This would be expected to prevent the possible destruction of some of these buildings by strong winds that could be experienced. This is in addition to complementary services that have been undertaken by some schools to ensure the optimization of the project benefits.

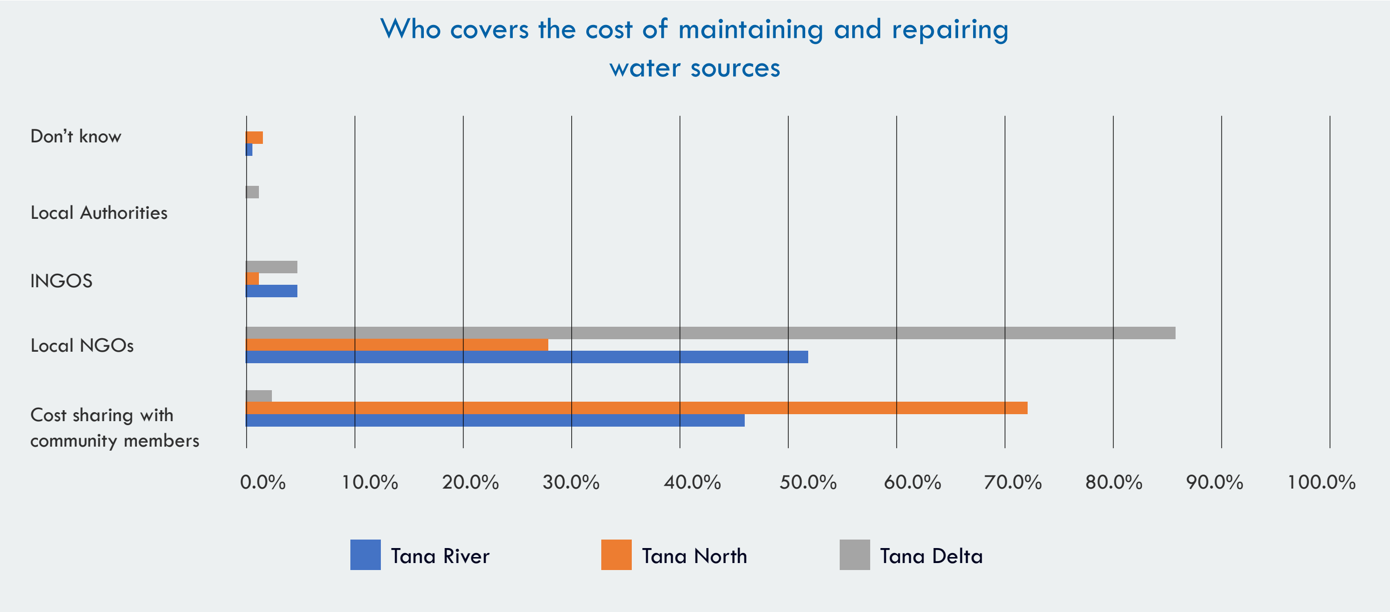
"You leave that then it means that the sustainability of those things and the children will break most of doors and if you don't repair them that means after one year there will nothing. So we need to ensure that we repair and do rehabilitation of any dorms and whatever. Like the way those bathrooms were constructed without water but we managed to supply with water so there is water in the bathroom they shower nicely. The dorm we see that now we have decided that they make sure the dorms are clean, and also we have planted trees so in case of strong winds when the trees have grown dorms will be ok. When you go to those dorms you see that we planted trees and others have grown together very well. That is one way of sustaining the program and also the underground tank we have a plan of fencing that part for the security. Yeah."

- KII Informant.

From the onset, some of the interventions like the donation of reusable sanitary towels/ dignity kits, came with sustainability mechanisms as the receiving pupils did not use these just once and then had the need to acquire another. However, it is noted that the donated kits could be used over a period of eight years. This ensures the need to ensure girls consistently stay in school and are comfortable even during their monthly periods can be achieved and sustained for all female pupils who received the kits. The implementation of the project components ensured local partners within the schools and in communities, including school administration and water resource management committees, are involved to increase their capacity in ways that are sustaining.

For the WASH interventions within communities in Tana River, the formation and training of water resource management committees on the management of the resources and planning for repairs in case of breakdowns through crowdsourcing funds from the community is noted to have been key in ensuring water resource benefit the communities in a long period to come. IRK was also noted to do official handovers of all the constructions in schools to the board of management once they were complete, informing them of their responsibility to ensure they are properly managed and maintained for the sustainability of benefits.

The need to have periodical contributions by the communities through the water resource management committees has not been fully adopted. This has the potential to disrupt the sustainability of project benefits in cases where the water sources break down, and there is a need for repair.



In Tana North and Tana Delta sub-counties, the costs of repair and maintenance are noted to be mostly covered by contributions by community members, while local NGOs also play a part. This is a positive sign as it demonstrates the potential for sustainability of the water resources. The trend is, however, different in Tana River sub-county, where local NGOs seem to play a leading role and not the communities. Strengthening the water resources management committees would be ideal to ensure increased community participation in the maintenance and repair of these weather sources, as this would ensure sustainability given the lack of dependence on other external parties whenever there are breakdowns.

3.5. IMPACT

In terms of impacts on targeted indicators, enrollment in Hurara Primary School was noted to have improved by 19.5 percent from the time of project implementation. In Hola Primary, enrollment was noted to have improved by 28.8 percent compared to baseline values in 2020. Across the schools benefiting from infrastructural developments, the percentage change in student enrollment against the baseline was 24.79 percent. Increased access to education must have been a consequence of improved infrastructure, which could take in more pupils, guarantee comfort within learning environments, and accommodate some pupils who would normally be deterred by distances.

Three schools, Lisa Hola, Hurara, and Hola, report benefitting from the construction of underground water tanks, which played a key role in ensuring a sustainable supply of drinking water within the schools for the benefit of the learners.

Donations of desks, dignity kits, books and the brail machines have also been critical in terms of improved quality, ensuring inclusivity in education as learners have an equal chance of accessing resourceful material, they are comfortable while attending classes and girls who would previously spend some time out of school during their monthly periods benefited from the reusable dignity kits that then ensure continuity in their stay within schools and benefit from learnings.

In Hurara Primary, it was reported that classrooms were a very big challenge prior to the implementation of the TARIWE project within the school. Learners would normally attend lessons under trees, and this would mainly be affected by changes in weather. Teachers also found it extremely hard to manage pupils learning within open spaces.

"…For the classrooms, four were first built and three extra we managed to use them. Because learners were used to sit under trees. But after that they could manage to stay in class during harsh seasons like rainy season. When it immediately rains classes are over. But after that all leaners were able to be in class even those learners that were away from home they started to come to school. They manage to stay in class because they are comfortable."

- KII Respondent.

In terms of education impacts, the children are noted to have better handwriting as they learn in comfortable classrooms and have standard desks from which they take their notes and complete assignments issued. This is important for the children in terms of the ability to improve their writing skills while teachers also find it easier to evaluate the learners as their handwriting are more eligible and easier to read.

"…initially when they were writing outside so their handwriting was not good. So teachers face challenges during marking but now all are occupied at classes so at least they are comfortable."
– KII Respondent.

The project was noted to have the unintended impact of relieving the financial burden on parents through various ways. One, the need for some of these facilities were long overdue and soon the parents would have been forced to fundraise to help in the construction of these key facilities. Parents having their children in boarding schools also spend less in transport to ensure children go to and stay in school while the boarding program for these children enabled by the presence of a dormitory also help in the management of food budgets for the parents. Children further stay longer with their school uniforms due to reduced wear and tear caused by previous conditions characterized by lack of desks and proper classrooms to attend lessons. Pupils also find it relatively easier to maintain some level of cleanliness, especially with respect to their clothing- school uniforms. Parents, as a result, do not have to undertake daily cleaning of these uniforms, which could be strenuous in terms of sheer efforts, time spent and resources as water is notably scarce while detergents could also be expensive, especially given the poverty context within these communities.

"This region is dry and we have water problem so the parents have been helped in one way out the other. And the learners at least they are loving as school. And the teachers it has been easy to teach because his objective are achieved. Since most of the leaners are at school every time. Parents have been helped because it would have forced them to contribute to build class because they could not have waited for donors and this situation of the children is worsening. That has reduced the parent's expense and they are sure if the child goes to school at least there is 100%sure what he want will be achieved. They used to stay outside and it is easy to get dirty and the weather is changing always. So the parents were forced to wash daily and the uniforms were easily worn out."-
KII Respondent

Excerpt from one of the beneficiaries illustrating what the impact of the projects has been across the various interventions implemented;

"For example when we look at the construction of the 5 classrooms they have reduced the congestion in class so the classes were carrying about 90 to 88 students but at the moment they are about 53 to 55 so there is a bit of teachers, leaner-contact its although it is high cause according to the registration certificate am supposed to have 40 per class but at least at the moment at least are 50,53,55,60 so the teacher to learner contact it is a bit good improved. Then the provision of sitting 150 desks these children were sitting on the floor so by today in the evening we could find them very dirty because they are sitting on the floor. No desk so even the hygiene was not good. They have improved their hygiene. They have also improved the handwriting because they are sitting on a very comfortable desk so even the parent they have that the burden maybe buying desks to their children have been low because provision of 150 so they be sitting about 4 or 5 kids on that desk. It has really reduced so find that all the learners even though they are congested they are sitting in either seats in lower they are sitting 5, 6 but at least most of them are sitting on desks. Then we find out the provision of water 50 litres underground tank so the supply of water I've told you that we have supplied the water to the dormitories in those washrooms is being used by the boys and even it has been supplied to the girls dormitory so there is also of water supply within the school. So I don't depend on the piped water we have the store water for the borehole which we get water from TAWASCO. Also we have enough facilities to accommodate the learners who are the boarders then they provide the dignity kits especially girls. Remember the provision of dignity kits for the girls during periods most these girls they just go home. When they go home they have to spend 2-3 days until they are okay. So the provision of dignity kits some of them are washable so they use, they wash so as the girls attend their lessons very well much comfortable that someone somewhere is taking care of them so it has improved the teaching and learning environment has been ruled by provision of those basic teaching and learning materials as surprised school."
KII Respondent from Hola Primary

The rehabilitation of various water resources in various parts of the county also notably increased access to clean water for domestic and animal use for various communities. There was an increase in the proportion of households accessing water from sources less than 500m, the Proportion of households queuing for water for less than 30 min improved while number households with access to clean and safe water for domestic and animal use also improved from baseline values.

4. RECOMMENDATIONS & CONCLUSION

4.1. Key Recommendations

i. Contingency fund to mitigate foreign exchange shocks: depreciation in the value of Kenyan shillings over the period of the project cycle affected the budgets that were initially put forth for the implementation of the project. This resulted in the value of money available for the project being less and less as time moved by as foreign exchange losses were exacerbated by inflation within the Kenyan economy. It would be important to possibly have a contingency fund for future projects to ensure that such factors are covered for and they do not necessarily affect the amount of resources available for the implementation of different components of the project.

ii. Need for quality assurance measures during project implementation: challenges noted in the quality of some buildings could have been averted by clear procedures for oversight and quality assurance for projects. Its imperative that the projects institute mechanisms that ensure the recruitment of qualified contractors and better supervision of construction processes to ensure compliance with the available guidelines.

iii. Local contractors for schools: the employment of local contractors from around the schools where projects are implemented to utilize local capacities and increase community ownership, where the required skill sets are available. In scenarios where contractors cannot be sourced locally, it would be key that assisting 'fundis' comes from the local community. This way, communities will be positive and supportive towards the school as they not only benefit from their children coming to learn but also draw a livelihood from the ongoing projects.

iv. Construction during holidays: the construction of various infrastructural facilities was of course, important in improving various learning components within the school. It was, however, noted that the distraction that comes with construction activities cannot be ignored. Where possible and plans allow, heavy construction activities can be scheduled for periods when schools are closed, and learners are at home to minimize distractions during learning periods and even reduce potential exposure of learners to safety issues with construction sites.

v. Need for redistribution of project benefits. In a school like Hurara, there was the construction and rehabilitation of at least fifteen classrooms. This is, of course, positive for the beneficiary school, but given the overwhelming need by other institutions within the region, it would have been probably better to use some of these resources to put up classrooms in other schools so that benefits are better distributed.

vi. The plan to put up biogas plants in some schools di not materialize because it was mainly dependent of the implementation of UNICEF's school feeding program, which ended up not picking up. This meant the interventions would no longer be viable as there would be no waste to run the biogas plant. In future, the design of projects should not seek to piggyback on non-actualized projects by other players. This will ensure minimal disruption and changes in project components mid-course through the implementation process.

vii. Poor transition in cases of staff turnover affecting project timeliness as new hires come after like three months: this resulted in delays in execution of project activities and gaps in know-how among the new staff. Moving forward, whenever there are staff turnovers, it would be imperative for outgoing staff to hand over to another IRK staff holding the same position in another field office who could then oversee the project activities in the interim and would then hand over to the newly recruited staff member.

viii. Full construction to include costs of installing power as some institutions may not have the capacity to facilitate power connection; the construction of classrooms and other facilities left the costs of power installation to the school. While this was actualized for this project. It is possible that in undertaking future programming, there are schools that may not have the capacity to meet the cost associated with having a power connection. It would thus be helpful that all these costs are covered during project costing to ensure structures handed over are one hundred percent completed.

4.2. Conclusion

The TARIWE project, by and large, succeeded in achieving its objectives as set out in the project proposal and had a positive impact in the communities and schools that were recipients of the designed and implemented interventions. Improved access to education and educational outcomes for pupils were some of the noted benefits of the project.

Pupils and teachers also reported improvement in hygiene levels within the schools as a result of interception's undertaken within the schools like the construction of sanitation blocks, which have contributed greatly to a reduction in rates of open defecation within the school as well as time spent by pupils queuing to utilize sanitation facilities.

Other unintended outcomes of the project included cost savings for parents from beneficiary schools as pupils could use uniforms more before they were dirty and required washing. This was a direct consequence of desk donations and is of importance given the water access challenges within the county of Tana River and the high rates of poverty, which makes the purchase of detergents an extremely expensive affair.

The WASH interventions which mainly centered around rehabilitation of community water sources also helped improve access to clean water. Communities reported spending less time queuing at water sources and travelled lesser distances to get to the main source of water points and back home. This was noted to result in improved livelihoods and reduced the burden of unpaid care and domestic work which is mostly borne by women. Challenges in the implementation of the project existed, as inferred in the recommendations section, and these offer critical learning points to inform future programming.

The project was beneficial to the populations targeted. However, there still exists gaps in terms of the availability of other infrastructure in schools within the county of Tana River, which presents an opportunity for the extension and expansion of the TARIWE project.

ANNEXES

ANNEX 1: HOUSEHOLD SURVEY TOOL

INFORMED CONSENT

Good Morning/ Afternoon. My name is……. our team is working with IRK to conduct an end-line survey for the TARIWE project. This evaluation aims to assess the performance of the project and capture project achievements, challenges, and best practices in targeted project areas to inform future similar programming and measure progress.
We would appreciate your participation in this evaluation, but please note that it is entirely voluntary, and declining to participate will not result in any consequences. If you do decide to participate and later change your mind, you can ask us to stop the interview at any time.

Your opinions and all the information you provide during the interview remains confidential. However, if you agree, we will include your name and/or your organization's name in the list of participants in the final report as a way of acknowledging your participation.

If you have any questions about this study in the future, please feel free to contact the study team lead at derick@chasp.co.ke or Francis.Macharia@islamic-relief.or.ke

1.0 STUDY LOCATION

Subcounty	
Ward	
Village	

2.0 DEMOGRAPHIC AND HOUSEHOLD CHARACTERISTICS OF RESPONDENTS

2.1	What is the gender of the household head?	1= Male 2= Female	2.5	What is the size of the household?	1= 1-2 2= 3-4 3= 5-6 4= Above 6
2.2	What is the age of the household head?	1= 13-17 2=18-29 3= 30-49 4= 50-69 5= 70-79 6= Above 80	2.6	What is the main source of income for the household head?	1= Employment 2= Artisanry 3= Small-scale business 4= Large-scale business 5= Farming (livestock), 6= Farming (crop) 7= Other
2.3	What is the Marital status of the household head?	1=Married 2=Single/never married 3=Separated/ divorced 4=Widowed 5=Co-habiting	2.7	What is the average household income per month?	1= Less than KES 15,000 2= 15,001-25,000 3= 25001-35,000 4= Above 35,000 99= Prefer Not to Answer 00= Don't Know
2.4	What is the highest level of education attained by the head of the household?	1=No schooling 2=Primary School 3=Secondary School 4=College and higher			

3.0 WATER, SANITATION AND HYGIENE

3.1	What type of sanitation facility do you use? 1=Flush toilet 2=Pit latrine 3=Open defecation 4=Other
3.2	How far is the sanitation facility from your house? (estimate in meters) 1=0-100mtr 2=101-500 3=501 and above
3.3	Do you share the toilet facilities with other households? 1=Yes 2=No
3.4	How many households use this toilet facility? 1=1-5 2=6-10 3=More than 10
3.5	Can any member of the public use this toilet? 1=Yes 2=No
3.6	If your answer above is No what are your reasons? 1=It is family facility 2=Not disability friendly 3=It is designated for certain public officials 4=It is dirty 5= It is always locked 6=Other (specify
3.7	What is your rating of the practice of Open defecation? 1=Extremely High 2=High 3=Moderate 4=Minimal 5=Non-existent
3.8	Are you aware of the health risks of Open defecation 1=Yes 2=No

3.9	Do you currently have the following in your House for general use? (MARK all that apply) READ OUT o Detergent (powder, liquid/paste) o Soap o Shampoo o None
3.10	What do members of your household usually use to wash their hands? Probe for the following; o Soap/detergent/ shampoo o Ash/mud/sand o Water Only o We do not wash our hands
3.11	What is the main source of drinking-water for members of your household? 1= Piped water into dwelling 2=Piped water to yard/plot 3=Public tap/standpipe 4=Tubewell/borehole 5=Protected dug well 6=Unprotected dug well 7=Protected spring 8=Unprotected spring 9=Rainwater collection 10=Bottled water 11=Cart with small tank/drum 12=Tanker-truck 13=Surface water (river, dam, lake, pond, stream, canal, irrigation channels)
3.12	How sufficient is the drinking water you draw from the sources mentioned above; 1=Sufficient 2=Somewhat sufficient 3=Insufficient
3.13	What is the main source of water used by your household for other domestic purposes and for animal use? 1= Piped water into dwelling 2=Piped water to yard/plot 3=Public tap/standpipe 4=Tubewell/borehole 5=Protected dug well 6=Unprotected dug well 7=Protected spring 8=Unprotected spring 9=Rainwater collection 10=Bottled water 11=Cart with small tank/drum 12=Tanker-truck 13=Surface water (river, dam, lake, pond, stream, canal, irrigation channels)
3.14 a.	How sufficient is the water you draw from the sources mentioned above (for both domestic and animal use); 1=Sufficient 2=Somewhat sufficient 3=Insufficient

3.14 b.	If not sufficient, What does your household do to meet the extra water needs? 1= Limit the usage of water 2= Re-using used water 3= Washing utensils and clothes less often 4= Looking for water from long distance 5= Others 99= Don't Know 00= .Prefer not to Answer
3.15	How long does it take to reach your main household water source and come back? 1.= Approx. 500m (0 – 30 minutes' walk from the house) 2= Less than 500m 3= More than 500m 99. Don't know 00= Prefer not to answer.
3.16	On average, how long does it take you to collect the water, once you reach the water point 1= 0 – 30 minutes 2= 31 – 60 minutes 3= More than 60 minutes 99= Don't know 00= Prefer not to answer.
3.17	Depending on your responses in 3.11 and 3.13 above, How often do your water sources breakdown? 1= Often 2= Sometimes 3= Rarely 4= Never
3.18	Who covers the cost of maintaining and repairing water sources? 1= Cost sharing with community members 2= Local NGOs 3= INGOS 4= Local Authorities 99= Don't Know
3.19 a.	Do you do anything to make your drinking water safe? 1=Yes 2=No
3.19 b.	If your answer is yes, how do usually you treat the water? (circle only one) 1=Boiling 2=Water Treatment tablets/chemicals 3=Filtration (ceramic, sand, composite, etc.) 4=Solar disinfection method (SODIS) 5=Sedimentation (Let it stand and settle) 6=Strain it through a cloth 7=Other, please specify (write in answer)
3.20	How many liters of water (Prompt for number of 20 liters jerry cans) do you and your household use per day? 1=Less than 20 Liter 2= Between 21 and 40 liters 3=Between 41 and 60 liters 4=61 liters and above

3.21	Which times do you always wash your hands? Tick all that apply 1=Before eating 2=After using the toilet 3=Other (Specify) 4=None

4.0 COMMUNITY ENGAGEMENT AND MANAGEMENT

4.1 a.	Have you or someone in your HH participated in a meeting to discuss the management of the nearby water resource? 1= Yes 2= No
4.1 b.	If yes, please respond to the following questions with a simple Yes or No o I have participated in the elections or nomination of members of the Water management Committee (Yes/ No) o My opinion is considered in the decisions of how the water source is managed (Yes/ No) o I am happy with the way the Water source is managed (Yes/ No)
4.2	What is your general feeling about the TARIWE project? 1= Not satisfied at all 2= Partly Satisfied 3= Satisfied 4= More than Satisfied 5= very Satisfied

ANNEX 2: QUALITIATIVE TOOLS

TOOL # 1: GUIDE QUESTIONS FOR KIIs with TEACHERS/ HEAD TEACHERS

1. What is your view of the TARIWE project?
2. What has been your roles during the implementation of this project within your schools?
3. What are your thoughts on the implemented measures? Do you think the measures meet the immediate needs of your school? If no, what would you rather have had addressed?
4. How do you think interventions like infrastructural development (construction of classes, dormitories) within your school has resulted in improved performance for the school across various parameters (academics, managements', enrollment) ?
5. What are your thoughts about the association between TARIWE project measures and access to education to communities around this school?
6. Would you draw any relationship between any of the other interventions (distribution of text books, dignity kits and desks) to positive learning-related outcomes?
7. What do you think has been the importance of the sanitation blocks built within your school?
8. Has any of the interventions had an effect (negative/ or positive) on your performance as teacher?
9. Which approaches used in the implementation of the project do you think were most effective?
10. What do you think could have been done differently?
11. Do you think the changes caused by this project continue beyond the life of the project?
12. In your view, what are some the measures that have been put in place to ensure project outcomes continue to be achieved?
13. How has the project worked with local partners to increase their capacity in a sustainable way?

TOOL # 2: GUIDE QUESTIONS FOR KIIs with IRK STAFF

1. What are your views about the TARIWE project in terms of design and scope?
2. How do you see the measures and interventions as proposed by the project meet the immediate needs of the communities targeted for both the WASH and education component?
3. How would you gauge the efficiency to which the projected measures were delivered?
4. Were timelines set at the start of the project adhered to?
5. In your view, do you think the implementation of reach project was costs-effective?
6. Which of the project approaches, and modalities/strategies were the most effective?
7. Is there any substantial evidence on how project learning, were generated and applied to improve the delivery or effectiveness or efficiency?
8. What measures have been taken, to create visibility of the project's added value, towards line ministries and other stakeholders?
9. What are the key lessons learned?
10. Do you think the changes realized as a result of this project continue beyond the life of the project?
11. What, mechanisms have IRK and key project stakeholders, put in place to sustain the key project Outputs and Outcomes?
12. How has the project worked with local partners to increase their capacity in a sustainable way?
13. Has the project been able to implement all planned interventions within the life cycle?
    - o If yes/ what has been the critical success factors?
    - o If no, what are some of the reasons for this/ challenges encountered along the way?

TOOL # 3: GUIDE QUESTIONS FOR FGDs with PARENTS

1. What are your views on the TARIWE project?
2. What are your thoughts on the implemented measures? Do you think the measures meet the immediate needs of your school? If no, what would you rather have had addressed?
3. How do you think interventions like infrastructural development (construction of classes, dormitories) within your school has resulted in improved performance for the school across various parameters especially in academics, and enrollment- even for vulnerable children like CWDs) ?
4. What are your thoughts about the association between TARIWE project measures and access to education to communities around this school?
5. What do you think has been the importance of the sanitation blocks built within schools?
6. What do you think could have been done differently in the implementation of this project?
7. Do you think the changes caused by this project continue beyond the life of the project?
8. In your view, what are some the measures that have been put in place to ensure project outcomes continue to be achieved?
9. How has the project worked with local partners (including parents) to increase their capacity in a sustainable way?
10. What are some key lessons do you think implementers should learn from this project?

TOOL # 4: GUIDE QUESTIONS FOR FGD with PUPILS

1. What is your view of the TARIWE project?
2. What are your thoughts on the implemented measures?
    - o Do you think the measures meet the immediate needs of your school?
    - o Do you think the measures meet your immediate needs as pupils?
    - o If no, what would you rather have had addressed?
3. How do you think interventions like infrastructural development (construction of classes, dormitories) within your school has resulted in improved performance for the school across various parameters especially, academics and increased enrollment?
4. What are your thoughts about the association between TARIWE project measures and access to education for other pupils who were not able to join and remain in school?
5. Would you draw any relationship between any of the other interventions (distribution of text books, dignity kits and desks) to positive learning-related outcomes?

6. What do you think has been the importance of the sanitation blocks built within your school?
7. Has any of the interventions had an effect (negative/ or positive) on your performance as pupil?
8. Do you feel the same or differently about the school and its environment before, during and after TARIWE project implementation?
9. What do you think could have been done differently? Key learnings?
10. Do you think the changes caused by this project continue beyond the life of the project?
11. In your view, what are some the measures that have been put in place to ensure project outcomes continue to be achieved?

TOOL # 5: GUIDE QUESTIONS FOR FGDs with COMMUNITY MEMBERS

1. What is your view of the TARIWE project?
2. What are your thoughts on the implemented measures? Do you think the measures meet the immediate needs of your school? If no, what would you rather have had addressed?
3. How has the construction of the borehole/ dam impacted your life, especially in terms of access to water and water use?
4. Are there committees within the community that are responsible for management of water resources? If yes, were these established before or were a creation of the TARIWE project? Were you involved/ consulted in the creation of these committees?
5. Do you think there has been a change in hygiene practices among communities since the construction of the borehole/ dam?
6. How has the construction of the borehole been beneficial to children and women within this community?
7. Has the project interventions had an effect on other aspects of life? (social or economic)
o Has it had any impact on Unpaid care and Domestic Work (UCDW) for women and girls within HHs?
8. Which approaches used in the implementation of the project do you think were most effective?
9. What do you think could have been done differently?
10. Do you think the changes caused by this project continue beyond the life of the project?
11. In your view, what are some the measures that have been put in place to ensure project outcomes continue to be achieved?
12. How has the project worked with local partners to increase their capacity in a sustainable way?
13. What are the key lessons that should be taken away?

TOOL # 6: GUIDE QUESTIONS FOR LITERATURE REVIEW

1. Was there needs assessment undertaken prior to the start of the project?
2. What were the planned interventions of the project? Check for all within both WASH and Education components?
3. What were the baseline values for the various indicators? What were the project targeted and what has been achieved?
4. Has there been establishment of community water resource management committees?
5. What was the level of involvement of other partners/ stakeholders in the implementation of the project?
6. What challenges were faced during the implementation process and what leanings can be drawn from such challenges for future programming?

ANNEX 3: LIST OF ENUMERATORS

Name	ID Number	Area of Work
Nina Hailu Komora	29692050	Hola
Dolo Godana Shora	33759427	Assa
Shamim Yusuf Sambul	41558576	Mtawarsesa
Yakub Ali Rhone	41843331	Katumba
Hajila Maryam Hussein	32339655	Wayu Boru
Levy Jillo David	37394694	Hewani

ANNEX 4: PICTURES FROM EVALUATION ACTIVTIES

Pictures of constructed/ rehabilitated classrooms from Hurara Primary School in Tana Delta

Pictures from an FGD with parents in Hurara

Picture of pupils of Hurara before an FGD

General View of Hurara Primary post TARIWE

Enumerators training session ahead of the evaluation

Photo with pupils from Hola Primary who participated in an FGD

Photos of some of the desks donated by TARIWE to Hola Primary School


ISLAMIC
RELIEF
CHASP
ADVISORY