Silverleaf Academy

COTTON MADE IN AFRICA

COTTON MADE IN AFRICA (CMIA) COMMUNITY COOPERATION PROGRAMME

Case Study: Education Projects in Tanzania

FINAL EVALUATION REPORT

Produced by Silverleaf Academy, Advisory Services
For Aid by Trade Foundation (AbTF)

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List of Acronyms

AbTF – Aid by Trade Foundation

CBWSO – Community Based Water Supply Organization

CmiA – Cotton made in Africa

CSEE – Certificate of Secondary Education Examination

DED – District Executive Director

FTNA – Form Two National Assessment

NECTA – National Examinations Council of Tanzania

O&M – Operations & Maintenance

PLR – Pupil to Latrine Ratio

PQTR – Pupil to Qualified Teacher Ratio

PSLE – Primary School Leaving Exam

PTR – Pupil to Teacher Ratio

RUWASA – Rural Water Supply and Sanitation Agency

SFNA – Standard Four National Assessment

TANESCO – Tanzania Electric Supply Company, Limited

UNICEF – United Nations Children's Fund

USAID – United States Agency for International Development

VETA – Vocational Education and Training Authority

WASH – Water, Sanitation, and Hygiene

Abstract

This report provides an analysis of the ten Cotton made in Africa (CmiA) community education projects implemented in Bariadi District in rural Tanzania. CmiA is an initiative by the Aid by Trade Foundation (AbTF) and implemented in collaboration with various cotton companies, among them Alliance Ginneries (Alliance). Within the framework of the so-called CmiA Community Cooperation Programme, the education projects provided needed education infrastructure intended to improve the lives of small-scale farmers and their families. This evaluation uses quantitative and qualitative data collected in March 2021 as well as reconstructed baseline data pulled from desk research and historical quantitative data. Key informant interviews were conducted with village leadership, educators, and CmiA community/household members at the ten treatment sites as well as an additional five control sites within Bariadi, Busega, and Magu Districts. Qualitative data was collected through guided focus group discussions with CmiA farmers and educators at ten treatment sites as well as several qualitative questions incorporated into quantitative surveys. Key findings include improved infrastructure at all ten treatment sites as well as a significant reduction in dropout rates.

1. Program Overview

Cotton made in Africa (CmiA) is an Aid by Trade Foundation (AbTF) initiative and an internationally recognized standard for sustainable cotton from Africa. Since its creation in 2005, CmiA has set itself the goal to protect the environment and help Sub-Saharan African smallholder cotton farmers improve their living and working conditions. Thus far, it has been working with cotton companies in 11 countries, and specifically with smallholder farmers contracted by these cotton companies, who cultivate rainfed, handpicked cotton. Compliance of the cotton companies with the CmiA standard criteria is regularly verified. From 2009 to 2016, CmiA worked hand in hand with the Competitive African Cotton Initiative (COMPACI), which focused on building the capacity of African cotton farmers to adopt more sustainable farming practices. Through agricultural training, CmiA verified cotton companies provide cotton farmers in Sub-Saharan Africa with know-how on improved and sustainable farming methods that are in line with the CmiA standard. The central idea of CmiA is that the knowledge farmers receive not only protects people and nature, but most importantly, it also helps them generate higher yields and incomes.

In addition to the initiative's regular activities around the CmiA standard, it also supports cotton companies in the implementation of community projects for cotton farmers in the subject areas of health, education, gender equality, and the environment, mainly via the so-called CmiA Community Cooperation Programme (CCCP). This support is not only monetary but also content-related to ensure the conception of impactful projects with the objective of improving overall living conditions for the rural communities. Community projects are considered a valuable contribution to achieve CmiA's goals. Beyond addressing daily challenges of cotton farming families directly, it is also assumed that the increased support will create loyalty among farmers towards the responsible cotton company and to sustainable cotton farming in general.

The project proposals are handed in by the cotton companies based on a demand analysis conducted in their farming communities to meet the needs of cotton farmers and their families. Once approved by CmiA's CCCP Advisory Board, the cotton companies are responsible for the implementation of the projects and for the submission of regular reports on the project progress.

Since 2013, the Cotton made in Africa initiative is collaborating with Alliance Ginneries Tanzania, a cotton company located in Bariadi district, Tanzania. After the completion of two projects in the area of Health, several Education projects were successfully implemented by the cotton company. Therefore, CmiA commissioned Silverleaf Academy to conduct a case study to evaluate the actual impact of its CmiA community projects, with a focus on education infrastructure and quality for local cotton farming communities.

2. Introduction

The Republic of Tanzania, established in 1961, is home to approximately 57 million people. Tanzania sits in south-eastern Sub-Saharan Africa and is divided into 30 regions, which are further divided into Districts[1]. The Cotton made in Africa (CmiA) initiative is active in the Bariadi District of the Simiyu Region, located in the Northern part of mainland Tanzania[2]. Bariadi is the most populous district within Simiyu and is divided into two councils, Bariadi District Council (Bariadi DC) and Bariadi Town Council (Bariadi TC).

Tanzania's population and economy are both growing rapidly. As of 2017, 63.8% of Tanzania's population were 25 or younger and the birth rate has been steady for several years. This steady increase in youth population has required an in-depth examination of the Education and Health sectors, specifically childhood health.

Despite consistent improvement, Tanzania continues to face many health challenges. Maternal and child mortality, HIV/AIDs, pneumonia, and malaria, are key issues the health system must confront. Lower respiratory infection, heart disease, diarrheal diseases, and cirrhosis are also among the top ten causes of death in the country[3].

Water, Sanitation, and Hygiene (WASH)-related problems remain a concern. In Tanzania, 24.6 million people, approximately 43% of the population, do not have access to clean water[4]. Only 41% of health facilities have access to improved water sources and 46% of schools lack a functioning water supply[5]. Rural citizens face additional challenges related to health and healthcare. Rural health care centers tend to be difficult to access in terms of distance, often have inadequate equipment and drug supplies, and are less frequently used by key demographics, including pregnant women[6]. In rural areas, citizens are more likely to access traditional healers than in urban areas[7] and less likely to take their children to medical facilities[8].

Though the Tanzanian government has consistently demonstrated a commitment to education as a driver of social change, barriers to education remain for much of the population especially in rural areas such as Bariadi.

Prior to 2016, school fees, and several other causes related to poverty, kept many Tanzanian children out of school. In 2012, rural primary school-aged children were "three times as likely as their urban peers to be out of school." (27.7 per cent in rural areas against 9.0 per cent in urban areas)[9]. The majority of primary school students – 62% - who gave reasons for dropping out of school cited causes related to poverty. In Simiyu, the problem was acute with 33.5% of primary school-aged children not attending, the fifth-highest rate for any region in Tanzania[10].

Though poverty-related reasons as well as exam failures have kept many students from continuing with their education, educational facilities face other constraints, which are also more severe in rural areas. With the removal of school fees at the Primary School level and the introduction of compulsory Primary Level education, enrolment rates have significantly increased. Increased enrolment has exacerbated existing problems with school infrastructure, teaching/learning materials, and a shortage of qualified teachers all of which are particularly acute in

1 Zanzibar operates an independent public school system not included in this document.
2 Simiyu was formerly a part of the Shinyanga Region.
3 https://www.cdc.gov/globalhealth/countries/tanzania/default.htm
4 WaterAid, https://www.wateraid.org/where-we-work/tanzania, 25 March 2021.
5 Sources: Tanzania Demographic and Health Survey and Malaria Indicator Survey (TDHSMIS), 2015–2016; SNV, WaterAid and UNICEF, School WASH Mapping in 16 districts, 2010; National Bureau of Statistics (NBS) et al., Tanzania Service Provision Assessment Survey 2014–2015, 2016; Benova et al., Where there is no toilet, 2014. Accessed through the UNICEF fact sheet.
6 MoHCDGEC, et al. 2016.
7 MoHCDGEC, 2017.
8 Levira and Todd, 2017.
9 Global Initiative on Out of School Children, Tanzania Country Report.
10 Basic Education Statistics in Tanzania (BEST) 2012 – 2016.

Simiyu and Bariadi. Even with double shifting at the pre-primary and primary level, 64,000 new primary classrooms are necessary just to bring the ratio back down to 60:1 - 20 pupils higher than the 40:1 goal[11].

Insufficient sanitary facilities are also a major concern and schools in Simiyu/Bariadi are suffering from severe shortages. The prescribed pupil to latrine ratio (PLR) is 25:1 for boys and 20:1 for girls. By 2018, at the national secondary level these goals had nearly been met, although the Bariadi councils had much higher secondary PLRs[12]. At the primary level, the national ratio was 56:1, with Bariadi DC at 141:1 and Bariadi TC at 137:1, both among the highest in the nation[13].

To address some of these issues, the Aid by Trade Foundation (AbTF) in cooperation with Alliance Ginneries (Alliance) implemented necessary infrastructure improvement projects at 10 schools in the Bariadi District of Tanzania. Projects implemented included classroom construction, latrine construction, kitchen construction, installation of boreholes, construction of administration blocks, construction of dormitories, and construction of school canteens.

11 Education Sector Development Plan (2016/17 – 2020/21).
12 The overall average was 26:1 with the boys and girls PLR both falling just short of goals.
13 Pre-Primary, Primary, Secondary, Adult and Non-Formal Education Statistics 2018.

3. Indicators of Success

The Silverleaf Advisory team developed key indicators of project success. Evaluation indicators were divided into various categories - Education, CmiA Project Success, and Health & Household.

Education indicators included:

1. Current enrolment rates as well as change in enrolment rates over time
2. Current student attendance
3. Student dropout rates (current and over time where possible)
4. Primary school graduates
5. Secondary school graduates
6. Number of teachers and change in student to teacher ratio over time
7. Qualifications of teachers
8. Current student to classroom ratio and change in student to classroom ratio over time
9. Current pupil to latrine ratio
10. Average missing hours per term

In order to further gauge CmiA community project success, additional data points were examined including respondent's rating of project success, primary changes seen by head teachers and village leadership associated with the CmiA project, personal project impact, and operations and maintenance (O&M) details including any maintenance costs.

In order to understand CmiA communities and their needs more deeply, village leadership were asked to identify sectors of greatest need and household respondents were asked to report on various demographic details including household make up, income sources including crops grown where applicable, family expenses, childhood education information, and childhood health information.

4. Methodology

Silverleaf Academy conducted a mixed-methods assessment using a quantitative methodology as well as qualitative results from focus groups and key informant surveys. Surveys were developed targeting key informants including village leadership, educators, and community members. Targets were initially set for each survey type to have 4 key informants per school, 2 key informants at the Village level, and 30 community members; however, due to the nature of the data being collected, targets were adjusted to survey only 1 member of village leadership and the head teacher or head administrator at each school. The target of 30 community members per site remained the same. The surveys evaluated general changes in each community and/or school, the status of CmiA education projects, information on education indicators, household economic and health information, and qualitative data including how respondents feel about the future of their community. Historical data was collected where possible to serve as a point of reference in lieu of baseline data.

Quantitative surveys were completed in March of 2021 at 10 treatment sites and 5 control sites in Bariadi, Busega, and Magu Districts. Silverleaf employed one enumerator lead, one data management enumerator, as well as two additional enumerators to complete key informant surveys and focus group discussions. These enumerators were trained in best practices, and questionnaires were validated through trusted local sources. All enumerators were Tanzanian with experience conducting surveys and working in rural environments. Silverleaf considered the use of local enumerators essential in making surveys relevant to a local context. Surveys were written initially in English, but were translated after validation, and the enumerators conducted the questionnaires in Swahili. Data entry and analysis was done in English. With the assistance of Alliance Ginneries staff, Silverleaf obtained official permission to conduct interviews in all three Districts from the District Executive Director's (DED) office.

Respondents were informed that their answers would be kept confidential and that their answers would not affect the likelihood of AbTF or Alliance implementing projects in their community in the future. Enumerators were asked to note anything that might affect the quality of the data recorded, such as respondent confusion or discrepancies between information verbally reported and information found in triangulated written records.

Surveys were administered on an Android tablet using the Mobenzi Researcher platform. Data was collected in the field and uploaded onto the Mobenzi platform when Wi-Fi was available. Once stored on the platform, data was cleaned and analyzed by an independent data analyst. The full quantitative survey tools can be found in Appendix 1.

In the quantitative analysis, a binary variable was created, denoting control (0) and treatment (1). A linear probability model was used to calculate the net effect of program interventions on program outcomes. A linear probability regression was selected in lieu of other regression methods for the ease of interpretation. Some indicators had a small sample size, which posed a statistical challenge. In mitigation, a bootstrapping technique (with 1000 replications) was conducted. This created extrapolated estimates assuming the sample size had increased and the variance remained the same. Because of the number of household respondents, bootstrapping was not necessary and instead a nearest neighbor matching with replacement was used in the linear probability model.

For each outcome, results were presented as coefficient, standard error, confidence interval and p-value. All quantitative analyses were conducted in STATA 13.0. Statistical significance was considered when p-value ≤ 0.05 or <0.10. The full quantitative data analysis can be found in Appendix 2.

Qualitative data collection consisted of two phases. First, qualitative data collection was integrated into key informant surveys. This included collecting data on how respondents feel their lives have changed since project implementation, how respondents feel about their community's future, and anecdotal data around the impact of the community project. Following quantitative data collection, guided focus group discussions were conducted at all ten treatment project sites. These focus group discussions assisted enumerators in mapping educational centers in the community and centered around participants' perceptions of education in their communities, observed changes in their communities, community attitudes toward education, perceptions of CmiA community projects, as well as any changes they attributed to the CmiA projects. A total of 235 participants took part - 51 educators (35 male/16 female) and 184 (86 male/98 female) community members. Focus group discussion guides can be found in Appendix 3.

Lacking baseline data, an initial desk research report was prepared and submitted to AbTF in early April. This report consolidated education and health data in Tanzania at the National Level as well as within Bariadi District. Data from this report served as a point of comparison between education and health data collected by Silverleaf and existing data on education and health outcomes. Baseline data was also reconstructed by asking respondents to report on data from 2017, when a baseline evaluation mostly likely would have been completed.

5. Quantitative Findings

TABLE 1 - TOTAL NUMBER OF QUANTITATIVE SURVEY RESPONDENTS

Total Respondent Numbers				
	Total	**Men**	**Women**	**% Women**
Village Leadership	11	11	0	0%
Educators - Head Teachers	15	12	3	20%
Households/ Community Members	450	330	119	26.4%

Quantitative Data was collected from eight Primary Schools (2 control sites & 6 treatment sites), six Secondary schools (3 control & 3 treatment), and one Vocational Educational and Training Authority (VETA) site (treatment) as well as the 11 villages where these schools are located. Both village leadership and head teachers responded to enumerator questions and produced necessary documents to verify their reporting. One school, Ikungulyambeshi B Primary School, has not yet been opened due to a lack of latrines so the school supervisor who is also a sub-village head was surveyed in lieu of a head teacher. Households from the villages surrounding the selected school sites were also interviewed. Household members were randomly selected; however, the target was to survey 30 community members per site with at least 50% parents at the selected schools. All household respondents have completed training with regard to sustainable cotton production as part of CmiA programming at both treatment and control sites in order to reduce variables external to the CmiA education projects. Above is an overview of respondents broken down by survey type as well as by gender.

A full site list including the type of project(s) implemented is below:

TABLE 2A - CMIA PROJECT SITE LIST

CmiA Evaluation Treatment Sites - School Name	Projects Implemented	Treatment Village Names
Salama Bugatu Secondary School	Classrooms (4) Latrines (12) Admin Block (1)	Bugatu
Ikungulyambeshi B Primary School	Classrooms (2)	Ikungulyambeshi B
VETA	Classroom Construction (4) Offices (4) Latrines (12) Canteen (1) Borehole (1)	Kasoli
Dr. Otto Primary School	Classroom Construction (4) Latrine Construction (12) Borehole (1)	Kasoli
Kasoli Primary School	Classrom construction (2) Latrine construction (10)	Kasoli
Kilalo Secondary School	Classroom Construction (2)	Kilalo
Mwamlapa Primary School	Classroom construction Latrine Construction (10) Borehole (1)	Mwamlapa
Mwamlapa Secondary School	Dormitory construction (1) Kitchen construction (1) Latrine construction (10)	Mwamlapa
Nduha Primary School	Classroom construction (2) Latrine construction (10)	Nduha
Nyamagana Primary School	Classroom construction (2) Latrine construction (10)	Kasoli

Notes: The VETA & Dr. Otto Primary School share one borehole site due to proximity.

TABLE 2B – CMIA EVALUATION LIST OF CONTROL SITES

Control Site – School Name	Control Site – Village Names
Ikungulyambeshi A Primary School	Ikungulyambeshi A
Kabila Secondary school	Kabila
Badugu Secondary School	Badugu
Busami Primary School	Busami
Gambosi Secondary School	Gambosi

5.1 - QUANTITATIVE ANALYSIS

Quantitative data was analyzed using STATA and results were compared between treatment and control sites. As mentioned above, results were considered statistically significant with a p-value of ≤ 0.05 or p-value ≤ 0.1.

The analysis of education data shows reduced enrolment rates at treatment versus control sites (p-value 0.008); however, this was also the trend when we look at reconstructed baseline data from 2017 (p-value 0.009) showing that this is not a result of the CmiA projects. This is a similar trend with current attendance rates (p-value 0.070) compared to 2017 baseline attendance rates (p-value 0.025). The most significant change we see is a reduction of dropout rates at treatment sites as compared to control sites. Fewer children, both boys (p-value 0.047) and girls (p-value 0.035), are dropping out of school at the treatment sites as compared to control sites. We also see from the household survey that more children from treatment sites are taking the Primary School Leaving Examination (PSLE) which supports the reduction in dropout rates. Additional information on education indicators can be found in Section 5.2.

Household data shows positive education data at the primary level. Significantly more students at treatment sites are sitting for the Standard Four National Exam (SFNA) and PSLE than at control sites with a p-value of 0.070 for SFNA and p-value 0.043 for PSLE. This possibly indicates greater primary school retention rates at treatment sites.

Though agriculture and health sectors were largely external to this evaluation, data on childhood health shows that at treatment sites versus control sites children are more often experiencing typhoid fever (4 incidents at treatment versus 0 at control), cough (67 compared to 15 at control sites), chicken pox (5 incidents versus 1 at control), and pneumonia (6 incidents versus 0 at control). One possible reason could be that parents at treatment sites are taking children to health clinics more often and therefore their children are being properly diagnosed compared to control sites; however, the difference between treatment and control sites is not significant enough to make concrete generalisations and would need to be examined further.

This might be an area for AbTF to explore in these communities. We also see a statistical significance in the number of farmers growing certain crops. Significantly fewer farmers at treatment sites are growing rice and sorghum and significantly more farmers at treatment sites are growing beans and wheat. Other crops including cotton are grown by similar numbers of farmers in both treatment and control communities. Additional details regarding household data can be found in Section 5.4 below.

In looking at village leadership responses, none of the categories analyzed showed statistical significance; however, we see negative coefficients for treatment villages for limits to attendance and reasons for dropouts in every category. This indicates that there are fewer reasons for dropouts and attendance limitations at treatment sites as compared to control. Further details regarding village responses can be found in Section 5.5 below.

5.2 - EDUCATION INDICATORS

In order to evaluate the efficacy of the CmiA education projects, data was collected on various education indicators at all ten treatment and five control sites. As mentioned above, Ikungulyambeshi B Primary School is not yet open. This site was able to answer questions about existing infrastructure; however, they could not respond to other education indicator data sources (e.g. attendance, enrolment, etc.)

Enrolment, Attendance & Dropout Rates

Enrolment rates were examined at all sites. On average, 803 students (414 Female; 389 male) are currently enrolled at each school including control sites. At the one VETA center, 14 students (all female) are enrolled. The reason for low enrolment at this site was given by the respondent as a lack of knowledge of the site because it is new. As well, due to lack of electricity and materials, courses other than Clothing & Textiles have not been able to move forward. There are plans underway to begin woodworking and mechanic courses. The average total enrolment across treatment sites is 552 students while the average enrolment across control sites is 1096. A detailed table including breakdown by primary versus secondary is below:

TABLE 3 - ENROLMENT NUMBER AVERAGES

	Total Enrolment 2020	Total Enrolment 2017	Change in Enrolment
Average Across All Sites (inc. Control)	803	782	+21
Average Enrolment Treatment Only	552	471	+81
Average Enrolment Control Only	1096	1054	+42
Secondary Average - Treatment	343	337	+6
Secondary Average - Control	735	607	+128
Primary Average - Treatment	786	538	+248
Primary Average - Control	1639	1500	+139

**note that these numbers exclude the outlier VETA site.

The trend of increased enrolment at the primary level is in line with National trends in Tanzania. At treatment sites, we see an increase of almost 250 students in the average enrolment numbers between 2017 and 2021, while at the control sites an increase of 139 students. Treatment secondary schools saw an increase of only 6 students on average while control secondary schools saw an increase of 128 students.

All schools were asked to report both their student and teacher attendance rates for the previous two weeks. The average attendance across all schools, both treatment and control, was 78% with the average attendance at treatment sites 83% and the average at control sites

68%. In 2017, the average attendance for treatment sites was 86%; however, only two schools (Kilalo Secondary & Mwamlapa Secondary) reported accurate 2017 numbers. For control sites in 2017, the average attendance was 77%.

Dropout rates and student retention give us a good sense of how academically successful students are at a given school as well as an understanding of what external factors such as poverty, lack of parental support, or lack of infrastructure are causing students to leave school early. For treatment schools, we see an average dropout number of only 11 students in the previous year. This is quite low compared to the control sites which have seen an average of 56 students drop out over the previous year. A full table of dropout numbers as well as the percentage of female dropouts can be found below:

TABLE 4 - DROPOUT NUMBERS ACROSS ALL SITES

Site Name	Control vs. Treatment Site	# of Students Dropped Out in Previous School Year	% Female Drop Out
Badugu Secondary School	Control	119	45%
Busami Primary School	Control	10	60%
Dr. Otto Primary School	Treatment	11	27%
Gambosi Secondary School	Control	11	64%
Ikungulyambeshi A Primary School	Control	81	54%
Ikungulyambeshi B Primary School	Treatment	NA	NA
Kabila Secondary School	Control	60	57%
Kasoli Primary School	Treatment	0	0%
Kilalo Secondary School	Treatment	32	63%
Mwamlapa Primary School	Treatment	15	40%
Mwamlapa Secondary School	Treatment	14	43%
Nduha Primary School	Treatment	5	40%
Nyamagana Primary School	Treatment	0	0%
Salama Bugatu Secondary School	Treatment	0	0%
VETA Vocational Training Center	Treatment	30	100%

Head teachers were asked what the primary reasons for students dropping out were. The five top reasons given are as follows. The percentage given after each category is the percentage of head teachers in this sample who indicated this was a primary reason for dropouts at their school:

1. Parents remove children from school because they do not understand the importance of education (47%)
2. Early pregnancy or marriage (33%)
3. Family moves to another location without informing the school (33%)
4. Health or illness (27%)
5. Distance to the school (27%)

The VETA site had a significant amount of students drop out after the first term due to an inability to pay school fees. The Regional Commissioner to encourage enrolment in the first year of being open offered scholarships for students for the first term. After the first term, many of these students were not able to pay for the second term and had to drop out.

School Infrastructure & Staffing Details

During the quantitative evaluation, head teachers were asked to report on various aspects of school infrastructure and details about the teaching staff currently at the school as well as information from 2017 if known. This was visually confirmed by Silverleaf enumerators or school records.

The overall average student to classroom ratio for all sites including control sites was 139:1. For treatment sites, this dropped to 111:1 and for control sites it increased to 191:1. The National average student to classroom ratio for primary schools in 2018 was 81:1 and the average for the Simiyu Region was 100:1. The treatment school average of 111:1 is above National and Regional levels; however, it falls below the 2018 Bariadi DC ratio of 145:1. The recommended ratio is 40:1, although very few Tanzanian schools achieve this. Only two sites, Salama Bugatu Secondary with a student to classroom ratio of 33:1 and the VETA treatment site with a ratio of 4:1 fall below the recommended number of students per classroom for both primary and secondary in 2021.

Below is an overview of student to classroom ratios from both 2021 as well as 2017 where applicable:

TABLE 5 - STUDENT TO CLASSROOM RATIO

Site Name	Treatment/ Control	# of Students per Classroom 2021	# of Students per Classroom 2017	Change in Student to Classroom Ratio
Badugu Secondary School	Control	64	50	+14
Busami Secondary School	Control	515	144	+372
Dr. Otto Primary School	Treatment	49	NA	+49
Gambosi Secondary School	Control	62	NA	+62
Ikungulyambeshi A Primary School	Control	173	157	+17
Ikungulyambeshi B Primary School	Treatment	NA	NA	NA - school not yet open
Kabila Secondary School	Control	139	74	+65
Kasoli Primary School	Treatment	229	NA	+229
Kilalo Secondary School	Treatment	82	39	+43
Mwamlapa Primary School	Treatment	155	131	+23
Mwamlapa Secondary School	Treatment	51	46	+5
Nduha Primary School	Treatment	93	67	+26
Nyamagana Primary School	Treatment	305	91	+214
Salama Bugatu Secondary School	Treatment	33	NA	+33
VETA Centre	Treatment	4	NA	+4

The PLR was collected for each school. On average, the PLR for all schools is 59:1 with the highest PLR of 129:1 at Busami Primary School (Control Site) and the lowest PLRs 2:1 (VETA site – treatment) and 12:1 (Salama Bugatu Secondary – Treatment). Excluding the outlier of the VETA site, the average PLR for treatment sites is 45:1 and at control sites is 94:1. Treatment sites have an average PLR lower than the national average of 56:1 and much lower than the Bariadi DC PLR average of 141:1.

Additional details can be found in Table 6 below:

TABLE 6 – PUPIL TO LATRINE RATIO (PLR) BY SITE

School Name	Treatment/Control	# Latrines	Enrolment	PLR
Badugu Secondary School	Control	14	708	51
Busami Primary School	Control	12	1546	129
Dr Otto Primary School	Treatment	12	293	24
Gambosi Secondary School	Control	4	247	62
Ikungulyambeshi A Primary School	Control	12	1731	144
Ikungulymbeshi B Primary School	Treatment	0	School not yet open	
Kabila Secondary School	Control	15	1249	83
Kasoli Primary School	Treatment	15	1143	76
Kilalo Secondary School	Treatment	9	490	54
Mwamlapa Primary School	Treatment	15	1236	82
Mwamlapa Secondary School	Treatment	16	407	25
Nduha Primary School	Treatment	26	648	25
Nyamagana Primary School	Treatment	10	609	61
Salama Bugatu Secondary School	Treatment	11	131	12
VETA - Vocational Training Center	Treatment	8	14	2

Details about teaching staff at each school were reported during quantitative key informant surveys. The average number of teachers at each school is 11 with a maximum of 24 teachers at Kabila Secondary School and a minimum of 2 teachers at Dr. Otto Primary School and the VETA training centre. On average, 25% of teaching staff are women; however, two sites (VETA and Salama Bugatu Secondary) have no women teaching staff.

The average pupil to teacher ratio across all surveyed schools was 69:1 (74:1 removing the outlier VETA) with a secondary school average ratio of 81:1 and a primary school average of 55:1. Treatment sites had an average PTR of 72:1 (80:1 students with VETA removed) and control sites had an overall average PTR of 64:1 students. The overall average of 69:1 is within the Bariadi DC 2020 pupil to qualified teacher ratios (PTQR) of 81:1 and slightly higher than the National PTQR of 62:1. On average, 54% of teachers at surveyed schools held higher degrees or qualifications with an average of 58% at treatment schools and 48% at control schools.

A detailed overview of all treatment and control teaching staff data is below:

TABLE 7 - TEACHING STAFF DATA

Site Name	Treatment/ Control	# of Teachers 2021	# of Teachers 2017	Change in # of Teachers 2017-2021	# of Pupils per Teacher 2021	# of Pupils per Teacher 2017	% of Teachers with Advanced Degree/ Certificate
Badugu Secondary School	Control	18	26	-8	39	21	78%
Busami Primary School	Control	17	20	-3	91	72	12%
Dr Otto Primary School	Treatment	2	0	2	147	NA	0%
Gambosi Secondary School	Control	8	0	8	31	NA	50%
Ikunguly-ambeshi A Primary	Control	16	17	-1	108	62	0%
Ikunguly-ambeshi B Primary	Treatment	Data Unavailable - School Not Yet Open					
Kabila Secondary School	Control	24	33	-9	52	20	100%
Kasoli Primary School	Treatment	11	14	-3	104	NA	100%
Kilalo Secondary School	Treatment	9	6	3	54	52	67%
Mwamlapa Primary School	Treatment	10	20	-10	124	59	90%
Mwamlapa Secondary	Treatment	9	10	-1	45	37	56%
Nduha Primary School	Treatment	7	5	2	93	67	0%

Nyamagana Primary School	Treatment	12	13	-1	51	49	8%
Salama Bugatu Secondary	Treatment	5	0	5	26	NA	100%
VETA - Training Center	Treatment	2	0	2	7	NA	100%

Teacher attendance for the previous two weeks was requested. On average, teacher attendance across all schools was 96% (98% for treatment sites and 92% for control sites). Eight out of the nine treatment sites reporting attendance reported 100% attendance. Only Kasoli Primary School reported an 82% teacher attendance for the previous two weeks.

The number of classroom hours missed in the previous two weeks was requested. This gives an insight into schools where students may be falling behind due to missed learning days. At seven out of the nine treatment schools (78%) reporting class hours missed there were no missed classroom hours. At two treatment sites, Kasoli Primary School and Mwamlapa Primary School, class hours were reported missed. At Kasoli, seven hours were missed and at Mwamlapa Primary 49 hours were missed. Four of the five (80%) control sites reported missing classroom hours, with an average of 3.8 hours missed.

Academic Performance & Graduation Rates

At the primary school level, there were very high pass rates across the board with the highest pass rate of the PSLE at Kasoli Primary School with 100% of students passing and the lowest at Busami Primary School (control site) with 87% of students passing the exam. This far surpasses both the National average of 76.5% as well as the Bariadi averages of 80.66% (Bariadi TC) and 72.12% (Bariadi DC). The PSLE pass rates at treatment sites are on average slightly higher than control sites with 96% of students passing on average. Control sites averaged a 93% pass rate. This translates into similar Primary school graduation rates with 98% of students graduating at treatment sites and 93% of students graduating at control sites. A full table of both the SFNA, completed by Grade 4 students, and PSLE, completed by Grade 7 students, exam results can be found below broken down by gender as well as site:

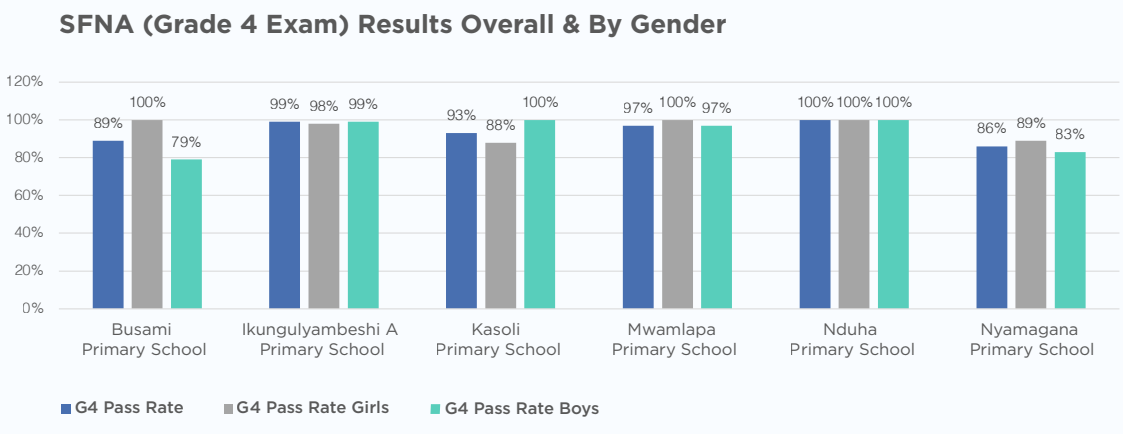
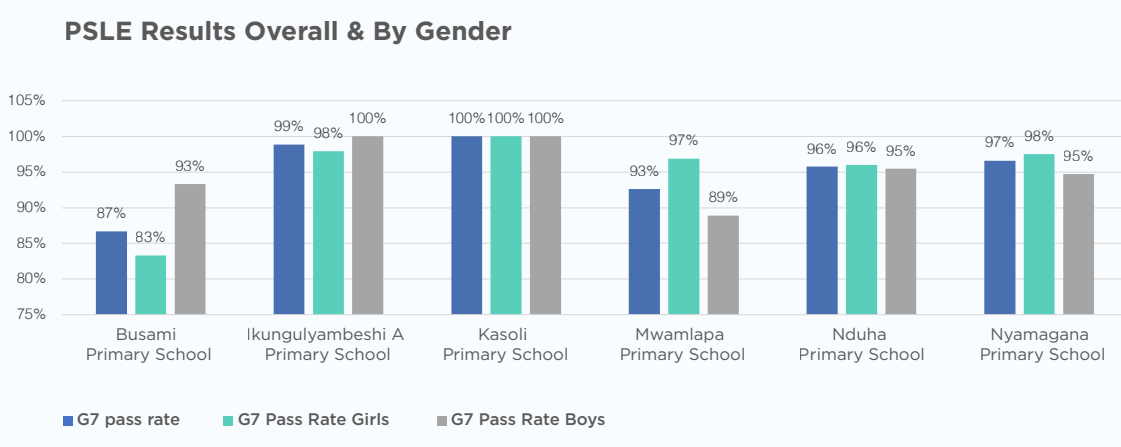


CHART 2: PSLE RESULTS OVERALL & BY GENDER



At four of the six primary school sites with Standard 7 students, 100% of the students who graduated this year will continue on to secondary school (Treatment - Nyamagana Primary, Nduha Primary; Control - Busami Primary, Ikungulyambeshi A Primary). Only 3 students out of 40 at Kasoli Primary (Treatment) will not continue to secondary school. At Mwamlapa Primary School this information was unknown and Dr. Otto Primary School does not currently have any students in Class 7.

Secondary school exam results do not vary significantly between treatment and control sites. For the Form Two National Assessment (FTNA), completed by Form Two students, treatment sites have an average of 88% of students passing and control sites have an average of 89%. For the Certificate of Secondary Education Exam (CSEE) completed by Form Four students, treatment sites have an average pass rate of 86% and control sites have an average pass rate of 90%. Only two treatment and two control sites reported CSEE results. Gambosi Secondary, a control site, did not have a Form 4 class and Salama Bugatu Secondary, a treatment site, currently only has a Form 1 class. Unlike at the Primary school level, male students generally score at or above female students. With the exception of Mwamlapa Secondary School, all schools reporting CSEE results are over the 2018 National average of 77% and the 2018 Simiyu Regional average of 82.6%.

CHART 3: FTNA RESULTS OVERALL & BY GENDER

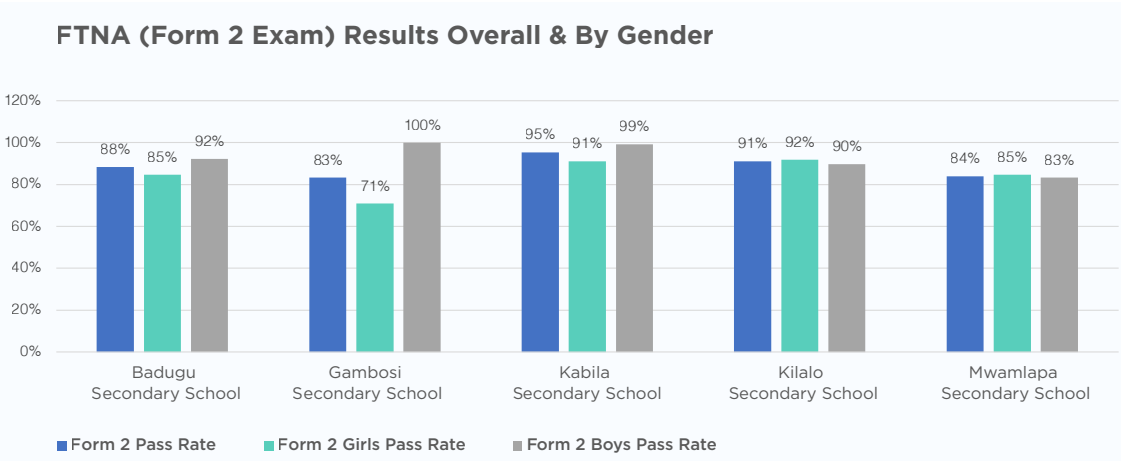
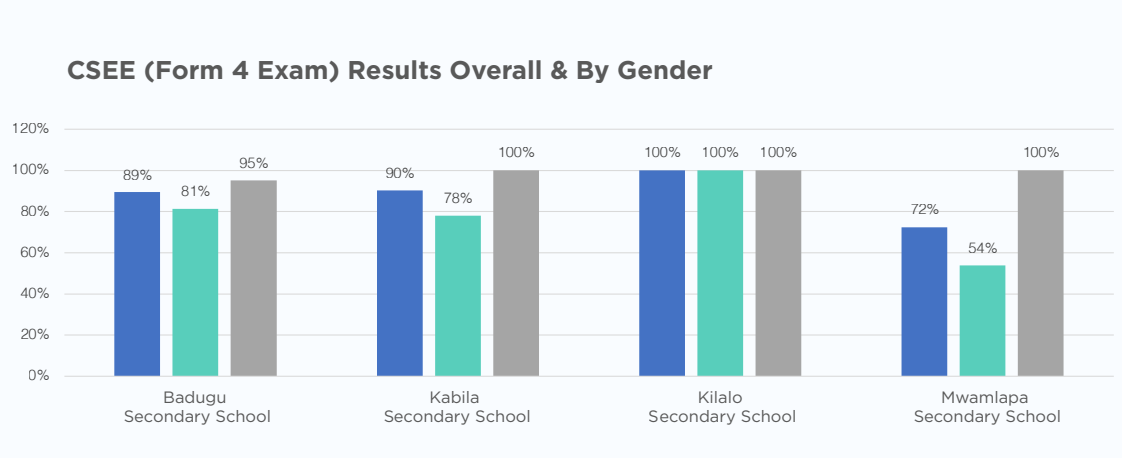


CHART 4: CSEE RESULTS OVERALL & BY GENDER



**Salama Bugatu Secondary School currently only has Form 1 students, and therefore they do not yet have National Exam results. Gambosi Secondary School (control site) does not currently have a Form 4 class so their scores are only included in the FTNA results.

The VETA centre reported 54 graduates last year all with certificates in Clothing and Textiles. Though 54 students graduated, less than 50% of these students received A grades in their coursework.

5.3 - CMIA INFRASTRUCTURE PROJECT EVALUATION OF SUCCESS

Respondents were asked about their level of satisfaction with the CmiA education project implemented in their community. Satisfaction levels were only asked of head teachers, community members, or village leadership who were familiar with the CmiA project. As shown in the table below, only 1.34% of community members responded they were “unsatisfied”. The majority of these respondents came from Ikungulyambeshi B where the school has not been approved to open due to lack of latrines. The other unsatisfied respondent indicated that they would have preferred a laboratory for the students. The overwhelming majority of respondents indicated they were “very satisfied” with the CmiA project implemented. Below is an overview of their responses:

TABLE 8 - RESPONDENT SATISFACTION WITH CMIA COMMUNITY PROJECTS

	Household Satisfaction with CmiA Project	Village Satisfaction w/ CmiA Project	Educator Satisfaction w/ CmiA Project
Unsatisfied	1.34%	0%	0%
Neutral	3.01%	0%	10%
Satisfied	36.12%	17%	0%
Very Satisfied	59.53%	83%	90%

Village leadership and head teachers were also asked the top two changes they have seen since the CmiA education project was implemented. The majority of respondents (10 total) indicated that they believed student attendance had increased since project implementation. The sites indicating increased student attendance were Dr. Otto Primary School, Kasoli Primary, Kilalo Secondary, Mwamlapa Primary, Nduha Primary, Mwamlapa Secondary, and Nyamagana Primary. All of these sites had either classrooms constructed, latrines constructed, or both.

Other changes seen by village leadership and head teachers included increased academic performance, improved health and sanitation at the school, increased parent satisfaction, dropout rates decreased, and enrolment increased. One respondent, the village leader from Kasoli Village, indicated that dropout rates had increased; however, they also indicated that academic scores had increased. Below is an overview of responses:

TABLE 9 - CHANGES OBSERVED SINCE CMIA PROJECT IMPLEMENTATION

Change Observed	# Head Teacher Responded Yes	# Village Leadership Responded Yes
Student attendance increased	7	3
Academic performance increased	3	3
Health & Sanitation at school improved	1	1
Parent satisfaction increased	3	0
Dropout rate decreased	0	2
Dropout rate increased	0	1
Increased enrolment	1	0

In addition, of the 16 head teachers and village leadership respondents, 14 indicated that the project had a personal impact on their lives. The reasons given for personal impact include increased motivation due to a more conducive learning environment, improved water supply and student support, and improved community morale.

CmiA Project Operations & Maintenance Information

Head teachers were asked specific questions regarding the operations and maintenance of the CmiA project implemented at each site. To date, there have been no emergency maintenance costs reported nor have there been any expected maintenance costs spent towards any of the projects. All sites where classrooms were constructed report that they are "complete" meaning they have secure doors, roofing, cemented floors, chalkboards, and secure windows. Only one site, Kasoli Primary School, reported having incomplete latrines with no doors and no cement flooring. All dormitories, kitchens, and administration blocks constructed report having no maintenance required and all necessary components as with the classroom construction.

Three sites (Dr. Otto Primary, VETA, and Mwamlapa Primary School) had boreholes installed as part of CmiA programming. The borehole shared by Dr. Otto Primary School and VETA has been reported to be not yet functioning due to a lack of power for the borehole pump. The borehole pump is in the process of being connected to the Tanzania Electric Supply Company (TANESCO) grid. Though a generator supplied by Alliance is being provided approximately every week to fill a holding tank from the borehole, this water is insufficient for community needs. This borehole is managed by the school administration and the borehole near Mwamlapa Primary School is managed through a Community Based Water Supply Organization (CBWSO) which manages water payment and is accountable to the Rural Water Supply and Sanitation Agency (RUWASA). The borehole near Mwamlapa Primary School accepts payment of 50 TSH per 20 litres of water dispensed; however, management has indicated that very few people use this borehole as there are many community water taps nearby. Students are exempt from payment at this site.

5.4 - HOUSEHOLD & CHILDHOOD HEALTH OVERVIEW

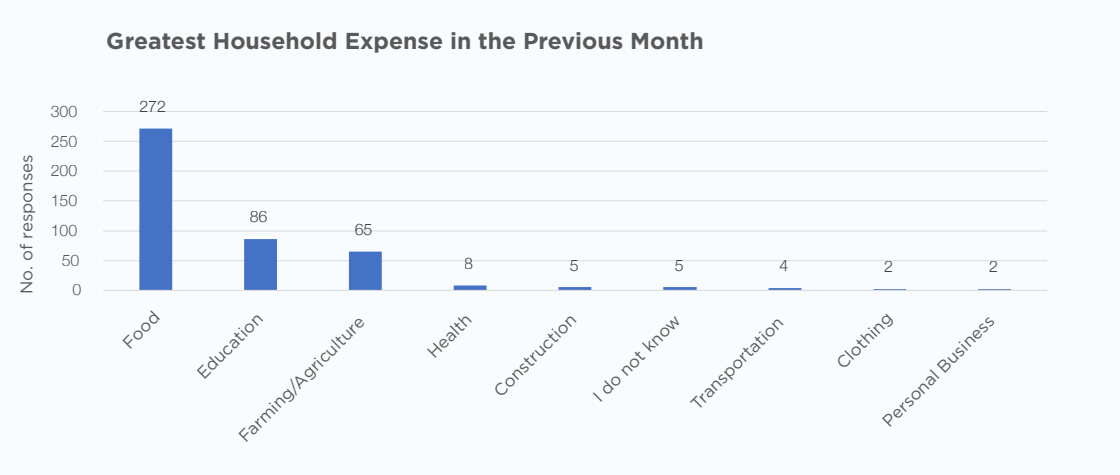
As part of the quantitative data collection, community members from households surrounding the selected schools were interviewed. Thirty respondents were surveyed at each site for a total of 450 respondents. At least 15 (50%) of community member respondents were parents from the relevant treatment or control site. All community members interviewed had taken part in CmiA programming focusing on sustainable cotton production.

Household demographic information was collected including total adults and children under the age of 18 years old in each household. On average, the total number of adults in each household was three people (1.7 women & 1.6 men) and the average number of children was four (2 girl children and 2 boy children).

Household Economic Data

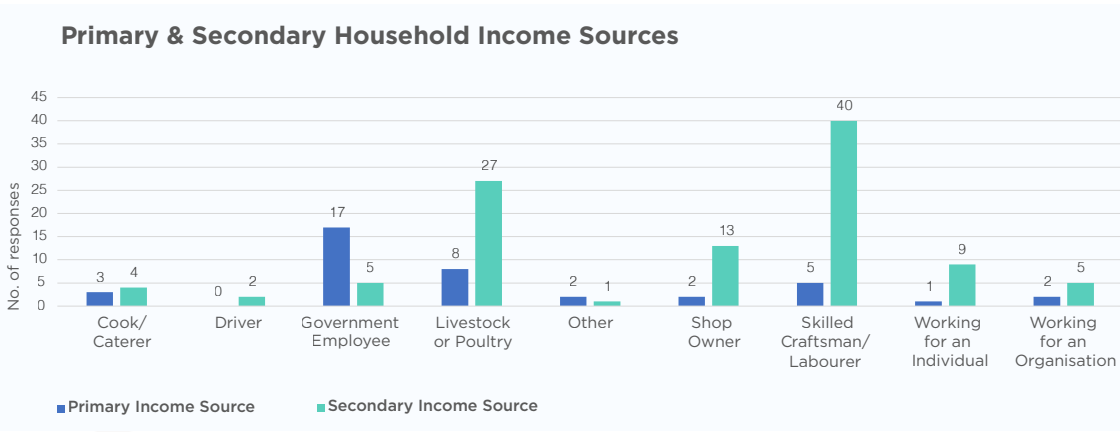
Community respondents were asked to report on various economic indicators. Respondents were asked how often their household income covered their basic needs. One hundred and twenty five (28%) community members responded that they always could cover their basic needs, 207 (46%) responded they can cover their basic needs most of the time, and 117 (26%) responded that they could cover their basic needs only sometimes. Household respondents were also asked what was their greatest expense in the previous month. Food, Education, and Farming were the top three responses. Below is a table detailing the total number of responses per sector:

CHART 5: GREATEST HOUSEHOLD EXPENSE IN THE PREVIOUS MONTH



Household income sources were examined as part of the quantitative data collection. Respondents were asked about the household's primary and secondary income sources. As CmiA programming targets small-scale farmers, this was the largest category with 409 respondents reporting small scale farming as their primary source of income and 92 reporting small-scale farming as their secondary source of income. Two hundred and fifty one respondents indicated that they had no secondary income source. Below is a breakdown of all household income sources with the outlier of small-scale farming and "not applicable" (in reference to secondary income source) removed:

CHART 6: PRIMARY & SECONDARY HOUSEHOLD INCOME SOURCES



All respondents reporting small-scale farming as a source of income were asked to report on what crops are grown. The most common responses were cotton, maize, rice, and mung beans. A full list of crops grown can be found below along with the number of farmers growing each crop:

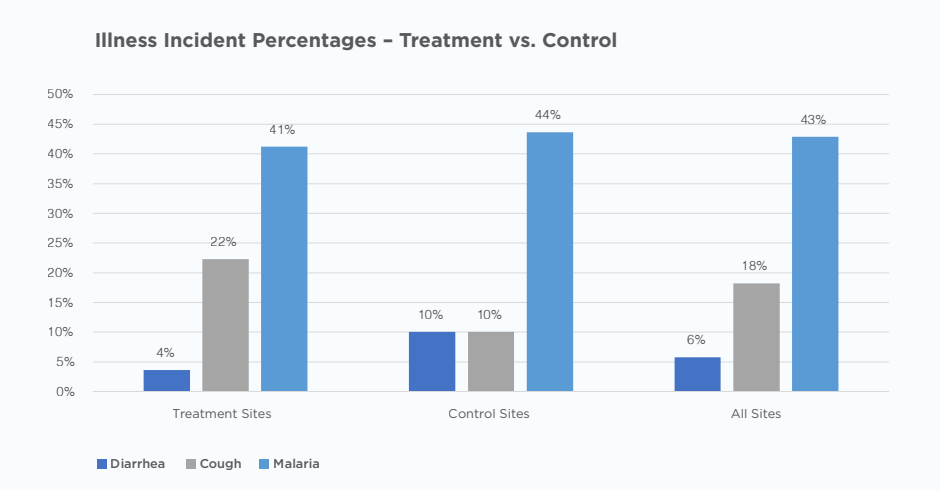
TABLE 10 - TYPES OF CROPS GROWN BY HOUSEHOLD RESPONDENTS

Crop Name	# of Respondents Growing
Beans	18
Cassava	18
Cotton	418
Groundnuts	4
Maize	412
Millet	25
Mung Beans	122
Potatoes	16
Rice	337
Sorgum	21
Sunflowers	11
Tomatoes	14
Wheat	3

Childhood Health Data

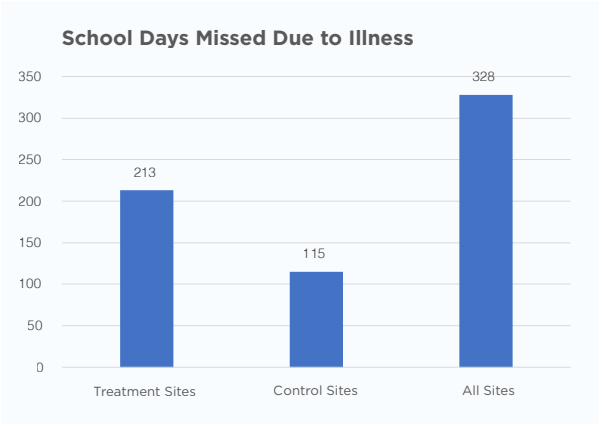
Community respondents were asked to report on various health conditions experienced by children in their household over the previous two weeks. At least one parent responded that their child experienced the following in the previous two weeks: typhoid fever, nasal discharge, sore throat, difficulty breathing, loss of taste and smell, cholera, parasitic infection, worms, chicken pox, tuberculosis, seizures, pneumonia, emergency or traumatic event. Though parents listed these illnesses, the most significant categories of illness were diarrhea, cough, and malaria. Percentages of parents reporting broken down by treatment and control sites are below:

CHART 7: ILLNESS INCIDENT PERCENTAGES – TREATMENT VS. CONTROL



Parents were also asked to report the number of diarrhea incidents in the previous two weeks if any. The total number of incidents was 45 (16 from control sites and 29 from treatment sites). Due to political constraints, the enumeration team was unable to ask directly about COVID-19 incidents; however, coronavirus symptoms were included in the list of health concerns. Only one parent responded that their child had lost taste or smell in the previous two weeks and the number of parents reporting respiratory symptoms other than cough was not statistically significant indicating that COVID-19 is potentially not a concern currently in these communities.

CHART 8: SCHOOL DAYS MISSED DUE TO ILLNESS



In addition to wanting to understand childhood health in CmiA communities, evaluators wanted to also see how childhood health is impacting education days missed. Ninety-three parents (20.6% of all respondents) reported that their child or children had missed at least one day of school in the previous two weeks and reported a total of 328 school days missed. A graph showing results broken down by treatment and control sites can be found to the right.

Household Education Data

The 450 household respondents were asked to report on their child or children's education. The community members surveyed have 669 students at a school where a CmiA community project was implemented. Out of all 450 respondents, 372 parents had children in primary school and 166 parents had children in secondary school.

Parents were asked whether they knew their child's overall school results for the previous term. At the primary level, 143 parents (38%) indicated that they did not know the results. At the secondary school level, 65 parents (39%) indicated they did not know. These relatively high numbers indicate a disconnect between school administration and parents. This could be due to a lack of communication on the school's side or a lack of parental interest and involvement.

Parents who did report overall scores reported the majority of primary and secondary students received “B” grades overall last quarter with 118 students (32%) receiving B averages at the primary level and 51 students (31%) receiving B averages at the secondary level.

Parents did have more knowledge about official school exams such as the PSLE, FTNA, and CSEE. For the PSLE, only 30 parents out of 159 with students who sat for the exam last year (19%) did not know their student’s result; for the FTNA, only 8 out of 90 parents (9%) did not know the result; and for the CSEE, only 6 out of 33 parents (18%) did not know the result. A reason for this could be better communication channels through the National Examinations Council of Tanzania (NECTA) online system as well as parents needing to know whether their child will be able to continue with their education. This question did ask for a specific result rather than pass/fail response.

5.5 - VILLAGE LEADERSHIP FINDINGS

Village Demographics:

4 - Average # of years Village Leadership have held current position
4,518 – Average Village Population
620 – Average # of Households in each Village

Village leadership were asked about education generally in their community as well as details about the CmiA community projects specifically. First, village leaders were asked the top two biggest challenges with education in their communities. The majority of respondents indicated that teachers' housing and a lack of classrooms were the top two challenges; however, other responses included health and sanitation concerns, a lack of clean water, and not enough teachers. A full list of responses can be found in Table 11.

TABLE 11: TOP CHALLENGES TO EDUCATION (VILLAGE LEADERSHIP RESPONSES)

Challenge	# of Responses
Teacher Housing	6
Teacher's Absent	1
Lack of Health & Sanitation Facilities	6
Lack of School Supplies	1
Lack of Clean Water	2
Lack of Dormitories	1
Too Few Teachers	1

Respondents were asked about constraints to attendance within their village. Of the 11 village respondents, seven indicated that there was a problem with student attendance in their community. The majority of respondents indicated that the distance between the school and student houses was a problem; however, several other reasons included insufficient food, an unconducive study environment at the school, the cost of school supplies, and parental reasons such as lack of care or lack of understanding of the importance of education.

When discussing the reasons for students dropping out of school, five respondents indicated that the reason was that parents did not understand the importance of education, four reported that the reason was distance to school, and four reported early pregnancy and marriage. A full list of attendance constraints and reasons for dropouts is below:

TABLE 12 - CONSTRAINTS TO STUDENT ATTENDANCE & REASONS FOR SCHOOL DROPOUTS

	# of responses for attendance constraint	# of responses for dropout reason
Household chores	1	0
Need to work	1	1
Cost of school supplies	2	0
Illness	1	1
Insufficient food	2	1
Distance to school	6	4
Corporal punishment	0	1
Seasonal harvest	1	0
Unconducive study environment	2	1
Poor academic performance	0	1
Parents do not understand the importance of education	2	5
Early pregnancy/Early marriage	0	4
Poor cooperation between school administration & parents	0	1
Students have no parents	0	1

In addition to questions specifically regarding education and the CmiA community projects, village leadership was asked about the sector in most need of external support. Seven out of 11 (64%) respondents indicated that Education was the sector in greatest need. Three respondents (27% Busami, Kilalo, and Mwamlapa Villages) indicated that Health was the sector in greatest need, and one respondent indicated that Agriculture (Nduha Village) was the sector in greatest need.

6. Qualitative Findings

As previously mentioned, qualitative data was collected in two phases - through specific questions to key informants incorporated into the quantitative survey tools and through focus groups. The primary source of qualitative data were the in depth focus groups.

Focus groups were conducted at all ten CmiA community project treatment sites. Two types of focus groups were conducted - one with representatives of farming households and another with educators from the selected school. These focus groups were further divided by gender for a total goal of four focus groups per site. In some cases there were no female education staff employed by the school and a female educator focus group could not be conducted - specifically, at Ikungulyambeshi B Primary, Salama Bugatu Secondary, and VETA. This brings the total number of focus groups to 37. A full breakdown of number of respondents can be found below:

TABLE 13 - NUMBER OF FOCUS GROUP PARTICIPANTS BY GENDER & SITE

PLACE OF PERFORMANCE	EDU. - Total	EDU. - Male	EDU.- Female	FARMER - Total	FARMER - Male	FARMER - Female	PARTICIPANTS - Total
Dr. Otto Primary	2	1	1	19	8	11	21
Ikungulyambeshi B Primary	1	1	0	21	10	11	22
Kasoli Primary	9	6	3	18	8	10	27
Kasoli Secondary	7	4	3	15	7	8	22
Mwamlapa Primary	7	4	3	17	9	8	24
Mwamlapa Secondary	8	6	2	22	12	10	30
Nduha Primary	4	3	1	16	7	9	20
Nyamagana Primary	8	5	3	16	8	8	24
Salama Bugatu Secondary	3	3	0	22	9	13	25
VETA	2	2	0	18	8	10	20
TOTALS	**51**	**35**	**16**	**184**	**86**	**98**	**235**

Silverleaf facilitators conducted these focus groups in teams of two ensuring that one male and one female was present at each focus group. A male facilitator acted as lead facilitator at male focus groups and a female facilitator at all female focus groups. One facilitator acted as lead facilitator and one acted as rapporteur, ensuring detailed notes were taken. To ensure data accuracy, all focus groups were audio recorded. Prior to the start of the focus group, participants were asked to sign a consent form. This form was translated into Swahili and validated by the Tanzanian enumeration team. A copy of this form in both Swahili and English can be found in Appendix 4.

6.1 – FOCUS GROUP QUALITATIVE ANALYSIS

During focus group discussions, participants were guided through a discussion of education in their communities as well a discussion of more general changes in their communities and personal lives. Qualitative data from the focus groups was analysed by subject matter as well as by gender. A full overview can be found in Appendix 5.

Education

Both farmers focus groups as well as educator focus groups were asked to describe aspects of education and educational facilities. Specifically, they were asked to describe the facilities in the community, describe parent's perception of education, describe student and children's perception of education, note any changes to school facilities over the previous five years, and note any changes in school drop outs or attendance.

Educators were also asked to describe their educational facility and details about staff recruitment. Though teachers were asked about changes to staff recruitment, because only government schools were evaluated the decision to recruit and hire additional teaching staff is entirely up to the District Education officials.

When describing existing educational facilities, participants in the farming focus groups brought up a lack of schools in general and distance to schools and other amenities as challenges. Interestingly, women also added there was a particular lack of primary schools. Farmers also brought up a lack of science labs, classrooms, and desks when discussing challenges with infrastructure. Educators also said that the distance to schools was a challenge for both students and teachers. The lack of classrooms and teachers' houses has been felt severely by teaching staff and administration. Several examples are below:

- *"We don't have much on educational institutions that make our community, we have one school and is very far for many students to go through" (male farmer)*
- *"Our children walk very long distances to schools" (male farmer)*
- *"We only have one primary school here and it is not yet completed so no students who are schooling here" (female farmer)*
- *"Students used to travel so far, like 2-3 hours." (male teacher)*
- *"Classrooms are not enough and they are of poor quality." (female teacher)*
- *"Teachers' houses are not enough" (female teacher)*

The issue of distance to schools came up several times throughout the focus groups. Parents are not comfortable sending their girl children to schools that are too far away where they will be unattended on the walk to and from school. Farmers also do not want their children wasting time that could be spent more productively on the farms. This was also identified as a challenge for attendance and a complaint heard by students:

- *"The main problem is distance; most children have to travel long hence some days they feel the need not to go to school" (male farmer)*
- *"Our children feel bad because the school is very far. They walk for a very long distance and they sometimes get late and miss some classes." (female farmer)*
- *"When the farmer sees the children walk long distances, they feel like it is a waste of time, so they start persuading their children that school is not of that importance and lure them into working the farm. Distance makes all of these problems arise." (male farmer)*
- *Other challenges to attendance and dropouts included early pregnancy and the tendency for boys to be kept home to complete farm work. Teachers noted this greatly impacted attendance for both girls and boys during the agricultural season when the majority of their students were kept home to assist with harvesting.*

Participants were asked to note any changes in education facilities they have seen in the previous five years. Both farming group participants and educator focus group participants noted changes to infrastructure in the previous five years and the female farming group noted an improvement in academic performance. Several examples are below:

- *"We received 200 desks for form one students but they are not of high quality. They have started getting broken and is not even over a month ever since we got them." (female educator)*
- *"There is an improvement in academic performance at Mwamlapa secondary school." (female farmer)*
- *"There is an increase of desks that make students not to stay on stones or on the floor anymore [and] availability of modern classrooms." (female farmers)*
- *"Classrooms are of very low quality. But the classrooms built by Alliance are of very high quality." (female teacher)*
- *Generally, participants felt that there was a change in the number and quality of classrooms, latrines, and dormitories, but that these changes were still insufficient to address infrastructure challenges facing local schools.*

Despite the challenges identified, farmers had an overall positive view of education noting that they understood the importance of education for their children and that schools were a good place for their children to be. Participants noted parents' perceptions of education were also positive and that parents were grateful to be able to send their children to school. Educators also noted the positive change in parent mentality toward education and supportive attitude they now have:

- *"Parents feel good their students' study in a more comfortable area" (male farmer)*
- *"They have a high awakening spirit about education for now unlike the previous years." (female farmer)*
- *"Yes, most of the farmers now send their students to school, because they are aware of the better outcome of education" (male farmer)*
- *"Parents have received the education views well and they are very contributing to the cause of developing education institutions in our community" (male teacher)*
- *"They feel good that's why they have a good cooperation with teachers. They attend our meetings once we call them at school." (female teacher)*

It was noted by participants that students felt more positive toward their education because of an increased potential for employment. This appears to be especially true for young women with the establishment of the VETA training centre:

- *"They feel good since they get education. Girls now have access to being employed after attaining their training from VETA." (female farmer)*
- *"Most students don't drop out of school because they are motivated to study more and parents press on that matter more for more students to get one with schools." (male farmer)*

Changes in Communities

Participants were asked to discuss changes observed in their communities including general changes over the previous five years, and positive changes and challenges in their personal lives in the previous five years.

Participants overwhelmingly believed that there had been positive change in their communities in the past five years. Specifically, farmers mentioned improved housing and social amenities such as electricity and boreholes or improved access to water, additional employment opportunities especially through farming and with Alliance, and an improved education system. Women also mentioned improvements to the health infrastructure, more readily available transportation, and increased household income due to developments in farming, animal husbandry, and business. The inclusion of a vocational institute was also noted as a positive change.

Educators had a similar positive experience of changes in the past five years. They also noted infrastructure improvements as well as a change in negative mindset toward education and improved farming and business practices:

- *"There is a dispensary. It has enough nurses and doctors; it has electricity and well improved facilities that simplify treatment." (female farmer)*
- *"We get jobs when it's cotton season for harvesting in the Alliance ginneries." (male farmer)*
- *"Villagers now have positive feelings towards educational institutes." (male teacher)*
- *"Those with modern farming training have a great awareness about education to their children and they inspire their children to go school." (female teacher)*

When asked about their personal lives, participants mentioned much of the above including improved infrastructure, access to electricity, and improved farming practices. Some of the challenges faced by participants included severe hunger, challenges associated with farming including lack of price increases for crops to improve revenue, and poor transportation systems. Women also mentioned marital and emotional challenges. Educators mentioned challenges associated with living far away from the school where they teach as well as infrastructure and health challenges:

- *"My husband ran away from me and it was so hard for me to run my family alone." (female farmer)*
- *"Reduction of the price of our crops like green mung beans." (female farmer)*
- *"Delays in pesticides and insecticides while in farming season." (male farmer)*
- *"Prices for buying cotton never rise." (male farmer)*
- *"Renting a room due to the absence of teachers' houses." (female teacher)*

- *"A long distance from where I live to school. The environment is not conducive." (female teacher)*
- *"Health problems in our community especially in health centers." (male teacher)*

Direct Impact of CmiA Projects

Focus group participants were asked to discuss direct impacts of the CmiA project. Because all community farmer participants had taken part in CmiA trainings with regards to sustainable cotton farming (not limited to the CmiA education projects), there was much discussion around other impacts. Because this evaluation focuses solely on the education projects, only those impacts are discussed below. A full qualitative analysis can be found in Appendix 4.

Participants across all categories listed improved education and learning environment as a primary outcome of the CmiA community projects. Several also noted improvements in water access and pass rates:

- *"Increase in classrooms that contribute to more students passing" (male farmer)*
- *"Now we don't struggle much in finding education for our children." (male farmer)*
- *"We give thanks to Alliance who built two classrooms and latrines in both primary and secondary school. Students don't get any trouble in learning. They used to stay outside and, on the ground, but not anymore." (female farmer)*
- *"The community is happy due to the presence of a school with a nice environment. We also have water in our community, dispensary, laboratory at Mwamlapa secondary school." (female teacher)*
- *"Beautiful classrooms built." (male teacher)*
- *"There are changes like electricity, water and so much more". (male teacher)*

In addition to infrastructure improvement, participants pointed to added value through institutional development and social amenities, specifically the inclusion of the VETA centre:

- *"They have built VETA, schools and clay ovens" (male farmer)*

The CmiA community projects also brought outsiders to Bariadi, making community members feel more included and allowing them to participate on an inter-regional and international level:

- *"Community members are now aware of the importance of having interactions with other people from different places". (female teacher)*

Participants were encouraged to be open and to share any negative impacts or unintended consequences. None of the changes since the CmiA projects were implemented included negative changes as reported by participants.

6.2 - QUALITATIVE QUESTIONS INCLUDED IN QUANTITATIVE SURVEYS

During quantitative surveys, respondents were asked several qualitative questions including how positive or negative they feel about the future of their community in the next five years. Below is a summary of their responses:

TABLE 14 - RESPONDENT FEELINGS ABOUT FUTURE OF COMMUNITY BROKEN DOWN BY RESPONSE AND RESPONDENT TYPE

	Household Positivity	Village Positivity	Educator Positivity
Very Negative	0.22%	0%	0%
Negative	0.89%	0%	0%
Neutral	2.90%	0%	0%
Positive	58.13%	27%	40%
Very Positive	37.86%	73%	60%

As can be seen from the table above, respondents feel overwhelmingly positive about the future of their community in the next five years with 95.99% of household respondents and 100% of both village and educator respondents selecting "positive" or "very positive". Only 4.01% of household respondents selected that they felt "very negative," "negative," or "neutral" about the future of their community. Out of 18 negative or neutral responses, nine came from control site respondents and nine from treatment sites.

The primary reasons for feeling negative were concerns about community infrastructure including roads, electricity, and water access; concerns about education; seasonal concerns (e.g. lack of rain); worries about the future of cotton production or pricing; and worries about future development projects in their community. Some examples are below:

- *"Because of poor infrastructure like roads, electricity and water."*
- *"There's no predictions because we only depend on the price of the cotton and other products we produce. We request for the increase of the price of cotton and other commercial products we produce. Water supply as well infrastructure."*
- *"There's no development in our village so it's difficult to predict if there'll be development in the future."*

Several respondents also indicated that they did not know. All respondents from the treatment sites (Nduha Primary School, Ikungulambeshi B Primary, and Salama Bugatu Secondary) indicated a negative or neutral response was due to infrastructure or education concerns rather than larger worries about the future of cotton prices or insecurities around the future of development projects in their communities.

Reasons for positive responses primarily centered around the growth and development of their communities as well as feeling positive about existing and future investments made by internal and external stakeholders. A few examples can be found below:

- *"There'll be more development if these projects will continue to be implemented."*
- *"My children will benefit more through education."*
- *"The community will be away from poverty, theft and criminal cases due to education obtained."*

170 respondents indicated that they feel "very positive" about the future of their community. Of these responses, only 23 (14%) came from control sites and 147 (86%) from treatment sites.

7. Limitations

Every effort was made to identify individuals with the information to respond to the questions asked in each questionnaire. Even with this effort, data accuracy could be threatened by key informant knowledge or lack thereof. For questions regarding enrolment, attendance, teaching qualifications, and other questions requiring a specific number, respondents may have made educated guesses. Silverleaf required these responses to be triangulated with village or educational documents; however, these records are not always accurate or up to date. This is especially true when asking respondents about historical data such as in this evaluation.

Though the evaluation put considerable effort into making the questionnaire culturally relevant through extensive consultation with local contacts, enumerator feedback, and training, it is also not possible to rule out data inaccuracies in enumerator recording and/or misinterpretations of questions by respondents. Survey tools were developed in English and validated by the Silverleaf enumeration team; however, there is the potential for slight mistranslations during quantitative surveys.

As mentioned above, no baseline data was collected for this program. Silverleaf made every effort to reconstruct a baseline through desk research, existing National and District-level education and health data, as well as by requesting historical data through key informants. Despite these efforts, it is not possible to create a perfect baseline data set. Though National and District-level data is helpful, it does not provide an in-depth understanding of the specific sites evaluated. Historical data as reported by key informants has the potential to be incorrect or misremembered.

In this case, it is difficult to show causation due to the lack of baseline data as well as the small sample size. Silverleaf attempted to ameliorate this by including control sites for comparison.

8. Conclusion

This evaluation reveals that ten schools in rural Tanzania received improvements to education infrastructure through the CmiA Community Cooperation Programme. The most significant improvement due to the CmiA community education projects is the reduction of dropout rates for both male and female students. This was shown by analyzing the quantitative education data and further supported by responses of village leadership at treatment sites. Village leadership report fewer limits to attendance and reasons for dropouts at treatment sites as compared to control sites. Primary students at treatment sites are also sitting for the SFNA and PSLE national exams at significantly higher rates than control sites indicating that CmiA education projects are influencing primary school retention rates.

While there were limitations to the analysis and the results are mixed, CmiA education projects are having an impact on student retention especially at the primary level. Qualitative data indicates high levels of satisfaction with CmiA and community partnership as well as completed education projects, and anecdotal evidence suggests a general trend toward academic improvement and improved parent engagement in their children's education. From both qualitative and quantitative data we see there are additional education infrastructure challenges to be addressed including lack of classrooms, a lack of quality desks, and a lack of teachers' housing. The transition from Primary to Secondary school and childhood health are also areas that would benefit from further examination. Continued monitoring and evaluation of the CmiA education projects as well as the inclusion of baseline data collection for future projects is recommended.

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Appendices

APPENDIX 1 - QUANTITATIVE SURVEY TOOLS

Form Name: CmiA Evaluation - Educator Survey

Status: Published ** Version: 4 ** Language: EN

Introduction *[Introduction]*

***What is the date of the survey? (Today's Date)** *[Survey_Date]*

yyyy-mm-dd

***What is your (the enumerator's) name?** *[Enumerator_Name]*

- ◯ Mwajuma Ally
- ◯ Dorcas Mubila
- ◯ Godwin Elias
- ◯ Malik Robert

***What is the name of the village where you are conducting this survey?** *[Village_Name]*

- ◯ Bugatu
- ◯ Ikungulymbeshi B
- ◯ Kasoli
- ◯ Kilalo
- ◯ Nduha
- ◯ Nyamagana
- ◯ Mwamlapa
- ◯ Badugu
- ◯ Busami
- ◯ Kabila
- ◯ Gambosi
- ◯ Ikungulyambeshi A

***What is the name of the school where you are conducting this survey?** *[School_Name]*

- ◯ Mwamlapa Primary School
- ◯ Mwamlapa Secondary School
- ◯ Kasoli Primary School
- ◯ Nyamagana Primary School
- ◯ Nduha Primary School
- ◯ Kilalo Secondary School
- ◯ Dr. Otto Primary School
- ◯ Ikungulymbeshi B Primary School
- ◯ VETA.- Vocational Training Center
- ◯ Salama Bugatu Secondary School
- ◯ Ikungulyambeshi A Primary School
- ◯ Kabila Secondary School
- ◯ Badugu Secondary School
- ◯ Busami Primary School
- ◯ Gambosi Secondary School

Appendix 1 - Quantitative Survey Tools

***Is this school a Primary school, Secondary school, or VETA?** *[school_type]*

- ◯ Primary
- ◯ Secondary
- ◯ VETA

***What type of CmiA project or projects were implemented at this school?**
[CmiA_Project_Type]

- ☐ Classroom Construction
- ☐ Latrine Construction
- ☐ Dormitory Construction
- ☐ Kitchen Construction
- ☐ Office/Administrative Block
- ☐ Borehole
- ☐ Canteen Construction
- ☐ None - This is a control site

***What is the gender of the respondent?** *[Respondent_Gender]*

- ◯ Male
- ◯ Female

VERBAL CONSENT (enumerator to read this to respondent): Hello, my name is [insert your name]. I am working with an organization named Silverleaf. We are collecting information in order to study the Cotton made in Africa community projects.

Today I would like to ask you some questions related to education at your school. Please answer all the questions as honestly as you can. Your name will not appear in any of the reports derived from this study, and your responses will be kept confidential. This is NOT a test, and you will not be graded or judged. Your responses will not affect any future support that your community may receive.

You do not have to participate if you do not wish to do so. Once we begin, if you don't want to answer a question, that's ok. You can also stop the survey at any time if you don't feel like finishing it. Do you have any questions? Do you agree to participate?
[introduction]

***Does the respondent give their verbal consent?** *[Verbal_Consent]*

Enumerator Notes: Ensure that the respondent has also completed the paper consent form

- ◯ Yes
- ◯ No

Demographic Information *[Demographic]*

***What is your job title and connection to this school or project? Please describe your role in relation to the CmiA/Alliance project.** *[Ikungulyambeshi_B_job_title]*

This field will be shown only if any of the following conditions are true:
IF Village_Name is equal to Ikungulymbeshi_B

***How long have you worked at this school?** *[length_employment]*

Enumerator Notes: for Ikungulyambeshi B, ask "how long have you held this position or have been involved in this project?"

Appendix 1 - Quantitative Survey Tools

*What is the highest level of education you have achieved? *[edu_level]*

- ◯ Some Primary School
- ◯ Primary School
- ◯ Secondary School - Form 2 leaver
- ◯ Secondary School - Form 4 leaver
- ◯ Secondary School - through A levels
- ◯ College or Technical School
- ◯ University
- ◯ Masters Degree
- ◯ PhD

School Infrastructure *[Infrastructure]*

*How many complete classrooms does your school have? *[Num_complete_classrooms]*

enumerator notes: by complete we mean the classroom has cement floor, chalkboard, roofing, a secure door, and desks

*If there are incomplete classrooms used at this school, please provide details: *[incomplete_classrooms_details]*

Enumerator Notes: include what components are missing and when the incomplete classrooms were built

*How many complete classrooms did your school have in 2017? *[Num_classrooms_complete_2017]*

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ 6
- ◯ 7
- ◯ 8
- ◯ 9
- ◯ 10
- ◯ More than 10
- ◯ I do not know
- ◯ NA - this school was not open in 2017

*How many functioning latrines does your school currently have? *[Num_latrines]*

enumerator notes: ask for number of holes. Must be visually confirmed.

*How many functioning latrines does your school currently have for girls? *[Num_latrines_girls]*

Appendix 1 - Quantitative Survey Tools

*How many functioning latrines does your school currently have for teachers? *[Num_latrines_teachers]*

*Are any latrine holes full or not functioning? *[Latrines_not_functioning_yn]*

- ◯ Yes
- ◯ No

*What are the reasons latrines are not functioning? *[Latrine_not_functioning_reason]*

enumerator notes: do not read options aloud. select all that appply.
This field will be skipped if any of the following conditions are true:
IF Latrines_not_functioning_yn is equal to 0

- ☐ Holes are full
- ☐ Problem with doors
- ☐ Problem with roof
- ☐ Lack of water
- ☐ Other (please specify)

*

*What is the closest water source to the school? *[Water_source]*

enumerator notes: do not read options aloud. Select one.

- ◯ Drilled borehole
- ◯ Hand-pump well
- ◯ Seasonal river
- ◯ Protected spring
- ◯ Village tap
- ◯ Rainwater collection
- ◯ Other (please specify)

*

*How far away is this water source? *[water_source_distance]*

- ◯ Less than 1km
- ◯ 1 - 2 km
- ◯ 3 - 5 km
- ◯ More than 5 km

*ENUMERATOR NOTES: In this section, comment on any relevant information from the previous questions. *[enumerator_notes1]*

Teacher & Student Information *[Teacher_Student_Info]*

Appendix 1 - Quantitative Survey Tools

ENUMERATOR NOTES: All responses must be verified with documentation. If you are unable to verify any of the below questions, please explain why in detail in the "notes" section. *[Enumerator_notes2]*

***How many students are currently enrolled at your school?** *[Enrollment_total]*

***How many girls are currently enrolled at your school?** *[Enrollment_girls]*

***How many boys are currently enrolled at your school?** *[Enrollment_boys]*

***What is the current student to classroom ratio?** *[student_classroom_ratio]*

enumerator notes: divide the number of students enrolled by the number of classrooms

***How many students were enrolled at your school in 2017?** *[Enrollment_total_2017]*

enumerator notes: if the respondent does not know or if the school was not open in 2017, please make detailed notes.

***How many girls were enrolled in 2017?** *[enrollment_girls_2017]*

enumerator notes: if the respondent does not know, enter "0" and make a note at the end of this section.

***How many boys were enrolled in 2017?** *[enrollment_boys_2017]*

enumerator notes: if the respondent does not know, enter "0" and make a note at the end of this section.

***In the past two weeks, what was the average total attendance?** *[Avr_attendance]*

***Is this a normal attendance number for your school?** *[Attendance_normal_yn]*

- ◯ Yes
- ◯ No (please describe)

*

***What was the average attendance for the 2017 school year?** *[avr_attendance_2017]*

enumerator notes: if the respondent does not know or if the school was not open in 2017, please make detailed notes.

***How many teachers are employed by this school?** *[teachers_total]*

***How many teachers currently employed by this school are women?** *[teachers_women]*

Appendix 1 - Quantitative Survey Tools

*How many teachers currently employed by this school are men? *[teachers_men]*

*In the past two weeks, what was the average total attendance for teachers? *[teacher_attendance]*

enumerator notes: this should be the average number of teachers who attend school each day. To calculate this, add the total attendance number over the previous 10 school days together and divide by 10

*How many classroom hours were missed in the previous two weeks? *[class_hrs_missed]*

enumerator notes: classroom hours can be missed due to seasonal weather, lack of teacher present, or lack of students. Add the total number of hours in the previous two weeks here

*What is the current teacher to student ratio? *[teacher_student_ratio]*

enumerator notes: verify this response by dividing the number of students enrolled by the number of teachers

*How many teachers were employed by this school in 2017? *[teachers_total_2017]*

(enumerator notes: if the respondent does not know, enter "0" and make a note in the "notes" section below

*How many teachers employed in 2017 were women? *[teachers_women_2017]*

(enumerator notes: if the respondent does not know, enter "0" and make a note in the "notes" section below

*How many teachers employed in 2017 were men? *[teachers_men_2017]*

(enumerator notes: if the respondent does not know, enter "0" and make a note in the "notes" section below

*What was the teacher to student ratio in 2017? *[teacher_student_ratio_2017]*

enumerator notes: verify this response by dividing the number of students enrolled in 2017 by the number of teachers in 2017. If the respondent cannot answer, please describe why.

*How many teachers currently employed by this school hold university degrees or teaching certificates? *[teachers_degrees]*

Appendix 1 - Quantitative Survey Tools

***For Primary/Secondary Schools: What subjects do these teachers with advanced degrees or certificates teach?** *[teachers_degrees_subj]*

- [ ] NA - this is a VETA site
- [ ] Kiswahili
- [ ] English
- [ ] Science - Primary
- [ ] Physics - Secondary
- [ ] Chemistry - Secondary
- [ ] Biology - Secondary
- [ ] Maths
- [ ] Geography
- [ ] History
- [ ] Other (please specify)

*

***For Primary/Secondary Schools: What subjects do these teachers who do NOT have advanced degrees or certificates teach?** *[teachers_no_degrees_subj]*

- [ ] NA - this is a VETA site
- [ ] Kiswahili
- [ ] English
- [ ] Science - Primary
- [ ] Physics - Secondary
- [ ] Chemistry - Secondary
- [ ] Biology - Secondary
- [ ] Maths
- [ ] Geography
- [ ] History
- [ ] NA - all teachers have advanced degrees or certificates
- [ ] Other (please specify)

*

***For VETA Sites: What subjects do these teachers with advanced degrees teach?** *[VETA_teachers_degrees_subj]*

enumerator notes: check all that apply

- [ ] NA - this is not a VETA site
- [ ] FBS - Food and Beverage Services & Sales
- [ ] CJ - Carpentry & Joinery
- [ ] DSCT - Design Sewing & Clothing Technology
- [ ] MB - Masonry & Bricklaying
- [ ] FP - Food Production
- [ ] Other (please specify)

*

***How many students dropped out of your school in the previous year?** *[Num_dropout_total]*

Appendix 1 - Quantitative Survey Tools

*How many girls dropped out of your school in the previous year? *[Num_dropout_girls]*

*How many boys dropped out of your school in the previous year? *[Num_dropout_boys]*

*What are the primary reasons that students dropped out of your school?

[Dropout_reasons]

enumerator notes: do not read options aloud. Select all that apply.

- [ ] Need to work at home - household chores
- [ ] Need to work for a salary
- [ ] Cost of tuition
- [ ] Cost of school supplies, uniform, school contribution
- [ ] Sanitation concerns (including menstruation)
- [ ] Early pregnancy/early marriage
- [ ] Illness/health problems
- [ ] Poor academic performance
- [ ] Distance from school
- [ ] Seasonal reasons (e.g. difficulty getting to school during rainy season)
- [ ] Agriculture/seasonal harvest
- [ ] Parents decide to remove students from school because they do not understand the importance of education
- [ ] Poor cooperation between the teachers and/or school administration and parents in making sure the students attend school and value education
- [ ] Poor school administration in following up with student(s) attendance
- [ ] Students have no parents/head of household
- [ ] Drop out rates are not a problem at my school
- [ ] Other (please specify)

*

*ENUMERATOR NOTES: In this section, comment on any relevant information from the previous questions *[Enumerator_notes3]*

Student Academics - Primary School *[Primary_Academic]*

*Last year, how many Grade 4 students sat for the national exams? *[G4_students_sat]*

*Last year, how many girls sat for Grade 4 exams? *[G4_girls_sat]*

*Last year, how many boys sat for Grade 4 exams? *[G4_boys_sat]*

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*Last year, how many girls passed the Grade 4 national exam? *[G4_girls_pass]*

*Last year, how many boys passed the Grade 4 national exam? *[G4_boys_pass]*

*Last year, how many Grade 7 students sat for the Primary School Leaving Exam (PSLE)? *[G7_students_sat]*

*Last year, how many girls sat for Grade 7/PSLE exams? *[G7_girls_sat]*

*Last year, how many boys sat for Grade 7/PSLE exams? *[G7_boys_sat]*

*Last year, how many girls passed the Grade 7/PSLE national exam? *[G7_girls_pass]*

*Last year, how many boys passed the Grade 7/PSLE national exam? *[G7_boys_pass]*

*How many Primary School students graduated from your school last year? *[Num_graduates]*

*How many Primary School students graduated from your school in 2017? *[Num_graduates_2017]*

Enumerator Notes: if the respondent does not know or if the school was not open in 2017, please describe in detail.

*Last year, how many students who passed the PSLE went on to attend secondary school? *[students_to_secondary]*

enumerator notes: if the respondent does not know, enter "unknown"

Student Academics - Secondary Schools *[Secondary_Academic]*

*Last year, how many Form 2 students sat for the national exams? *[Form2_students_sat]*

*Last year, how many girls sat for Form 2 national exams? *[Form2_girls_sat]*

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*Last year, how many boys sat for Form 2 national exams? *[Form2_boys_sat]*

*Last year, how many girls passed the Form 2 national exam? *[Form2_girls_pass]*

*Last year, how many boys passed the Form 2 national exam? *[Form2_boys_pass]*

*Last year, how many Form 4 students sat for the Secondary School Leaving Exam? *[Form4_students_sat]*

*Last year, how many girls sat for Form 4 national exams? *[Form4_girls_sat]*

*Last year, how many boys sat for Form 4 national exams? *[Form4_boys_sat]*

*Last year, how many girls passed the Form 4 national exam? *[Form4_girls_pass]*

*Last year, how many boys passed the Form 4 national exam? *[Form4_boys_pass]*

*How many Secondary School students graduated from your school last year? *[Num_secondary_graduate]*

*How many Secondary School students graduated from your school in 2017? *[Num_Secondary_graduates_2017]*

Enumerator Notes: if the respondent does not know or if the school was not open in 2017, please describe in detail.

Student Academics - VETA *[VETA_Academic]*

*How many students graduated from your programs last year? *[Num_VETA_grad]*

*What subjects did they graduate with certificates in? *[VETA_certificate_subj]*

Appendix 1 - Quantitative Survey Tools

***If there were no students who graduated last year, please describe:**

[VETA_Zero_grad_describe]

This field will be shown only if any of the following conditions are true:
IF Num_VETA_grad is equal to 0

***How many students graduated from your programs in 2017?** *[Num_VETA_grad_2017]*

Enumerator notes: if respondent does not know or if there were no graduates in 2017 please describe in detail.

***If there were students who graduated from this school in 2017, what subjects did they graduate with certificates in?** *[VETA_grad_subj_2017]*

Enumerator notes: if respondent does not know or if there were no graduates in 2017 please describe in detail. If no graduates in 2017, put "NA"

***How many students received 'A' Grades overall last year?** *[VETA_A_grades]*

- ◯ 100%
- ◯ More than 90%
- ◯ More than 75%
- ◯ About 50%
- ◯ Less than 50%
- ◯ I don't know

***How many students received 'A' Grades overall in 2017?** *[VETA_A_grades_2017]*

- ◯ 100%
- ◯ More than 90%
- ◯ More than 75%
- ◯ About 50%
- ◯ Less than 50%
- ◯ I don't know
- ◯ NA - the school was not open in 2017

CmiA/Alliance Projects Implemented *[Cmia_Projects]*

***What Cotton Made in Africa (CmiA) project(s) / Alliance Ginneries Project(s) were implemented at this school?** *[CmiA_Proj_Type]*

enumerator notes: select all that apply. Must be visually confirmed & confirmed with records

- ☐ Classroom Construction
- ☐ Latrines
- ☐ Girls Dormitory
- ☐ Kitchen
- ☐ Administration block/offices
- ☐ Canteen
- ☐ Borehole Construction

***How many classrooms were constructed by the CmiA/Alliance program?**

[Num_classrooms_CmiA]

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Classroom_Construction

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***Do all classrooms constructed by the CmiA/Alliance program have the following: secure doors, roofing, cemented floors, chalkboards, secure windows?** *[Classrooms_complete]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Classroom_Construction

- ◯ Yes
- ◯ No (please provide details)

*

***What were the maintenance costs for the upkeep of these classrooms in the previous year?** *[classroom_maintenance_costs]*

enumerator notes: responses should be in TSH. must be confirmed with documentation. If respondent does not know, enter "0" and make a comment at the end of this section.
This field will be shown only if any of the following conditions are true:
IF CmiA_Project_Type includes any Classroom_Construction

***Was there any emergency or unexpected maintenance to the classrooms in the previous year?** *[Classrooms_emergency_costs]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Classroom_Construction

- ◯ No
- ◯ Yes (please describe including costs)

*

***How many latrines were constructed by the CmiA/Alliance Program?** *[Latrines_CmiA_num]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Latrines

***Do all latrines constructed by the CmiA/Alliance program have the following: secure doors, roofing, cemented floors, secure windows?** *[Latrines_complete]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Latrines

- ◯ Yes
- ◯ No (provide details)

*

***What were the maintenance costs for the upkeep of the latrines in the previous year?** *[Latrines_maintenance]*

enumerator notes: responses should be in TSH. must be confirmed with documentation.
This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Latrines

***Was there any emergency or unexpected maintenance to the latrine block in the previous year?** *[Latrine_emergency_costs]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Latrines

- ◯ No

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*

*How many dormitories were constructed by the CmiA/Alliance Program? *[Dorm_num]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Girls_Dormitory

*Do all dormitories constructed by the CmiA program have the following: secure doors, roofing, cemented floors, secure windows, fencing? *[Dorm_complete]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Girls_Dormitory

- ◯ Yes
- ◯ No (provide details)

*

*What were the maintenance costs for the upkeep of the dormitories in the previous year? *[Dorm_maintenance]*

enumerator notes: responses should be in TSH. must be confirmed with documentation. Should only include infrastructure costs - eg should not include Aunties salary or cost of operating the dormitory
This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Girls_Dormitory

*Was there any emergency or unexpected maintenance to the dormitories in the previous year? *[dorm_emergency_costs]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Girls_Dormitory

- ◯ No
- ◯ Yes (please describe including costs)

*

*How many kitchens or canteens were constructed by the CmiA/Alliance project? *[Kitchen_Canteen_num]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Kitchen,Canteen

*Do all kitchens and canteens constructed by the CmiA program have the following: secure doors, roofing, cemented floors, secure windows? *[Kitchen_canteen_complete]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Kitchen,Canteen

- ◯ Yes
- ◯ No (please describe)

*

Appendix 1 - Quantitative Survey Tools

***What were the maintenance costs for the upkeep of the kitchen or canteen in the previous year?** *[kitchen_canteen_maintenance]*

enumerator notes: responses should be in TSH. must be confirmed with documentation
This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Kitchen,Canteen

***Was there any emergency or unexpected maintenance to the kitchen/canteen in the previous year?** *[Kitchen_canteen_emergency_costs]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Kitchen,Canteen

- ◯ No
- ◯ Yes (please describe including costs)

*

***How many administration blocks/offices were constructed by the CmiA/Alliance project?** *[admin_block_num]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Administration_block_offices

***Do all offices/administration blocks constructed by the CmiA/Alliance program have the following: secure doors, roofing, cemented floors, secure windows?** *[adminblock_complete]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Administration_block_offices

- ◯ Yes
- ◯ No (please provide details)

*

***What were the maintenance costs for the upkeep of the administration block in the previous year?** *[AdminBlock_maintenance]*

enumerator notes: responses should be in TSH. must be confirmed with documentation. Should only include infrastructure costs - eg should not include stationary costs, etc.
This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Girls_Dormitory

***Was there any emergency or unexpected maintenance to the dormitories in the previous year?** *[adminblock_emergency_costs]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Administration_block_offices

- ◯ No
- ◯ Yes (please describe including costs)

*

Appendix 1 - Quantitative Survey Tools

***Who is responsible for operating the borehole?** *[Borehole_operation]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Borehole_Construction

- ◯ School teaching staff
- ◯ School administrative staff
- ◯ Village water committee
- ◯ CBWSO
- ◯ Volunteer from village
- ◯ Paid attendant
- ◯ Other (please specify)

*

***Do people pay for water at this borehole?** *[Borehole_payment]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Borehole_Construction

- ◯ Yes
- ◯ No

***If people pay for water at this borehole, how much do they pay for 20 litres of water?** *[Borehole_payment_amount]*

This field will be shown only if all of the following conditions are true:
IF Borehole_payment is equal to 1
AND CmiA_Proj_Type includes any Borehole_Construction

***Are there any groups exempt from payment at this borehole?** *[Borehole_exempt]*

This field will be shown only if all of the following conditions are true:
IF CmiA_Proj_Type includes any Borehole_Construction
AND Borehole_payment is equal to 1

- ☐ Students
- ☐ Student's family
- ☐ The elderly
- ☐ People with disabilities
- ☐ Other (please specify)

*

***On average, how many individuals use the borehole each day?** *[Borehole_users]*

enumerator notes: if the respondent does not know, please describe why or why not
This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Borehole_Construction

***How many hours per day is the borehole operational?** *[Borehole_hrs_operational]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Borehole_Construction

Appendix 1 - Quantitative Survey Tools

***What were the expected maintenance costs for the upkeep of the borehole in the previous year?** *[Borehole_maintenance]*

enumerator notes: if the respondent does not know, please describe why or why not
This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Borehole_Construction

***Was there any emergency or unexpected maintenance to the borehole in the previous year?** *[Borehole_unexpected_costs]*

This field will be shown only if any of the following conditions are true:
IF CmiA_Proj_Type includes any Borehole_Construction

- ◯ No
- ◯ Yes (please describe including costs)

*

***What is the biggest change you have seen since the CmiA/Alliance project construction?** *[Cmia_Proj_Change1]*

enumerator notes: do not read options aloud. Select one of the below

- ◯ School attendance rates have increased
- ◯ Teacher attendance rates have increased
- ◯ Student academic performance has increased
- ◯ Dropout rates have decreased
- ◯ Sanitation and Health at the school has improved
- ◯ Teacher satisfaction has increased
- ◯ Parent satisfaction has increased
- ◯ No Change
- ◯ School attendance rates have decreased
- ◯ Teacher attendance rates have decreased
- ◯ Student academic performance has decreased
- ◯ Dropout rates have increased
- ◯ Sanitation and Health at the school has declined
- ◯ Teacher satisfaction has decreased
- ◯ Parent satisfaction has decreased
- ◯ Other (please specify)

*

Appendix 1 - Quantitative Survey Tools

***What is the second biggest change you have seen since the CmiA/Alliance project construction?** *[Cmia_Proj_Change2]*

enumerator notes: do not read options aloud. Select one of the below

- ◯ School attendance rates have increased
- ◯ Teacher attendance rates have increased
- ◯ Student academic performance has increased
- ◯ Dropout rates have decreased
- ◯ Sanitation and Health at the school has improved
- ◯ Teacher satisfaction has increased
- ◯ Parent satisfaction has increased
- ◯ No Change
- ◯ School attendance rates have decreased
- ◯ Teacher attendance rates have decreased
- ◯ Student academic performance has decreased
- ◯ Dropout rates have increased
- ◯ Sanitation and Health at the school has declined
- ◯ Teacher satisfaction has decreased
- ◯ Parent satisfaction has decreased
- ◯ Other (please specify)

*

***Do you feel that the CmiA / Alliance project has personally impacted your work?** *[Project_personal_impact]*

- ◯ No
- ◯ Yes (please describe)

*

***What is your overall level of satisfaction with the CmiA project?** *[CmiA_satisfaction]*

- ◯ Very satisfied
- ◯ Satisfied
- ◯ Neutral
- ◯ Unsatisfied
- ◯ Very Unsatisfied

***If you responded "unsatisfied" or "very unsatisfied", please describe why:** *[unsatisfied_describe]*

This field will be shown only if any of the following conditions are true:
IF CmiA_satisfaction is equal to Unsatisfied
OR CmiA_satisfaction is equal to Very_Unsatisfied

Survey End *[Survey_End]*

***How positive do you feel about the future of your community in the next 5 years?** *[community_pos]*

This field will be skipped if any of the following conditions are true:
IF Verbal_Consent is equal to 0

Appendix 1 - Quantitative Survey Tools

*Please describe why you feel positive or negative about the future of your community: *[pos_community_describe]*

This field will be skipped if any of the following conditions are true:
IF Verbal_Consent is equal to 0

Enumerator read the following aloud to respondent: Do you have any additional questions for me about this survey?

If there are no questions, thank you very much for your time. We greatly appreciate your responses.
[Enumerator_survey_end]

*Enumerator Notes: Write any relevant comments regarding the survey questions or responses below. *[Enumerator_notes_final]*

*Survey End - click to end survey *[End_survey]*

◯ End Survey

Appendix 1 - Quantitative Survey Tools

Status: Published ^^ Version: 5 ^^ Language: EN

Introduction *[Introduction]*

***What is the date of the survey? (Today's Date)** *[Survey_Date]*

yyyy-mm-dd

***What is your (the enumerator's) name?** *[Enumerator_Name]*

- ◯ Mwajuma Ally
- ◯ Dorcas Mubila
- ◯ Godwin Elias
- ◯ Malik Robert

***What is the name of the village where you are conducting this survey?** *[Village_Name]*

- ◯ Bugatu
- ◯ Ikungulymbeshi B
- ◯ Kasoli
- ◯ Kilalo
- ◯ Nduha
- ◯ Nyamagana
- ◯ Mwamlapa
- ◯ Badugu
- ◯ Busami
- ◯ Kabila
- ◯ Ikungulyambeshi A
- ◯ Gambosi

***What is the name of the school where you are conducting this survey?** *[School_Name]*

- ◯ Mwamlapa Primary School
- ◯ Mwamlapa Secondary School
- ◯ Kasoli Primary School
- ◯ Nyamagana Primary School
- ◯ Nduha Primary School
- ◯ Kilalo Secondary School
- ◯ Dr. Otto Primary School
- ◯ Ikungulymbeshi B Primary School
- ◯ VETA.- Vocational Training Center
- ◯ Salama Bugatu Secondary School
- ◯ Ikungulyambeshi A Primary School
- ◯ Kabila Secondary School
- ◯ Badugu Secondary School
- ◯ Busemi Primary School
- ◯ Gambosi Secondary School

Appendix 1 - Quantitative Survey Tools

***Is this school a Primary school, Secondary school, or VETA?** *[school_type]*

- ◯ Primary
- ◯ Secondary
- ◯ VETA

***What type of CmiA / Alliance project or projects were implemented at this school?** *[CmiA_Project_Type]*

- ☐ Classroom Construction
- ☐ Latrine Construction
- ☐ Dormitory COnstruction
- ☐ Kitchen Construction
- ☐ Office/Administrative Block
- ☐ Borehole
- ☐ Canteen Construction
- ☐ No Project - Control Site

***What is the gender of the respondent?** *[Respondent_Gender]*

- ◯ Male
- ◯ Female

VERBAL CONSENT (enumerator to read this to respondent): Hello, my name is [insert your name]. I am working with an organization named Silverleaf. We are collecting information in order to study the Cotton made in Africa community projects.

Today I would like to ask you some questions related to education at your school. Please answer all the questions as honestly as you can. Your name will not appear in any of the reports derived from this study, and your responses will be kept confidential. This is NOT a test, and you will not be graded or judged. Your responses will not affect any future support that your community may receive.

You do not have to participate if you do not wish to do so. Once we begin, if you don't want to answer a question, that's ok. You can also stop the survey at any time if you don't feel like finishing it. Do you have any questions? Do you agree to participate?
[introduction]

***Does the respondent give their verbal consent?** *[Verbal_Consent]*

Enumerator Notes: Ensure that the respondent has also completed the paper consent form

- ◯ Yes
- ◯ No

Demographic Information *[Demographic]*

***How many years have you lived in this village?** *[yrs_in_village]*

Appendix 1 - Quantitative Survey Tools

*How old are you? (Select from the following age ranges: *[Age_respondent]*

- ◯ 18 - 25
- ◯ 26 - 30
- ◯ 31 - 40
- ◯ 41 - 50
- ◯ 51 - 65
- ◯ 65 +

*How many adults over the age of 18 live in your household full time? *[Adults_total]*

*How many adults over the age of 18 who live in your house full time are WOMEN? *[Adults_women]*

*How many adults over the age of 18 who live in your house full time are MEN? *[Adults_men]*

*How many children under the age of 18 live in your household full time? *[Children_total]*

*How many children under the age of 18 who live in your house full time are GIRLS? *[Children_girls]*

*How many children under the age of 18 who live in your house full time are BOYS? *[Children_boys]*

*What is the highest level of education you have achieved? *[Respondent_edu]*

- ◯ None
- ◯ Some Primary School
- ◯ Completed Primary School
- ◯ Secondary School - Form 2 leaver
- ◯ Secondary School - Form 4 leaver
- ◯ Secondary School - A Levels
- ◯ College or Technical School
- ◯ University
- ◯ Masters Degree
- ◯ PhD
- ◯ Other (please specify)

*

Appendix 1 - Quantitative Survey Tools

***Are you the head of your household?** *[HOH_yn]*

enumerator notes: by "head of household" we mean does the respondent make the majority of finance decisions for their household

- ◯ Yes
- ◯ No

***If you are not the head of the household, what is the highest level of education the head of household has achieved?** *[HOH_edu]*

This field will be skipped if any of the following conditions are true:
IF HOH_yn is equal to 1

- ◯ None
- ◯ Some Primary School
- ◯ Completed Primary School
- ◯ Secondary School - Form 2 leaver
- ◯ Secondary School - Form 4 leaver
- ◯ Secondary School - A Levels
- ◯ College or Technical School
- ◯ University
- ◯ Masters Degree
- ◯ PhD
- ◯ Other (please specify)

*

***What is your household's primary source of income?** *[Primary_income]*

enumerator notes: do not read options aloud. Select one.

- ◯ Livestock or poultry keeping or selling
- ◯ Shop / duka owner
- ◯ Cook / Caterer
- ◯ Small-scale farming
- ◯ Skilled self-employment (fundis - carpenters, masons, tailors, barbers, etc.)
- ◯ Driver (boda boda, Noah, dala dala, etc.)
- ◯ Working for an individual for pay
- ◯ Working for an organisation, institution, or company for a salary
- ◯ Government employee
- ◯ Other (please specify)

*

Appendix 1 - Quantitative Survey Tools

***Are you the head of your household?** *[HOH_yn]*

enumerator notes: by "head of household" we mean does the respondent make the majority of finance decisions for their household

- ◯ Yes
- ◯ No

***If you are not the head of the household, what is the highest level of education the head of household has achieved?** *[HOH_edu]*

This field will be skipped if any of the following conditions are true:
IF HOH_yn is equal to 1

- ◯ None
- ◯ Some Primary School
- ◯ Completed Primary School
- ◯ Secondary School - Form 2 leaver
- ◯ Secondary School - Form 4 leaver
- ◯ Secondary School - A Levels
- ◯ College or Technical School
- ◯ University
- ◯ Masters Degree
- ◯ PhD
- ◯ Other (please specify)

*

***What is your household's primary source of income?** *[Primary_income]*

enumerator notes: do not read options aloud. Select one.

- ◯ Livestock or poultry keeping or selling
- ◯ Shop / duka owner
- ◯ Cook / Caterer
- ◯ Small-scale farming
- ◯ Skilled self-employment (fundis - carpenters, masons, tailors, barbers, etc.)
- ◯ Driver (boda boda, Noah, dala dala, etc.)
- ◯ Working for an individual for pay
- ◯ Working for an organisation, institution, or company for a salary
- ◯ Government employee
- ◯ Other (please specify)

*

Appendix 1 - Quantitative Survey Tools

***What is your household's secondary source of income?** *[Secondary_income]*

enumerator notes: do not read options aloud. Select one.

- ◯ Livestock or poultry keeping or selling
- ◯ Shop / duka owner
- ◯ Cook / Caterer
- ◯ Small-scale farming
- ◯ Skilled self-employment (fundis - carpenters, masons, tailors, barbers, etc.)
- ◯ Driver (boda boda, Noah, dala dala, etc.)
- ◯ Working for an individual for pay
- ◯ Working for an organisation, institution, or company for a salary
- ◯ Government employee
- ◯ NA - there is no secondary source of income
- ◯ Other (please specify)

*

***If your household has income from small-scale farming, what crops do you grow?** *[Crops_grown1]*

This field will be shown only if any of the following conditions are true:
IF Primary_income is equal to Small_scale_farming
OR Secondary_income is equal to Small_scale_farming

- ☐ Wheat
- ☐ Cotton
- ☐ Maize
- ☐ Tomatoes
- ☐ Sorghum
- ☐ Beans
- ☐ Sunflowers
- ☐ Rice
- ☐ Millet
- ☐ Other (please specify)

*

***Is your household's monthly income enough to cover its basic needs? (choose from the following options)** *[Basic_needs]*

Sometimes — Most of the time — Always

***In the last month, what was the area of greatest expense for your household?** *[household_expense]*

- ◯ Food
- ◯ Clothing
- ◯ Education / School Fees
- ◯ Transportation
- ◯ Personal Business (supporting duka, farming, etc.)
- ◯ Farming/Agriculture
- ◯ Salon/Fashion
- ◯ I do not know

Appendix 1 - Quantitative Survey Tools

*

Education Questions *[Education]*

*How many children in the household are enrolled in the school where the CmiA / Alliance project(s) were implemented? *[Num_children_cmia]*

*How many children living in your household attend Primary School? *[Num_primary]*

*How many are enrolled in Government Primary School? *[Num_govt_primary]*

This field will be skipped if any of the following conditions are true:
IF Num_primary is equal to 0

*How many are enrolled in private primary school? *[Num_private_primary]*

This field will be skipped if any of the following conditions are true:
IF Num_primary is equal to 0

*What year(s) are the children in primary? *[Primary_grade]*

This field will be skipped if any of the following conditions are true:
IF Num_primary is equal to 0

- [ ] Pre-Primary / ECD
- [ ] Grade 1
- [ ] Grade 2
- [ ] Grade 3
- [ ] Grade 4
- [ ] Grade 5
- [ ] Grade 6
- [ ] Grade 7

*How many children living in your household attend Secondary School? *[Num_Secondary]*

*How many are enrolled in Government Secondary School? *[Num_govt_secondary]*

This field will be skipped if any of the following conditions are true:
IF Num_Secondary is equal to 0

*How many are enrolled in Private Secondary School? *[Num_private_secondary]*

This field will be skipped if any of the following conditions are true:
IF Num_Secondary is equal to 0

Appendix 1 - Quantitative Survey Tools

***What years are these child/children in Secondary school?** *[Secondary_years]*

This field will be skipped if any of the following conditions are true:
IF Num_Secondary is equal to 0

- ☐ Form 1
- ☐ Form 2
- ☐ Form 3
- ☐ Form 4
- ☐ Form 5
- ☐ Form 6

***Have your children taken any of the following exams?** *[Exams_taken]*

- ☐ Grade 4 National Exam
- ☐ Primary School Leaving Examination
- ☐ Form 2 National Exam
- ☐ Form 4 National Exam
- ☐ None of the above

***What was the overall grade your student received on the Grade 4 National Exam?** *[Grade_4_result]*

Enumerator Notes: Ask about the last student who took this exam if applicable.

- ◯ Pass
- ◯ Fail
- ◯ I don't know
- ◯ NA

***What was the overall grade your student received on the Primary School Leaving Exam?** *[PSLE_result]*

Enumerator Notes: Ask about the last student who took this exam if applicable.

- ◯ A
- ◯ B
- ◯ C
- ◯ D
- ◯ F
- ◯ I don't know
- ◯ NA

***What was the overall grade your student received on the Form 2 National Exam?** *[Form2_result]*

Enumerator Notes: Ask about the last student who took this exam if applicable.

- ◯ Pass
- ◯ Fail
- ◯ I don't know
- ◯ NA

Appendix 1 - Quantitative Survey Tools

***What was the overall grade your student received on the Form 4 National Exam?** *[Form4_result]*

Enumerator Notes: Ask about the last student who took this exam if applicable.

- ◯ A
- ◯ B
- ◯ C
- ◯ D
- ◯ F
- ◯ I don't know
- ◯ NA

***In the last term, did you receive results for your child/children?** *[Term_results]*

- ◯ Yes
- ◯ No

***If so, what was the average grade for your primary level child/children?** *[Primary_overall_grades]*

Enumerator Notes: Average all grades. Must be confirmed with records.

- ◯ A
- ◯ B
- ◯ C
- ◯ D
- ◯ F
- ◯ I don't know
- ◯ NA

***If so, what was the average grade for your Secondary level child/children?** *[Secondary_overall_grades]*

Enumerator Notes: Average all grades. Must be confirmed with records.

- ◯ A
- ◯ B
- ◯ C
- ◯ D
- ◯ F
- ◯ I don't know
- ◯ NA

CmiA Project Questions *[CmiA]*

***Are you familiar with the CmiA / Alliance project or projects implemented at the school?** *[Familiar_cmia_proj]*

Enumerator Notes: describe the CmiA projects implemented at the school you are referring to.

- ◯ Yes
- ◯ No

***If you are familiar with this project, please describe your involvement if any during project implementation:** *[implementation_involvment]*

enumerator notes: this could mean contribution, labor, etc. If they are not familiar, put "NA"

Appendix 1 - Quantitative Survey Tools

***Are there any maintenance issues with this project that you know of?** *[maitenance_issues]*

- ◯ No
- ◯ Yes (please describe)

*

***What is the biggest change you have seen since the CmiA/Alliance project construction?** *[Cmia_Proj_Change1]*

enumerator notes: do not read options aloud. Select one of the below

- ◯ School attendance rates have increased
- ◯ Teacher attendance rates have increased
- ◯ Student academic performance has increased
- ◯ Dropout rates have decreased
- ◯ Sanitation and Health at the school has improved
- ◯ Teacher satisfaction has increased
- ◯ Parent satisfaction has increased
- ◯ No Change
- ◯ School attendance rates have decreased
- ◯ Teacher attendance rates have decreased
- ◯ Student academic performance has decreased
- ◯ Dropout rates have increased
- ◯ Sanitation and Health at the school has declined
- ◯ Teacher satisfaction has decreased
- ◯ Parent satisfaction has decreased
- ◯ I don't know
- ◯ Other (please specify)

*

***What is the second biggest change you have seen since the CmiA/Alliance project construction?** *[Cmia_Proj_Change2]*

enumerator notes: do not read options aloud. Select one of the below

- ◯ School attendance rates have increased
- ◯ Teacher attendance rates have increased
- ◯ Student academic performance has increased
- ◯ Dropout rates have decreased
- ◯ Sanitation and Health at the school has improved
- ◯ Teacher satisfaction has increased
- ◯ Parent satisfaction has increased
- ◯ No Change
- ◯ School attendance rates have decreased
- ◯ Teacher attendance rates have decreased
- ◯ Student academic performance has decreased
- ◯ Dropout rates have increased
- ◯ Sanitation and Health at the school has declined
- ◯ Teacher satisfaction has decreased
- ◯ Parent satisfaction has decreased
- ◯ I do not know

Appendix 1 - Quantitative Survey Tools

*

***What is your overall level of satisfaction with the CmiA project?** *[Cmia_satisfaction]*

Enumerator Notes: If the respondent does not know, select "neutral"

Very unsatisfied | Unsatisfied | Neutral | Satisfied | Very Satisfied

***If you responded "unsatisfied" or "very unsatisfied", please describe:** *[Unsatisfied_describe]*

This field will be shown only if any of the following conditions are true:
IF Cmia_satisfaction is equal to unsat
OR Cmia_satisfaction is equal to very_unsat

***Do you feel that this project has personally impacted your or your children's life?** *[cmia_personal_impact]*

- ◯ No
- ◯ Yes (please describe)

*

Household Health Concerns *[Health]*

***In the last two weeks, have the children (under the age of 18) in your household of the following?** *[Child_health_2wks]*

- ☐ Diarrhea
- ☐ Typhoid Fever
- ☐ Cough
- ☐ Congestion
- ☐ Nasal discharge
- ☐ Sore throat
- ☐ Difficulty breathing
- ☐ Loss of taste or smell
- ☐ Trachoma
- ☐ Cholera
- ☐ Parasitic infection (including Bilharzia)
- ☐ Malaria
- ☐ Worms
- ☐ Liver Disease/Liver problems
- ☐ Measles
- ☐ Chicken Pox
- ☐ Tuberculosis
- ☐ Seizures or Epilepsy
- ☐ Pneumonia
- ☐ Emergency or Traumatic Injury (e.g. wounds, broken bones, concussion, etc.)
- ☐ I do not have children in my household
- ☐ Other (please specify)

*

Appendix 1 - Quantitative Survey Tools

*How many times did children in your household have diarrhea in the previous two weeks *[diarrhea_incidents]*

enumerator notes: add up all incidents for all children
This field will be skipped if any of the following conditions are true:
IF Children_total is equal to 0

*In the previous two weeks, how many times have your children missed school out of illness? *[School_missed_illness]*

This field will be skipped if any of the following conditions are true:
IF Children_total is equal to 0

Survey End *[Survey_End]*

*How positive do you feel about the future of your community in the next 5 years? *[community_pos]*

This field will be skipped if any of the following conditions are true:
IF Verbal_Consent is equal to 0

Very Negative | Negative | Neutral | Positive | Very Positive

*Please describe why you feel positive or negative about the future of this community: *[community_pos_describe]*

This field will be skipped if any of the following conditions are true:
IF Verbal_Consent is equal to 0

Enumerator read the following aloud to respondent: Do you have any additional questions for me about this survey?

If there are no questions, thank you very much for your time. We greatly appreciate your responses. *[Enumerator_survey_end]*

*Enumerator Notes: Write any relevant comments regarding the survey questions or responses below. *[Enumerator_notes_final]*

*Survey End - click to end survey *[End_survey]*

End Survey

Appendix 1 - Quantitative Survey Tools

Status: Published ** Version: 1 ** Language: EN

Introduction *[Introduction]*

***What is the date of the survey? (Today's Date)** *[Survey_Date]*

yyyy-mm-dd

***What is your (the enumerator's) name?** *[Enumerator_Name]*

- ◯ Mwajuma Ally
- ◯ Dorcas Mubila
- ◯ Godwin Elias
- ◯ Malik Robert

***What is the name of the village where you are conducting this survey?** *[Village_Name]*

- ◯ Bugatu
- ◯ Ikungulymbeshi B
- ◯ Kasoli
- ◯ Kilalo
- ◯ Nduha
- ◯ Nyamagana
- ◯ Mwamlapa
- ◯ Badugu
- ◯ Busami
- ◯ Kabila
- ◯ Ikungulyambeshi A
- ◯ Gambosi

***Which of the schools below are within this Village?** *[Schools_in_Village]*

- ☐ Mwamlapa Primary School
- ☐ Mwamlapa Secondary School
- ☐ Kasoli Primary School
- ☐ Nyamagana Primary School
- ☐ Nduha Primary School
- ☐ Kilalo Secondary School
- ☐ Dr. Otto Primary School
- ☐ Ikungulymbeshi B Primary School
- ☐ VETA.- Vocational Training Center
- ☐ Salama Bugatu Secondary School
- ☐ Ikungulyambeshi A Primary School
- ☐ Kabila Secondary School
- ☐ Badugu Secondary School
- ☐ Busemi Primary School
- ☐ Gambosi Secondary School

Appendix 1 - Quantitative Survey Tools

***What type of CmiA project or projects were implemented in this village?**
[CmiA_Project_Type]

- [ ] Classroom Construction
- [ ] Latrine Construction
- [ ] Dormitory COnstruction
- [ ] Kitchen Construction
- [ ] Office/Administrative Block
- [ ] Borehole
- [ ] Canteen Construction
- [ ] No Project - Control Site

***What is the gender of the respondent?** *[Respondent_Gender]*

- ◯ Male
- ◯ Female

VERBAL CONSENT (enumerator to read this to respondent): Hello, my name is [insert your name]. I am working with an organization named Silverleaf. We are collecting information in order to study the Cotton made in Africa community projects.

Today I would like to ask you some questions related to education at your school. Please answer all the questions as honestly as you can. Your name will not appear in any of the reports derived from this study, and your responses will be kept confidential. This is NOT a test, and you will not be graded or judged. Your responses will not affect any future support that your community may receive.

You do not have to participate if you do not wish to do so. Once we begin, if you don't want to answer a question, that's ok. You can also stop the survey at any time if you don't feel like finishing it. Do you have any questions? Do you agree to participate?
[introduction]

***Does the respondent give their verbal consent?** *[Verbal_Consent]*

Enumerator Notes: Ensure that the respondent has also completed the paper consent form

- ◯ Yes
- ◯ No

Demographic Information *[Demographic]*

***What is your title in village leadership?** *[Village_title]*

- ◯ Village Executive Officer
- ◯ Village Chairman
- ◯ Village Accountant/Treasurer
- ◯ Village Secretary
- ◯ Village Committee Member
- ◯ Other (please specify)

*

***How many years have you held this position?** *[Yrs_in_Position]*

Appendix 1 - Quantitative Survey Tools

*How many years have you lived in this community? *[Yrs_in_Community]*

*What is the total population of this village? *[Village_pop]*

Enumerator Notes: Must be confirmed with records.

*How many households live in this village? *[Num_households]*

*ENUMERATOR NOTES: comment on any relevant information regarding the questions above. *[Enumerator_notes1]*

Education Questions *[Education]*

*What do you believe is the biggest challenge facing teachers and schools in your area? *[Edu_Challenge1]*

enumerator notes: do not read options aloud. Select the option that most closely matches the response.

- ◯ Lack of school supplies
- ◯ Lack of clean water
- ◯ Lack of lunch program
- ◯ Number or quality of classrooms
- ◯ Lack of administration blocks/offices
- ◯ Number or quality of sanitation facilities (e.g handwashing stations, latrines, etc.)
- ◯ Number of teachers
- ◯ Lack of qualified teachers
- ◯ Teachers are often absent
- ◯ Number or quality of teacher housing
- ◯ Other (please specify)

*

*What do you believe is the second biggest challenge facing teachers and schools in your area? *[Edu_Challenge2]*

enumerator notes: do not read options aloud. Select the option that most closely matches the response.

- ◯ Lack of school supplies
- ◯ Lack of clean water
- ◯ Lack of lunch program
- ◯ Number or quality of classrooms
- ◯ Lack of administration blocks/offices
- ◯ Number or quality of sanitation facilities (e.g handwashing stations, latrines, etc.)
- ◯ Number of teachers
- ◯ Lack of qualified teachers
- ◯ Teachers are often absent
- ◯ Number or quality of teacher housing
- ◯ Other (please specify)

Appendix 1 - Quantitative Survey Tools

*Do you believe that student attendance is a problem at the schools in your area *[attendance_yn]*

- ◯ Yes
- ◯ No

*If applicable, what do you believe limits student attendance? *[attendance_limits]*

enumerator notes: do not read options aloud. Select all that apply

- ☐ Need to work at home - household chores
- ☐ Need to work for a salary
- ☐ Cost of tuition
- ☐ Cost of school supplies, uniform, school contribution
- ☐ Sanitation concerns (including menstruation)
- ☐ Illness/health problems
- ☐ Insufficient food provided by school
- ☐ Distance from school
- ☐ Corporal punishment
- ☐ Seasonal reasons (e.g. difficulty getting to school during rainy season)
- ☐ Agriculture/seasonal harvest
- ☐ Unconducive study environment like lack of sports ground, library, or activities to motivate attendance
- ☐ There is no attendance problem
- ☐ Other (please specify)

*

*What do you think are the main reasons for dropouts at the local schools in your area? *[dropout_reasons]*

enumerator notes: do not read options aloud. Select all that apply

- ☐ Need to work at home - household chores
- ☐ Need to work for a salary
- ☐ Cost of tuition
- ☐ Cost of school supplies, uniform, school contribution
- ☐ Sanitation concerns (including menstruation)
- ☐ Illness/health problems
- ☐ Insufficient food provided by school
- ☐ Distance from school
- ☐ Corporal punishment
- ☐ Seasonal reasons (e.g. difficulty getting to school during rainy season)
- ☐ Agriculture/seasonal harvest
- ☐ Unconducive study environment like lack of sports ground, library, or activities to motivate attendance
- ☐ Early pregnancy/early marriage
- ☐ Poor academic performance
- ☐ Parents decide to remove students from school because they do not understand the importance of education
- ☐ Poor cooperation between the teachers and/or school administration and parents in making sure the students attend school and value education
- ☐ Poor school administration in following up with student(s) attendance
- ☐ Students have no parents/head of household
- ☐ There is no problem with dropout rates at local schools
- ☐ Other (please specify)

*

Appendix 1 - Quantitative Survey Tools

***What do you think is the primary sector in need of support in your village?** *[focus_sector]*

enumerator notes: do not read options aloud. Select one

- ◯ Education
- ◯ Health
- ◯ Water & Sanitation
- ◯ Agriculture
- ◯ Economic Opportunity
- ◯ Other (please specify)

*

CmiA Project Questions *[CmiA]*

***Are you familiar with the Cotton Made in Africa (CmiA) / Alliance Ginneries Project or Projects in your village?** *[familiar_cmia_yn]*

Enumerator Notes: List the CmiA/Alliance projects in the area

- ◯ Yes
- ◯ No

***If you are familiar with this project or projects, please describe the village involvement during implementation:** *[village_cmia_involvement]*

enumerator notes: this could mean contribution, oversight, etc.
This field will be skipped if any of the following conditions are true:
IF familiar_cmia_yn is equal to 0

***What is the biggest change you have seen since the CmiA/Alliance project construction?** *[Cmia_Proj_Change1]*

enumerator notes: do not read options aloud. Select one of the below

- ◯ School attendance rates have increased
- ◯ Teacher attendance rates have increased
- ◯ Student academic performance has increased
- ◯ Dropout rates have decreased
- ◯ Sanitation and Health at the school has improved
- ◯ Teacher satisfaction has increased
- ◯ Parent satisfaction has increased
- ◯ No Change
- ◯ School attendance rates have decreased
- ◯ Teacher attendance rates have decreased
- ◯ Student academic performance has decreased
- ◯ Dropout rates have increased
- ◯ Sanitation and Health at the school has declined
- ◯ Teacher satisfaction has decreased
- ◯ Parent satisfaction has decreased
- ◯ I am not familiar with this project/projects
- ◯ Other (please specify)

*

Appendix 1 - Quantitative Survey Tools

***What is the second biggest change you have seen since the CmiA/Alliance project construction?** *[Cmia_Proj_Change2]*

enumerator notes: do not read options aloud. Select one of the below

- ◯ School attendance rates have increased
- ◯ Teacher attendance rates have increased
- ◯ Student academic performance has increased
- ◯ Dropout rates have decreased
- ◯ Sanitation and Health at the school has improved
- ◯ Teacher satisfaction has increased
- ◯ Parent satisfaction has increased
- ◯ No Change
- ◯ School attendance rates have decreased
- ◯ Teacher attendance rates have decreased
- ◯ Student academic performance has decreased
- ◯ Dropout rates have increased
- ◯ Sanitation and Health at the school has declined
- ◯ Teacher satisfaction has decreased
- ◯ Parent satisfaction has decreased
- ◯ I am not familiar with this project/projects
- ◯ Other (please specify)

*

***What is your overall level of satisfaction with the CmiA / Alliance project(s)?** *[Cmia_satisfaction]*

◯ Very unsatisfied ◯ Unsatisfied ◯ Neutral ◯ Satisfied ◯ Very Satisfied

***If you responded "unsatisfied" or "very unsatisfied", please describe why:** *[unsatisfied_describe]*

This field will be shown only if any of the following conditions are true:
IF Cmia_satisfaction is equal to strongly_disagree
OR Cmia_satisfaction is equal to disagree

***Do you feel that this project has personally impacted your life?** *[Cmia_impact_personal]*

- ◯ No
- ◯ I do not know
- ◯ Yes (please describe)

*

Survey End *[Survey_End]*

***How positive do you feel about the future of your community in the next 5 years?** *[community_pos]*

This field will be skipped if any of the following conditions are true:
IF Verbal_Consent is equal to 0

◯ Very Negative ◯ Negative ◯ Neutral ◯ Positive ◯ Very Positive

Appendix 1 - Quantitative Survey Tools

***Please describe why you feel positive or negative about the future of this community:** *[community_pos_describe]*

This field will be skipped if any of the following conditions are true:
IF Verbal_Consent is equal to 0

Enumerator read the following aloud to respondent: Do you have any additional questions for me about this survey?

If there are no questions, thank you very much for your time. We greatly appreciate your responses. *[Enumerator_survey_end_copy_1]*

***Enumerator Notes: Write any relevant comments regarding the survey questions or responses below.** *[Enumerator_notes_final_copy_1]*

***Survey End - click to end survey** *[End_survey_copy_1]*

◯ End Survey

APPENDIX 2 - QUANTITATIVE DATA ANALYSIS

Statistical information:

Type of Regression used: Linear Probability Model and for multivariate regression, added a bootstrapping with 1000 replications.
Background data controlled: Type of school

	Univariate Regression			Multivariate Regression (Bootstrapping with 1000 replications)		
Outcomes	**Coef/SE**	**95% CI**	**P-value**	**Coef/SE**	**95% CI**	**P-value**
Total Number of Enrolment	-543.87/ 273.67	-1140.13 - 52.40	**0.070***	-566.74/ 215.29	-988.68 - - 144.79	**0.008****
Total Number of Enrolment (2017)	-582.50/ 290.79	-1253.07 - 88.07	**0.080***	-665.43/ 254.90	-1165.02 - -165.83	**0.009****
Average number of attendance	-329.6/ 234.68	-840.9215 - 181.72	0.186	-344.54/ 190.02	-716.98 - 27.90	**0.070***
Average number of attendance (2017)	-528.75/ 190.43	-1018.26 - -39.23	**0.039****	-500.2/ 223.52	-938.29 - -62.11	**0.025****
Number of Dropout Total	-44.31/16.08	-79.34 - -9.28	**0.017****	-43.75/20.76	-84.44 - -3.06	**0.035****
Number of Dropout (Boys)	-22.76/8.50	-41.28 - -4.23	**0.020****	-22.66/11.40	-45.01 – 0.31	**0.047****
Number of Dropout (Girls)	-21.56/8.48	-40.03 - -3.08	**0.026****	-21.09/10.02	-40.74 – - 1.44	**0.035****
Number of Primary School Graduates	-49.1/32.20	-131.88 – 33.68	0.188	-49.1/22.04	-92.29 - - 5.912	**0.026****
Number of Secondary School Graduates	-4.67/33.96	-98.95/89.61	0.897	-4.67/30.59	-64.61 – 55.28	0.879
Total Number of teachers	-9.16/2.50	-14.61 - -3.70	**0.003****	-9.24/2.70	-14.52 – 3.96	**0.001**
Total Number of teachers (2017)	-11.64/5.15	-22.87 - -0.42	**0.043****	-11.81/5.93	-23.44 - - 0.18	**0.046****
Number of teachers with degrees	-4.47/3.70	-13.34 – 4.63	0.343	-4.35/4.59	-13.34 – 4.64	0.343
Teacher to student ratio (expressed as decimal)	0.13/0.02	-0.03 – 0.06	0.526	0.01/0.01	-0.01 – 0.04	0.251
Teacher to student ratio (expressed as decimal) (2017)	-0.01/0.00	-0.03 – 0.00	0.213	0.01/0.01	-0.01 – 0.04	0.251
Classroom to student ratio (expressed as decimal)	0.03/0.04	-0.05 – 0.11	0.439	0.03/0.02	-0.02 – 0.08	0.197
Number of hours missed	-3.02/1.71	-6.74 – 0.70	0.102	-3.00/2.02	-6.97 – 0.97	0.138
Average Total Teacher Attendance	-8.12/2.36	-13.32 – - 3.04	**0.005****	-8.26/2.40	-12.97 – - 3.55	**0.001****
Project Type						
Classroom Construction	0.90/0.14	0.59 – 1.21	**<0.001**	0.89/0.14	0.62 – 1.16	**<0.001**
Dormitory Construction	0.10/0.14	-0.21 – 0.41	0.500	0.11/0.12	-0.13 – 0.35	0.367
Kitchen Construction	0.20/0.19	-0.22 – 0.62	0.317	0.24/0.14	-0.05 – 0.52	0.102

Appendix 2 - Quantitative Data Analysis

Statistical information:

Type of Regression used: Linear Probability Model and for multivariate regression, added a bootstrapping with 1000 replications.
Background data controlled: Type of school

	Univariate Regression			Multivariate Regression (Bootstrapping with 1000 replications)		
Outcomes	**Coef/SE**	**95% CI**	**P-value**	**Coef/SE**	**95% CI**	**P-value**
Administrative Office Construction	0.20/0.19	-0.22 – 0.62	0.317	0.24/0.14	-0.04 – 0.51	**0.100***
Borehole Construction	0.30/0.22	-0.18 – 0.78	0.196	0.31/0.15	0.01 – 0.61	**0.043****

** Statistically significant at p-value ≤ 0.05
* Statistically significant at p-value ≤ 0.1

Appendix 2 - Quantitative Data Analysis

Covariates Controlled (for multivariate regression): Age, Years in village, Gender of Respondent.
Regression type for unmatched data: Linear Probability Model
Matching Technique (for matched data): Nearest neighbor matching with replacement
Covariates upon which matching was done: Type of school (secondary or primary), Household size, Total number of children and Age of Respondent

	Unmatched (Multivariate Regression)			Matched (Propensity Score Matching: Nearest neighbour with replacement)		
Outcomes	**Coef/SE**	**95% CI**	**P-value**	**Coef/SE**	**95% CI**	**P-value**
Crops grown(wheat)	0.009/0.009	-0.01-0.03	0.309	0.011/0.006	-0.00-0.02	**0.081***
Crops grown(Cotton)	-0.007/0.014	-0.34-0.02	0.611	-0.008/0.011	-0.03-0.01	0.490
Crops grown(Maize)	-0.010/0.019	-0.47-0.03	0.581	-0.010/0.021	-0.05-0.03	0.665
Crops grown(Tomatoes)	-0.026/ 0.019	-0.06-0.12	0.172	-0.028/0.025	-0.08-0.02	0.259
Crops grown(Sorghum)	-0.061/0.023	-0.11- -0.02	**0.008****	-0.047/0.027	-0.10-0.01	**0.087***
Crops grown(Beans)	0.043/0.022	0.001-0.086	**0.043****	0.055/0.015	0.03-0.09	**<0.001****
Crops grown(Sunflowers)	0.011/0.017	-0.02-0.05	0.504	-0.005/0.032	-0.07-0.06	0.867
Crops grown(Rice)	-0.176-0.042	-0.26-0.09	**<0.001****	-0.123/0.049	-0.22- -0.03	**0.011****
Crops grown(Millet)	0.032/0.025	-0.02-0.08	0.207	0.036/0.026	-0.01-0.08	0.142
Crops grown(Other)	0.047/ 0.050	-0.05-0.15	0.343	-0.038/0.665	-0.17-0.09	0.574
Crops grown(cassava)	0.225/0.166	-0.13-0.58	0.197	0.125/0.099	-0.70-0.32	0.125
Crops grown(Potatoes)	0.267/0.159	-0.08-0.62	0.123	0.385/0.265	-0.13-0.90	0.146
Adults (total)	-0.134/0.173	-0.47-0.21	0.438	-0.233/0.425	-1.07-0.60	0.583
Adults (women)	-0.215/0.142	-0.49-0.07	0.132	-0.189/0.194	-0.57-0.19	0.330
Adults (men)	0.088/0.123	-0.16-0.33	0.477	0.114/0.177	-0.23-0.46	0.521
Children(total)	0.134/0.173	-0.21-0.47	0.438	0.168/0.199	-0.22-0.56	0.399
Children(girls)	-0.029/0.135	-0.29-0.24	0.829	-0.103/0.156	-0.41-0.20	0.509
Children(boys)	0.156/0.140	-0.12-0.43	0.266	0.264/0.173	-0.07-0.60	0.126
HOH (yn)	-0.064/0.032	-0.13- 0.00	**0.002****	-0.062/0.033	-0.13-0.00	**0.058***
Number of children	2.190/0.172	1.85-2.53	**<0.001****	2.211/0.146	1.93-2.50	**<0.001****
Number primary	0.044/0.159	-0.27-0.36	0.783	-0.077/0.151	-0.37-0.22	0.610
Number government primary	0.357/0.146	0.07-0.64	**0.015****	0.327/0.150	0.03-0.62	**0.029****
Number private primary	-0.011/0.006	-0.02-0.00	**0.065***	-0.025/0.026	-0.08-0.03	0.330
Pre-Primary/ECD	0.014/0.050	-0.11-0.09	0.785	-0.101/0.070	-0.24-0.04	0.151
Primary grade (Grade 1)	-0.059/0.055	-0.17-0.05	0.284	-0.036/0.059	-0.15-0.08	0.539
Primary grade (Grade2)	0.120/0.053	0.02-0.23	**0.025****	0.136/0.072	-0.01-0.28	**0.058***
Primary grade (Grade 3)	0.067/0.051	-0.17-0.03	0.187	-0.077/0.075	-0.22-070	0.304
Primary grade (Grade 4)	0.084/0.051	-0.02-0.19	0.100	0.093/0.058	-0.02-0.21	0.107
Primary grade (Grade 5)	0.157/0.050	0.06-0.25	**0.002****	0.204/0.047	0.11-0.30	**<0.001****
Primary grade (Grade 6)	0.139/0.048	0.05-0.23	**0.004****	0.122/0.056	0.01-0.23	**0.029****
Primary grade (Grade 7)	0.030/0.046	-0.06-0.12	0.509	-0.02/0.067	-0.15-0.11	0.757
Secondary years (Form 1)	0.046/0.086	-0.12-0.22	0.597	0.006/0.140	-0.27-0.28	0.964
Secondary years (Form 2)	-0.057/0.079	-0.21-0.10	0.478	0.030/0.083	-0.13-0.19	0.718
Secondary years (Form 3)	0.031/0.082	-0.13-0.19	0.709	0.015/0.134	-0.25-0.28	0.911
Secondary years (Form 4)	-0.082/0.070	-0.22-0.06	0.248	-0.072/0.091	-0.25-0.11	0.425
Secondary years (Form 5)	-0.017/0.133	-0.04-0.01	0.201	-0.009/0.009	-0.03-0.01	0.315
Secondary years (Form 6)	-0.015/0.019	-0.05-0.02	0.436	0.005/0.011	-0.02-0.03	0.670
Grade 4 National Exam	0.074/0.050	-0.24-0.17	0.139	0.110/0.061	-0.01-0.23	**0.070***
Primary School Leaving	-0.123/0.042	-0.21- -0.04	**0.003****	0.094/0.046	-0.18-0.00	**0.043****

Appendix 2 - Quantitative Data Analysis

Covariates Controlled (for multivariate regression): Age, Years in village, Gender of Respondent.
Regression type for unmatched data: Linear Probability Model
Matching Technique (for matched data): Nearest neighbor matching with replacement
Covariates upon which matching was done: Type of school (secondary or primary), Household size, Total number of children and Age of Respondent

	Unmatched (Multivariate Regression)			Matched (Propensity Score Matching: Nearest neighbour with replacement)		
Outcomes	**Coef/SE**	**95% CI**	**P-value**	**Coef/SE**	**95% CI**	**P-value**
Exam						
From 2 National Exam	-0.007/0.039	-0.08-0.07	0.865	0.0001/0.052	-0.10-0.10	0.998
Form 4 National Exam	-0.009/0.010	-0.03-0.01	0.395	-0.004/0.010	-0.02-0.02	0.684
Exams Taken (None)	-0.055/0.049	-0.15-0.04	0.267	-0.044/0.067	-0.18-0.09	0.514
Term Results	-0.097/ 0.052	-0.20-0.01	0.065	-0.070/0.056	-0.28-0.10	0.206
Child Health (Diarrhea)	-0.067/0.024	-0.11- -0.02	0.006	-0.053/0.041	-0.13-0.03	0.194
Child Health (Typhoid Fever)	0.014/0.010	-0.01-0.03	0.013	0.013/0.007	0.00-0.26	**0.045****
Child Health (Cough)	0.117/0.040	0.04-0.20	0.004	0.131/0.028	0.08-0.19	**0.002**
Child Health (Nasal Discharge)	-0.001/0.009	-0.02-0.02	0.942	-0.007/0.011	-0.03-0.02	0.545
Child Health(Sore throat)	0.010/0.007	0.00-0.02	0.159	0.007/0.005	-0.00-0.02	0.155
Child Health (Difficulty breathing)	0.010/0.007	-0.01-0.02	0.186	0.007/0.005	-0.01-0.01	0.154
Child Health (Loss of taste or smell)	-0.007/0.005	-0.02-0.00	0.146	-0.010/0.007	-0.02-0.00	0.182
Child Health (Cholera)	0.006/0.005	-0.00-0.15	0.255	0.003/0.003	-0.00-0.01	0.315
Child Health (Parasitic Infection)	0.003/0.005	-0.01-0.01	0.491	0.003/0.003	-0.00-0.01	0.316
Child Health (Malaria)	-0.036/0.051	-0.14-0.65	0.486	-0.057/0.064	-0.18-0.07	0.375
Child Health (Worms)	-0.002/0.007	-0.02-0.11	0.748	0.003/0.003	-0.00-0.01	0.322
Child Health (Liver disease)	0.003/0.005	-0.01-0.01	0.485	0.003/0.003	-0.00-0.01	0.315
Child Health (Chicken Pox)	0.007/0.012	-0.02-0.03	0.562	0.017/0.007	0.00-0.03	**0.024****
Child Health (Tuberculosis)	-0.005/0.005	-0.02-0.01	0.320	-0.005/0.005	0.015-0.005	0.314
Child Health (Seizures/Epilepsy)	0.003/0.005	-0.01-0.01	0.549	0.003/0.003	0.00-0.01	0.317
Child Health (Pneumonia)	-0.023/0.012	-0.00-0.05	0.052	0.020/0.008	0.00-0.04	**0.014****
Child Health (Emergency or Traumatic injury)	-0.001/0.011	-0.02-0.02	0.949	0.008/0.006	0.00-0.20	0.165
Child Health (No children)	0.015/0.014	-0.01-0.04	0.285	0.021/0.009	0.00-0.04	**0.015****
Child Health (Other)	-0.038/0.019	-0.08-0.00	0.046	-0.012/0.022	0.06-0.03	0.579
Diarrhea incidents	0.010/0.053	-0.11-0.09	0.849	0.001/0.052	-0.10-0.10	0.989
School missed illness	0.0002/0.20	-0.39-0.40	0.999	-0.060/0.193	-0.44-0.32	0.757

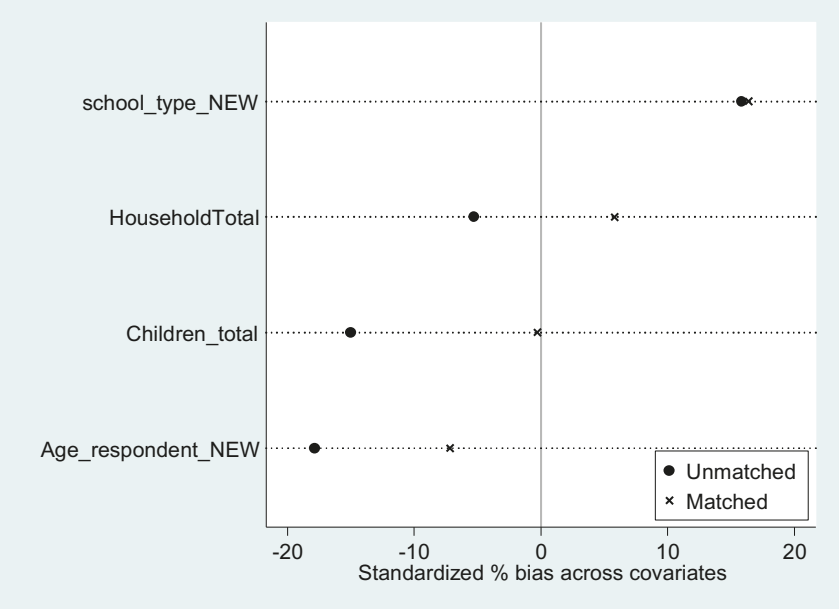
** Statistically significant at p-value ≤ 0.05
* Statistically significant at p-value ≤ 0.1

NB: Variables not present here are those without observations which STATA eliminated during the statistical operations.

Appendix 2 - Quantitative Data Analysis

Covariates Controlled (for multivariate regression): Age, Years in village, Gender of Respondent.
Regression type for unmatched data: Linear Probability Model
Matching Technique (for matched data): Nearest neighbor matching with replacement
Covariates upon which matching was done: Type of school (secondary or primary), Household size, Total number of children and Age of Respondent

Graphs showing assessment of Quality of Propensity Score Matching



Variable	Unmatched / Matched	Mean Treated	Mean Control	%bias	%reduct |bias|	t-test t	t-test p>|t|	V(T)/ V(C)
school_type_NEW	U	1.5887	1.4963	15.8		1.46	0.146	0.56*
	M	1.5887	1.4931	16.4	-3.4	1.36	0.174	0.54*
HouseholdTotal	U	7.7589	7.9813	-5.3		-0.53	0.598	1.57*
	M	7.7589	7.5155	5.8	-9.4	0.51	0.614	1.95*
Age_respondent_NEW	U	3.5035	3.7239	-17.9		-1.72	0.086	1.02
	M	3.5035	3.5924	-7.2	59.7	-0.61	0.542	1.06
Children_total	U	4.2411	4.6007	-15.0		-1.43	0.155	0.86
	M	4.2411	4.2483	-0.3	98.0	-0.03	0.978	1.18

* if variance ratio outside [0.72; 1.39] for U and [0.72; 1.39] for M

Sample	Ps R2	LR chi2	p>chi2	MeanBias	MedBias	B	R	%Var
Unmatched	0.014	7.25	0.123	13.5	15.4	28.2*	0.91	50
Matched	0.007	2.80	0.591	7.4	6.5	19.9	0.90	50

* if B>25%, R outside [0.5; 2]

Appendix 2 - Quantitative Data Analysis

Statistical information:

Type of Regression used: Linear Probability Model and for multivariate regression, added a bootstrapping with 1000 replications.
Background demographic information controlled: Respondent Gender, Population of Village and Household Size

	Univariate Regression			Multivariate Regression (Bootstrapping with 1000 replications)		
Outcomes	**Coef/SE**	**95% CI**	**P-value**	**Coef/SE**	**95% CI**	**P-value**
Schools in Village (Mwamlapa Primary School)	0.17/0.18	-0.25 – 0.58	0.389	0.21/1.62	-3.0 – 3.39	0.899
Schools in Village (Mwamlapa Secondary School)	0.17/0.18	-0.25 – 0.58	0.389	0.21/2.35	-4.40 – 4.81	0.930
Schools in Village (Kasoli Primary School)	0.17/0.18	-0.25 – 0.58	0.389	0.24/1.55	-2.80 – 3.28	0.877
Schools in Village (Nyamagana Primary School)	0.17/0.18	-0.25 – 0.58	0.389	0.24/1.26	-2.23 – 2.71	0.849
Schools in Village (Nduha Primary School)	0.17/0.18	-0.25 – 0.58	0.389	0.19/1.78	-3.29 – 3.67	0.915
Schools in Village (Kilalo Secondary School)	0.17/0.18	-0.25 – 0.58	0.389	0.03/2.23	-4.34 – 4.40	0.989
Schools in Village (Dr. Otto Primary School)	0.17/0.18	-0.25 – 0.58	0.389	0.23/1.08	-1.87 – 2.35	0.824
Schools in Village (Ikungulymbeshi B Primary School)	0.17/0.18	-0.25 – 0.58	0.389	0.14/1.80	-3.39 – 3.67	0.936
Schools in Village (VETA.- Vocational Training Center)	0.17/0.18	-0.25 – 0.58	0.389	0.24/2.02	-3.71 – 4.19	0.905
Schools in Village (Salama Bugatu Secondary School)	0.17/0.18	-0.25 – 0.58	0.389	0.19/5.11	-9.83 – 10.21	0.971
Schools in Village (Ikungulyambeshi A Primary School)	-0.20/0.18	-0.61 – 0.21	0.297	-0.29/0.46	-1.20 – 0.62	0.529
Schools in Village (Kabila Secondary School)	-0.2/0.18	-0.61 – 0.21	0.297	-0.22/1.57	-3.30 – 2.86	0.888
Schools in Village (Badugu Secondary School)	-0.2/0.18	-0.61 – 0.21	0.297	-0.36/0.78	-1.89 – 1.17	0.648
Schools in Village (Busemi Primary School)	-0.2/0.18	-0.61 – 0.21	0.297	0.04/0.54	-1.01 – 1.10	0.934
School in Village (Gambosi Secondary School)	-02/0.18	-0.61 – 0.21	0.297	-0.17/1.67	-3.45 – 3.10	0.917
CmiA project (Latrine Construction)	0.67/0.23	0.14 – 1.19	**0.019****	0.82/0.77	-0.68 – 2.33	0.283

Appendix 2 - Quantitative Data Analysis

Statistical information:

Type of Regression used: Linear Probability Model and for multivariate regression, added a bootstrapping with 1000 replications.
Background demographic information controlled: Respondent Gender, Population of Village and Household Size

	Univariate Regression			Multivariate Regression (Bootstrapping with 1000 replications)		
Outcomes	**Coef/SE**	**95% CI**	**P-value**	**Coef/SE**	**95% CI**	**P-value**
CmiA project (Dormitory Construction)	0.17/0.18	-0.25 – 0.58	0.389	0.21/3.40	-6.46 – 6.87	0.952
CmiA Project (Kitchen Construction)	0.17/0.18	-0.25 – 0.58	0.389	0.21/3.75	-7.14 – 7.55	0.956
CmiA Project (Office/Administrative Block)	0.17/0.18	-0.25 – 0.58	0.389	0.19/3.32	-6.32 – 6.70	0.955
CmiA Project (Borehole)	0.33/0.23	-0.19 – 0.86	0.186	0.45/1.87	-3.21 – 4.11	0.811
CmiA Project (Canteen Construction)	0					
Attendance Limits (Need to work at home - household chores)	0.17/0.18	-0.25 – 0.58	0.389	0.21/1.43	-2.59 – 3.01	0.885
Attendance Limits (Need to work for a salary)	0.17/0.18	-0.25 – 0.58	0.389	0.21/1.57	-2.88 – 3.29	0.896
Attendance Limits (Cost of school supplies, uniform, school contribution)	0.33/0.23	-0.19 – 0.86	0.186	0.24/3.36	-6.35 – 6.83	0.944
Attendance Limits (Illness/health problems)	-0.2/0.18	-0.61 – 0.21	0.297	-0.36/0.67	-1.67 – 0.96	0.595
Attendance Limits (Insufficient food provided by school)	-0.03/0.26	-0.62 – 0.55	0.900	-0.03/1.88	-3.72 – 3.66	0.987
Attendance Limits (Distance from school)	-0.1/0.33	-0.85 – 0.65	0.770	-0.11/1.55	-3.15 – 2.94	0.946
Attendance Limits (Agriculture/seasonal harvest)	-0.2/0.18	-0.61 – 0.21	0.297	-0.36/1.52	-3.33 – 2.61	0.814
Attendance Limits (Unconducive study environment like lack of sports ground, library, or activities to motivate attendance)	0.17/0.18	-0.25 – 0.58	0.389	0.19/1.08	-1.03 – 2.31	0.861
Attendance Limits (There is no attendance problem)	-0.03/0.26	-0.62 – 0.55	0.900	-0.10/2.48	-4.97 – 4.76	0.967
Attendance Limits (Other (please specify)	-0.27/0.32	-0.99 – 0.46	0.428	0.03/1.96	-3.81 – 3.87	0.986

Appendix 2 - Quantitative Data Analysis

Statistical information:

Type of Regression used: Linear Probability Model and for multivariate regression, added a bootstrapping with 1000 replications.
Background demographic information controlled: Respondent Gender, Population of Village and Household Size

	Univariate Regression			Multivariate Regression (Bootstrapping with 1000 replications)		
Outcomes	**Coef/SE**	**95% CI**	**P-value**	**Coef/SE**	**95% CI**	**P-value**
Dropout Reasons (Need to work for a salary)	0.17/0.18	-0.25 – 0.58	0.389	0.21/1.27	-2.28 – 2.69	0.871
Dropout Reason (Illness/health problems)	-0.2/0.18	-0.61 – 0.21	0.297	-0.17/1.78	-3.67 – 3.32	0.922
Dropout Reasons (Insufficient food provided by school)	-0.2/0.18	-0.61 – 0.21	0.297	0.04/1.17	-2.24 – 2.33	0.969
Dropout Reasons (Distance from school)	-0.43/0.29	-1.08 – 0.22	0.166	-0.45/1.61	-3.62 – 2.71	0.778
Dropout Reasons (Corporal punishment)	-0.2/0.18	-0.61 – 0.21	0.297	-0.22/1.60	-3.35 – 2.91	0.890
Dropout Reasons (Unconducive study environment like lack of sports ground, library, or activities to motivate attendance)	-0.2/0.18	-0.61 – 0.21	0.297	-0.22/1.15	-2.48 – 2.04	0.848
Dropout Reasons (Early pregnancy/early marriage)	0.3/0.31	-0.39 – 0.99	0.353	0.26/4.19	-7.96 – 8.47	0.951
Dropout Reasons (Parents decide to remove students from school because they do not understand the importance of education)	-0.27/0.32	-0.99 – 0.46	0.428	-0.36/3.50	-7.21 – 6.50	0.919
Dropout Reasons (Poor cooperation between the teachers and/or school administration and parents in making sure the students attend school and value education)	0.17/0.18	-0.25 – 0.58	0.389	0.19/0.90	-1.57 -1.95	0.833
Dropout Reasons (Students have no parents/head of household)	0.17/0.18	-0.25 – 0.58	0.389	0.24/1.0	-1.72 – 2.20	0.810
Dropout Reasons (There is no problem with dropout rates at local schools	-0.03/0.26	-0.62 – 0.55	0.900	-0.10/2.64	-5.29 – 5.08	0.969

APPENDIX 3 - FOCUS GROUP DISCUSSION

Focus Group Discussion Guide #1
Small-Scale Farming Group

Cotton Made in Africa (CmiA)
Community Education Project Evaluation

Group Make-Up & Preparation Checklist:

- Two focus groups:
  - 8-10 Female farmers
  - 8-10 Male farmers
- Test recording device
- Have all participants sign waiver
- Ensure at least half of all participants in each group have children at the CmiA project site

INTRODUCTION Said by the Enumerator

Hello, my name is [Insert Name] working with Silverleaf. Thank you for joining us today.

Our goal is to better understand the Cotton made in Africa (CmiA) and Alliance Ginneries education project in your area specifically the [specify CmiA site & project/s].

We will be recording today's session. If you are not comfortable with that, you may opt out before we begin. You are not required to answer any question that you are not comfortable answering. The outcome of these focus groups will assist in larger research that will be published; however, your responses will be anonymous and at no time will you be listed by name.

Please let me know if you have any questions.

SECTION #1: Education Overview

First, we would like to understand your views on education in your community.

1, Could you please describe the education institutions in your community? *(facilitator notes: encourage participants not only to list the institutions, but to also describe state of school premises, available facilities (including toilets), distances to schools etc.)*

Appendix 3 - Focus Group Discussion

2. How do you think parents in your community feel about these educational institutions?

3. How do you think students and children in your community feel about these educational institutions?

4. In the past five years, what have been the biggest changes to school facilities in your community?

> 4a: Have you noticed a change in the number of students who drop out in the previous five years? *(facilitator notes: encourage participants to speak about why they think there has been a change)*
>
> 4b. Have you noticed a change in school attendance? *(facilitator notes: encourage participants to address whether there is a difference between boys and girls attendance as well as primary school versus secondary school if applicable)*

5. Are there differences in how other farmers in your farming group view education for their children?

> 5a: Have the views of farmers in your group on education changed in past five years?
>
> 5b. Do you think most farmers are sending their children to schools? If so, what type of schools?

Section #2: Community Overview

Now we would like to ask you a few questions about general life in your community.

6. What have been the biggest changes you have seen in your community in the past five years?

7. What have been the biggest positive changes in your personal life over the past five years?

8. What have been the biggest challenges in your personal life over the past five years?

Appendix 3 - Focus Group Discussion

9. What have been the biggest changes you have seen as a direct result of the Cotton Made in Africa (CmiA) initiative's involvement in your community?

Section #3: End

Thank you so much for your participation. Your insights are greatly appreciated.

At this time, do you have any questions or any additional thoughts to add?

Appendix 3 - Focus Group Discussion

Focus Group Discussion Guide #2
Educators Group

Cotton Made in Africa (CmiA)
Community Education Project Evaluation

Group Make-Up & Preparation Checklist:

- Two focus groups per site:
  - 8-10 Female teachers/administrators
  - 8-10 Male teachers/administrators
  - If these groups are smaller that is fine. Record the number of participants
- Test recording device
- Have all participants sign waiver

INTRODUCTION Said by the Enumerator

Hello, my name is [Insert Name] working with Silverleaf. Thank you for joining us today.

Our goal is to better understand the Cotton made in Africa (CmiA) and Alliance Ginneries education project in your area specifically the [specify CmiA site & project/s].

We will be recording today's session. If you are not comfortable with that, you may opt out before we begin. You are not required to answer any question that you are not comfortable answering. The outcome of these focus groups will assist in larger research that will be published; however, your responses will be anonymous and at no time will you be listed by name.

Please let me know if you have any questions.

SECTION #1: Education Overview

First, we would like to understand your views on education in this community.

1, Could you please describe the education institutions where you teach? *(facilitator notes: encourage participants not only to list the institutions, but to also describe state of school premises, available facilities (including toilets), pupil demographics, etc.)*

2. How do you think parents in your community feel about education in general?

Appendix 3 - Focus Group Discussion

2a. What changes have you noticed in parents views on education in the previous five years?

3. How do you think parents in your community feel about education at the school where you teach?

4. In the past five years, what have been the biggest changes to your school facilities?

3a: Have you noticed a change in the number of students who drop out in the previous five years? *(facilitator notes: encourage participants to speak about why they think there has been a change)*

3b. Have you noticed a change in school attendance? *(facilitator notes: encourage participants to address whether there is a difference between boys and girls attendance as well as primary school versus secondary school if applicable)*

5. How long has it taken to recruit teaching staff?

5a. How has the teacher recruitment process changed since the Alliance Ginneries/CmiA project was completed?

6. Could you describe the differences between the attitude towards education of CmiA farmers and other parents in this community?

Section #2: Community Overview

Now we would like to ask you a few questions about general life in your community.

7. What have been the biggest changes you have seen in your community in the past five years?

6. What have been the biggest positive changes in your personal life over the past five years?

7. What have been the biggest challenges in your personal life over the past five years?

8. What have been the biggest changes you have seen as a direct result of the Cotton Made in Africa (CmiA) initiative's involvement in your community?

Appendix 3 - Focus Group Discussion

9. What have been the biggest changes you have seen since the CmiA education project at your school has been completed?

Section #3: End

Thank you so much for your participation. Your insights are greatly appreciated.

At this time, do you have any questions or any additional thoughts to add?

APPENDIX 4 - QUALITATIVE FOCUS GROUP ANALYSIS

Analysis of focus group discussions- Men

Farmers' focus group

Description of educational facilities in communities

- Inadequate educational facilities and amenities were expressed as a major cause for concern: "*There a few secondary schools". "We have no money to contribute in construction due to farmers depend on farming season". "We have an incomplete lab that we need support*".
- The distance to educational institutions was also a major problem: "*We don't have much on educational institutions that make our community, we have one school and is very far for many students to go through". "*Students travel far".

Parents perception about educational institutions

- Parents saw the school as a comfortable place for their children: "*Parents feel good their students' study in a more comfortable area".*
- Parents also expressed concerns about how far the school is: "*Our children walk very long distances to schools". "Parents we need help on this sector since our children travel far to get primary education".*
- Parents shared concerns on inadequate infrastructure: "*But we need the lab so as our students can study". "They should help us to increase the number of classrooms here"*

Students and children perception about educational institutions

- The distance to school was an issue raised by the students: "*Our students they travel far to fetch educational institutions, distance makes them feel bad about school, if we get secondary here it would be helpful". "Children feel bad because they have to walk very long distances".*
- Some also showed concerns on inadequate infrastructure: "*Students feel bad because some of them they sit outside of classrooms*". "*Students don't feel good they are congested in classes"*

Changes in school facilities in the past five years

- Some infrastructures were provided in the past five years: "*classes are new". "Few teaching facilities". "New classrooms from alliance". "There is no big difference in school facilities rather than new classrooms, toilets and hostels"*

Changes in school drop-out

- An impressive change in number of schools drop-outs was noticed: "*Most students don't drop out of school because they are motivated to study more and parents press on that matter more for more students to get one with schools". "Changes are there previous years students used to stay at home and help parents but now parents send them to schools so there is no drop outs"*

- The few ones who dropped out was as a result of long distances: *"Most student drop out due to the troubles of walking long distances and going back forth they see school has no need, they wake up early and stay with hunger at school for long time".*

Changes in school attendance

- There was an increase in school attendance: *"Attendance was low because most of the students that lived far from the schools wasn't attending the schools now most students attend schools because the school is near". "We don't have attendance issues"*
- Some students were still unable to come to school due to the distance: *"The main problem is distance; most children have to travel long hence some days they feel the need not to go to school".*

Perception of farmers on education

- Some farmers prioritized education and saw the need to educate their children: "*Yes, most of the farmers now send their students to school, because they are aware of the better outcome of education*". "*Most farmers have contributed a lot in developing educational institutions".*
- As a result of distance, they found it unimportant to enroll their children**:** *"When the farmer sees the children walk long distances, they feel like it is a waste of time, so they start persuading their children that school is not of that importance and lure them into working the farm. Distance makes all of these problems arise".*

Section #2: Community Overview

Changes in community in the past five years

- There were changes in housing and social amenities in the past five years: "*We have water now and boreholes were drilled at our community." "We have a brand-new school*". "*we have seen a change like separated villages." "Boreholes". "Electrical power." "We have roads". "We have a health centre".* "*Construction of classrooms and toilets".*
- Employment issues reduced in the community: *"We get jobs when its cotton season for harvesting in the alliance ginneries*". *"Most adults are employed by the ginnery".*
- They had better educational system: "*We have better education now*"

Positive changes in personal life over the past five years

- Social amenities and infrastructure were made available over the past five years**:** "*We have electricity now". "The roads are so good facilitating transportation".*
- There was an improvement in the farming system*: "We now have latest technology in farming". "growth in businesses*".

Challenges in personal life over the past five years

- Some of the farmers faced farming issues: "*Delays in pesticides and insecticides while in farming season*". "*Prices for buying cotton never rise*". "*Weather is the biggest contributing factor for challenges in my life".*
- Poor transport system was raised as a major challenge in the community: "*Roads were bad". "There is no money we get when we sell cotton. Mostly the middle people buy us off with a rip off even the scales they use are off."*

Changes made by Cotton Made in Africa (CMiA) Initiatives

- The initiatives brought about availability of social amenities: "*Water is available in our community*"
- They initiated the use of modern technology in farming: "*We have modern farming technology*". "*Alliance have helped us to improve like in buildings and farming tech*".
- There was a noticeable improvement in the educational sector: "*Has built us these classes*". *"Increase in classrooms that contribute to more students passing". "Students number is growing". "Now we don't struggle much in finding education for our children".*
- Employment opportunities were created for the people: "*Employments are now available in the ginnery*".

Educators Focus Group

Description of educational institution one teaches

- They lacked adequate infrastructure in the schools: *"students used to travel so far like 2-3 hours." "old buildings are not satisfying and we have few classrooms with more than 1000 students". "No teachers housing*".
- Distance to school was an issue faced by the educators: "*"distances from homes to this school*".

Perception of parents about education in general

- Parents saw a great improvement in the academics and they also realized the importance of education: *"Parents have received the education views well and they are very contributing to the cause of developing education institutions on our community". "Parents have changed now they support education a lot". "*Parents send their children to schools now".

Changes in the school facilities in the past five years

- Some schools were in better conditions in the past five years: "*Classrooms are in good condition". "We are thankful to the new buildings".*

Change in number of school drop-out in the past five years

- There was a decrease in the number of students who dropped out of school: "*Parents now encourage their students to study a lot so no drop outs". "The institute is nearby so no drop outs".*

Change in school attendance

- The number of school attendance increased: "*Most girls attend to school, but most boys have troubles of missing some hours at school due to parents keep them at home for work". "Attendance is okay but when farming season is upon us most students stay at home to help parents farm*."

Teaching staff recruitment

- The teaching staff recruitment depended solely on the government: "*Depends on the government". "This is a government issue".*
- The number of teaching staff recruited depended on number of students in a school: "*Depends on the number of students*".

Change in teaching staff recruitment since the Alliance Ginneries/CmiA project was completed

- The CmiA project created awareness on the importance of education: "*Most farmers are motivated to send their children to school*". "*Cmia farmers are very educated and send their children to schools so frequently*".

Section #2: Community Overview

Changes in the community in the past five years

- Social amenities and infrastructure improved in the past five years: "*We have a vocational institute". "construction of new schools". "repairs in the health center".*
- The negative mindset about education were changed: *"Students now are enrolled". "Villagers now have positive feeling towards educational institutes*".
- Modern farming system were also intialized: *"Farmers now farm with new improved ways*".

Positive changes in respondent's personal life

- They were equipped with an improved way of farming: "*I have been motivated to work to my limits to help this project grow*". "*Latest construction technology*".

Challenges in respondent's personal life

- Academic challenges were raised as an issue: *"Teachers stay far from the school*". "*Farmers do not have latest education"*

Appendix 4 - Qualitative Focus Group Analysis

- Health challenges were also a great issue: "*Health problems in our community especially in health center".*
- Poor Social amenities and infrastructure were challenges faced: "*Water was scarce". "Roads were unbearable*". "*Roads are unpaved and terrible*".

Changes made by Cotton Made in Africa (CMiA) Initiatives in the community

- The initiative improved technology in farming: "*Latest farming technology*". "Farmers now gain income".
- There was infrastructural development in the community: "*Beautiful classrooms built". "There are changes like electricity, water and so much more".*

Results of the changes made by Cotton Made in Africa (CMiA) Initiatives in the education sector

- There was a huge increase in the number of student enrollments: "*Number of students enrolled have increased".*
- The students enjoyed studying in the schools: "*Students are motivated to study". "Students now love school"*

Analysis of focus group discussions – Women

Farmers' focus group

Description of educational facilities in communities

- Inadequate educational facilities and amenities were expressed as a major cause for concern: "*We only have one primary school here and it is not yet completed so no students who are schooling here", "Shortage of desks", "Classrooms used as dormitories". "Adequate dormitories and classrooms but are not yet in use".*
- Distance and inadequacy of primary schools were also another source of worry: "*Distance from a secondary school which is Mwamlapa is more than an hour walking distance from home." "There is one secondary school which has enough classrooms and enough latrines." "Distance of school to a water source is half a kilometer".*
- The school environment was seen as a serene*: "Friendly environment for school learning process but infrastructures for teachers are very".*

Parents' perception about educational institutions

- Parents were grateful and found the educational institutions helpful: **"**We feel good because our children get education from them and teachers teach them well". "We are grateful our children go to school near our families. Previously they were walking a long distance to go to school and during rainy seasons it was hard for them to go to school because of the river". "They have a high awakening spirit about education for now unlike the previous years".
- Parents complained about the inadequate infrastructure: "*Uncompleted schools", "The school has modern and clean latrines and classrooms". "Other classrooms don't have cemented floor."*
- Parents had a change of mind towards education: "*They now see the importance of education to their children". "Teachers try their level best to teach well".*
- Parents saw bigger opportunities for their children: "*Students get an opportunity to move on with secondary education and later on with VETA after completing their primary education."*
- The parents felt safe since the educational institutions were closer to home: "*We feel good since we are close to our children especially girls*". "*We feel good because in previous years our daughters were getting pregnant due to the long distance they walk from home to school. But now that is no more since there is a school here*."

Students and children perception about educational institutions

- Adequate infrastructures were provided for the students: "*They feel good because they study well due to the presence of water and electricity",*

Appendix 4 - Qualitative Focus Group Analysis

- Distance to school was also mentioned as a major concern: "*Our children feel bad because the school is very far. They walk for a very long distance and they sometimes get late and miss some classes*", "*Schools are not far hence students feel good".*
- Female students also expressed excitement about employment opportunities for them once they were done with school: "They feel good since they get education. Girls are now have an access to being employed after attaining their training from VETA".

Changes in school facilities in the past five years

- Parents recognized and appreciated the improvement in the academic performance of students: "*There is an improvement in academic performance at Mwamlapa secondary school".*
- Parents saw improvements in the school's infrastructure: "*There is an increase of desks that make students not to stay on stones or on the floor anymore", "There is cemented floors in classrooms", "Availability of modern classrooms",* "*Water is also available at Mwamlapa Secondary school", "There is electricity in both primary and secondary schools."*

Changes in school drop-out

- There was a huge reduction in the number of students who drop-out of school: "*The number of drop out is reducing because there is an increase of classrooms, they no longer learn under the trees*".

Change in attendance

- There was an increase in school attendance: "*Willingness amongst students to attend at school has increased". "Attendance between girls and boys is the same*". "*Secondary attendance is good unlike primary attendance. This is due to the increase of awareness among secondary students; once we stop them to go to school, they don't feel good. Unlike primary students*".

Farmers' perceptions on education

- Farmers saw the need to prioritize education: "*Farmers take their children to school unlike how it was in previous years. At first they didn't prioritize education to their children but now they do and they have awareness about education*".
- The new developments influenced the farmers perception about education: "*Farmers take their children to school since they are getting impressed by development at schools like fine schools*".
- Some of these farmers' perception were influenced by poverty: "*Other farmers don't value education and they don't see the importance of education. This is due to poverty in their families, instead of taking their children to school they decide to let them stay at home and marry their daughters*."

Section #2: Community Overview

Changes in community in the past five years

- The community experienced change in their social amenities and housing system: "*We have water and electricity*". "*We have been constructed school, hospital*". *"The houses we live in are of better quality unlike the previous houses. At first we had poor houses with poor doors but our sponsors have helped us a lot."*
- The health sector received a massive improvement in the past five years: "*There is a dispensary. It has enough nurses and doctors; it has electricity and well improved facilities that simplify treatment*".
- The transportation system had also improved: "*Availability of transportation for sick people from Alliance. Their cars take our sick people to the hospital*".
- They had comfortable lives and were able to afford food: "*Food's price has reduced and makes food not to be a problem*". "*Development in farming, animal husbandry and business*."

Challenges in personal life over the past five years

- Some families experienced severe hunger over the past five years: "*It was hard for me to run my family"*
- Some women had to deal with marital issues: "*My husband ran away from me and it was so hard for me to run my family alone."*
- Crop production reduced which caused low prices of crops: *"Reduction of the price of our crops like green mung beans". "Low price of cotton".*
- Emotional issues happened to be the challenge most went through over the past five years: "*I wasn't able to conceive, I had a tumor but I have a baby now after the surgery".*

Positive changes in personal life over the past five years

- Amenities were available for them: "*I have a solar power in my house; at first I only used a lamp*". "*The houses we live in are of better quality unlike the previous houses. At first we had poor houses with poor doors but our sponsors have helped us a lot."*
- There was an improvement in education and business in their personal life: "*Am proud of my job that am teaching students, others are successful and are now in Universities*". "*My business is booming*".

Changes made by Cotton Made in Africa (CMiA) Initiatives

- The initiatives brought about the availability of social amenities: "*They have built VETA, schools and clay ovens".*
- Their transportation systems were improved due to the initiatives: "*Transportation for sick people to the dispensary is now available from Alliance."*

- The initiatives influenced the improvement in their educational system: *"We give thanks to Alliance who built two classrooms and latrines in both primary and secondary school. Students don't get any trouble in learning. They used to stay outside and, on the ground, but not anymore".*

Educators Focus Group

Description of educational institution one teaches

- The educators found inadequate infrastructures as a great issue: "*There is still a challenge even after the construction of classrooms done by our sponsors". Classrooms are not enough and they are of poor quality." "Teachers' houses are not enough*". "*Teachers' houses are not enough."*

Perception of parents about education in general

- Parents took their children to school and they found it to be a safe place: "*Teachers' houses are not enough." "They feel good that's why they have a good cooperation with teachers. They attend to our meetings once we call them at school. We also have a tendency of writing a letter to call a parent whose child has missed classes for a week consecutively*."

Perception of parents about education at the school you teach

- Parents saw a great improvement in academics and its importance: "*Parents feel good because this school performs well in academic results. In national examinations this school was the first in our ward and first in our district." "They are aware of its importance".*

Changes in the school facilities in the past five years

- The schools lacked some amenities: "*They are aware of its importance*." *"We received 200 desks for form one students but they are not of high quality. They have started getting broken and is not even over a month ever since we got them."*
- While other schools lacked facilities others experienced a lot of change in their facilities: "*Availability of classrooms. Most of them stay in the classrooms unlike in previous years where they were learning under the trees". 'Nowadays students sit on chairs unlike previous years." "Latrines are of better standard."*

Change in number of school drop-out in the past five years

- There was a decrease in the number of school drop-outs: "*The number of drop out is reducing nowadays. In previous years the number was large because girls were dropping out of school after being pregnant and boys were herding cattle*"

Change in school attendance

Appendix 4 - Qualitative Focus Group Analysis

- The school attendance increased in the past five years: "*The number of drop out is reducing nowadays. In previous years the number was large because girls were dropping out of school after being pregnant and boys were herding cattle*".
- Secondary schools experienced fewer people since its far away: "*There is a change between secondary attendance and primary attendance. This is because there are 5 primary schools which are near and only 1 secondary school and is very far. So secondary students delay to go to school because it is very far and decide to stay at home doing house chores like keeping animals"*

Teaching staff recruitment

- The number of students in a school determined the number of teaching staff recruited: "*Teaching staff recruitment depends on the number of students at school and the need of school itself".*

Change in teaching staff recruitment since the Alliance Ginneries/CmiA project was completed

- There was an increase in the number of teachers: "*We have got three new teachers and one who was transferred here due to implementation of Alliance projects"*

Difference in attitude towards education of CmiA farmers and other parents in this community

- The farmers were more aware of the importance of education: *"Those with modern farming training have a great awareness about education to their children and they inspire their children to go school."*

Section #2: Community Overview

Changes in the community in the past five years

- There was an improvement in agriculture and business in the past five years*: "Improvement in farming. Cotton cultivators have the ability and place to sell their cotton once they harvest". "Growth of business during cotton harvesting seasons".*
- There was an improvement in social amenities and infrastructure in the community: "*Electricity is near our surroundings". "Construction of latrines in households."*
- Parents were convinced in taking their children to school: *"Parents are inspired to take their children to school"*

Positive changes in respondent's personal life

- Social amenities were made available: *"Electricity and books helped me in teaching process". "To be employed at school with nice and conducive environment".*

Challenges in respondent's personal life

Appendix 4 - Qualitative Focus Group Analysis

- There was inadequate housing system for the teachers: "*Renting a room due to the absence of teachers' houses"*.
- Some of the teachers had difficulty in finding employment after graduating: "*I also got a challenge to get employment after graduating"*.
- The distance to school was also a great challenge for them: "*A long distance from where I live to school. The environment is not conducive*".

Changes made by Cotton Made in Africa (CMiA) Initiatives in the community

- The initiative provided the community with infrastructures: "*The community is happy due to the presence of a school with nice environment. We also have water in our community, dispensary, laboratory at Mwamlapa secondary school"*.
- It changed the way people interacted with others: "*Community members are now aware of the importance of having interactions with other people from different places*".

Results of the changes made by Cotton Made in Africa (CMiA) Initiatives in the education sector

- The students enjoyed studying in the schools: "*Students are happy, enjoy and are satisfied studying at this school with nice and conducive environment. We also request for teachers' houses". "Many students have been enrolled at school*".

APPENDIX 5 - RESPONDENT CONSENT FORMS

Quantitative Survey Consent Form

Purpose

You have been invited to participate in survey sponsored by the Cotton Made in Africa (CmiA) program and Alliance Ginneries under the direction of Silverleaf. The purpose of this survey is to gather your thoughts on education and health in your community. The information learned in this focus group will be used by the CmiA program to inform their future programming.

Procedure

As part of this study, you will be asked to respond to a series of questions. An enumerator will ask you several questions and will record your responses using the Mobenzi application. However, your responses will remain confidential, and no names will be included in the final report.

You can choose whether or not to participate in the survey, and you may stop at any time during the course of the study. Your participation will not affect any planned future programming in your community.

Confidentiality

Researchers within Silverleaf will analyze the data, but—as stated above—your responses will remain confidential, and no names will be included in any reports.

Contact

If you have any questions or concerns regarding this study, please contact:

Mwajuma Ally
Enumerator Lead
Silverleaf Academy, Ltd.
0753343285

I understand this information and agree to participate fully under the conditions stated above.

Sign name: _____ Date:

Print name:

For Enumerator Use:

Name of Site: Enumerator Name:

Type of Survey (check one):

☐ Education Survey

Appendix 5 - Respondent Consent Forms

Enumerator Signature:

☐ Village Leadership Survey

☐ Household Survey

Appendix 5 - Respondent Consent Forms

Focus Group Consent Form

Purpose

You have been invited to participate in a focus group sponsored by the Cotton Made in Africa (CmiA) program and Alliance Ginneries under the direction of Silverleaf. The purpose of this focus group is to gather your thoughts on education in your community. The information learned in this focus group will be used by the CmiA program to inform their future programming.

Procedure

As part of this study, you will be placed in a group of 6 – 12 individuals. A moderator will ask you several questions while facilitating the discussion. This focus group will be audio-recorded and a note-taker will be present. However, your responses will remain confidential, and no names will be included in the final report.

You can choose whether or not to participate in the focus group, and you may stop at any time during the course of the study.

Please note that there are no right or wrong answers to focus group questions. The CmiA and Alliance Ginneries staff want to hear the many varying viewpoints and would like for everyone to contribute their thoughts. Out of respect, please refrain from interrupting others. However, feel free to be honest even when your responses counter those of other group members. Your participation will not affect any planned future programming in your community.

Confidentiality

Should you choose to participate, you will be asked to respect the privacy of other focus group members by not disclosing any content discussed during the study. Researchers within Silverleaf will analyze the data, but—as stated above—your responses will remain confidential, and no names will be included in any reports.

Contact

If you have any questions or concerns regarding this study, please contact:

Mwajuma Ally
Enumerator Lead
Silverleaf Academy, Ltd.
0753343285

I understand this information and agree to participate fully under the conditions stated above.

Sign name: _____ Date:

Print name: _____

For Enumerator Use:

Site Name:

Facilitator Name:

Facilitator Signature:

Type of Focus Group (Check One):

Educators – Female ☐

Educators – Male ☐

Appendix 5 - Respondent Consent Forms

Farmers – Female ☐

Farmers - Male ☐

Appendix 5 - Respondent Consent Forms

Fomu ya utayari wa kushiriki katika utafiti

Kusudi/Dhumuni

Umealikwa kushiriki katika utafiti/majadiliano haya yaliyodhaminiwa na program ya Cotton Made in Africa (CmiA) na Alliance Ginneries chini ya uongozi wa shirika la Silverleaf. Dhumuni la utafiti au majadiliano haya ni kukusanya maoni/mawazo kuhusu maswala ya elimu katika jamii yenu.Mambo tutakayojifunza katika utafiti/majadiliano haya yatatumika katika program ya Cotton Made in Africa (CmiA) kuwaarifu programu zao za baadae.

Utaratibu

Kama mshiriki katika utafiti huu utaombwa kujibu mfululizo wa maswali. Msimamizi atakuuliza maswali ya aina tofauti tofauti na atarekodi majibu yako kwa kutumia Mobenzi.huku akiendelea kuwezesha /kuongoza majadiliano. Vilevile majibu yenu yatabaki kuwa siri, na wala majina yenu hayatawekwa kwenye ripoti ya mwisho.

Unaeza ukachagua kushiriki ama kutokushiriki kwenye majadiliano haya/utafiti huu, na unaruhusiwa kuacha kuendelea muda wowote wakati wa majadiliano haya. Utafiti huu ni wa hiari kabisa. Ushiriki wako hauta athiri programu zijazo zilizopangwa katika jamii yako.

Usiri

Watafiti ndani ya Silverleaf watachambua data, lakini kama ilivyosemwa mwanzoni, majibu yenu yatabaki kuwa siri, na hakuna majina yakakayojumuishwa kwenye ripoti yoyote ile.

Mawasiliano

Ikiwa una swali lolote kuhusiana na utafiti/majadiliano haya, tafadhali wasiliana na;

Mwajuma Ally
Enumerator Lead
Silverleaf Academy, Ltd.
0753343285

Nimeelewa taarifa hii na nimekubali kushiriki kikamilifu chini ya masharti ya yaliyoainishwa hapo juu.

Sahihi: _____ Tarehe:

Jina:

Kwa matumizi ya mtafiti:

Appendix 5 - Respondent Consent Forms

Jina la eneo:

Jina la mwezeshaji:

Aina ya utafiti (chagua moja):

- ☐ Utafiti wa walimu
- ☐ Utafiti wa uongozi wa kijiji
- ☐ Utafiti wa wanajamii

Sahihi ya mwezeshaji:

AID BY TRADE FOUNDATION

The Aid by Trade Foundation (AbTF) was founded in 2005 by Prof. Dr. Michael Otto, an entrepreneur from Hamburg, Germany. The aim of the foundation, which operates independently of the Otto Group, is to help people to help themselves through trade, thereby preserving vital natural resources and securing the livelihoods of future generations.

With the Cotton made in Africa (CmiA) initiative, AbTF is putting its principles into practice. The trade partners of the CmiA Demand Alliance source African cotton produced according to the CmiA standard and pay the foundation a volume-based license fee that is reinvested in the cultivation areas. Consumers recognise products by the CmiA label and make a valuable contribution to protecting the environment and supporting smallholder farmers and their families in Africa.

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AID BY TRADE FOUNDATION

COTTON MADE IN AFRICA