

**ADOLESCENT GIRLS AND YOUNG CHILDREN ACCESS TO EDUCATION IN
EDUCATION EMPOWERMENT AND LIFE SKILLS FOR ADOLESCENT GIRLS AND
YOUNG CHILDREN PROGRAM IN TANGA REGION, TANZANIA**

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Abstract: *Educating a girl child is an investment not only to the family, but to the whole community, and consequently to the nation. This study evaluated Education Empowerment and Life Skills for Adolescent Girls and Young Children Program dealing with adolescent girls and young children access to education. The Study used convergent parallel design under mixed methods approach. The study involved the following respondents: Project Manager, Program Organizers, Adolescent girls, Young Children, Teachers of Adolescent Girls and Teachers of young children. The study used four evaluation instruments. The evaluation study found the Program used different ways to ensure the target groups access education such as conducting survey, conducting seminars, and establishing study centers which led adolescent girls and young children have an opportunity to access education. To some extent the Program has achieved its objectives of providing education to both adolescent girls and Young children although the study recommends that: The Program should build girls hostels in order to enable girls to have enough time to concentrate on their studies also should add number of study centers in other districts in Tanga Region and in other Regions in Tanzania.*

Key Words: Adolescent Girls, Young Children, Education Empowerment.

Introduction

Adolescent Girls are young females who are in transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood between the age of 10 and 19. (UNICEF, 2019).

Globally girls' school dropout is the big problem but mainly in developing countries. It is estimated that 130 million girls between the age of 6 and 17 are out of school and 15 million girls of primary school age half of them in sub-Saharan Africa will never enter a classroom. Poverty, early pregnancy and cultural norms remain the most important factors for determining whether a girl can access education. (UNESCO, 2015).

Tanga is among the regions in Tanzania that have been affected with the problem of student drop out especially girls due to cultural preferences and practices such as early marriages, pre-marital pregnancies and preference of schooling for male children. In Tanga Region girls' premature departure from schools was 29% in 2018 (BEST, 2018).

Education Empowerment and Life Skills for Adolescent Girls and Young Children Program (EELAY) was established in 2018 by BRAC under the support of Norwegian Agency for Development (NORAD) to serve the main goal of helping young children to have access to Early Childhood Development (ECD) Education and for adolescent girls to attain secondary education through Qualifying Test (QT). However, since the program was initiated no evaluation has been done to determine its success this evaluation study was meant to evaluate the Education Empowerment and Life Skills for Adolescent Girls and Young Children Program. This paper addresses just one of the evaluation questions.

Evaluation Question

How does the EELAY Program ensure that all adolescent girls start and complete secondary education in Tanga Region?

Evaluation Model

This study was guided by CIPP model. The CIPP model was used by Daniel Stufflebeam in 1971. The model guided the evaluator in conducting this study because it describes and explains the concepts related to the study. CIPP is an acronym that stands for Context, Input, Process and Product. Under the guidance of this model the evaluator investigates every stage in order to obtain reliable information (Stufflebeam, 2005). The model is systematic and explains the steps of evaluation at every stage.

Context:

Context evaluation involves the assessment of background information especially on the intended beneficiaries (the needs of intended beneficiaries visavis objectives of the program). The objectives of context evaluation were to collect information on the needs of adolescent girls and young children concerning the Education Empowerment and Life Skills for Adolescent Girls and Young Children Program in Tanga. Context evaluation helps to assess the needs and opportunities within a defined context or environment (Stufflebeam, 2005).

Input

According to the model input evaluation assesses alternative means for achieving the stated objectives especially the resources used to meet the goals of the program.

The evaluator collected information concerning human resources such as qualified and competent teachers, time resources. Physical infrastructures within the study centers such as classes. Therefore,

the objective of input evaluation was to evaluate the effectiveness of these resources which helped EELAY Program to meet the intended objectives in Tanga Region.

Process

In process evaluation evaluator assessed the process to understand how well the EELAY study centers were working. Processes of the study centers included all activities carried out to ensure the required outcomes are achieved effectively. At this level, the evaluator surveyed and monitored the whole processes to ensure that the means are actually being implemented and to make the necessary modifications in different program activities.

Product

At this level of product evaluation, the evaluator examined outcomes of the EELAY study centers: number of adolescent girls who have acquired life skills, acquisition of knowledge, self-reliant girls, socialized and creative girls. Also evaluator was making comparison of attainment with intended objectives.

Strengths of the model

The model is most important in provision of feedback because evaluation takes place at every stage of each component. Also the model focuses on how the information will be used for the improvement of the program evaluated. Additionally, the model emphasizes on the provision of information to the administrator that could be important for the improvement or reject the program.

Weakness of the model

Despite the fact that CIPP is most applicable in providing some improvements of the program the model has weakness such as failure to recognize their sources and time available; also a potential weakness of this model is the evaluator's occasional inability to respond to some of the significant questions because evaluator needed to consider the resources and time available. However, the evaluator used the model since its strength outweighs the weakness.

Application of the model to the study

In this study of formative evaluation this model helped to guide in effort of Context, Inputs, Process and Product evaluation respectively by asking questions like what needs to be done? How should it be done? Is it being done? And then is it succeeding? The Evaluator submitted the final report addressing these questions to keep stakeholders informed about findings which could help to guide decision making and strengthening the staff work.

CIPP Model was used to evaluate effectiveness of Education Empowerment and Life Skills for Adolescent Girls and Young Children Program in educating adolescent girls and young children in Tanga Region. Therefore, the mentioned model helped to identify the effectiveness of the program objectives and how the program could be improved. The model variables are presented in the following conceptual framework (Figure 1.1)

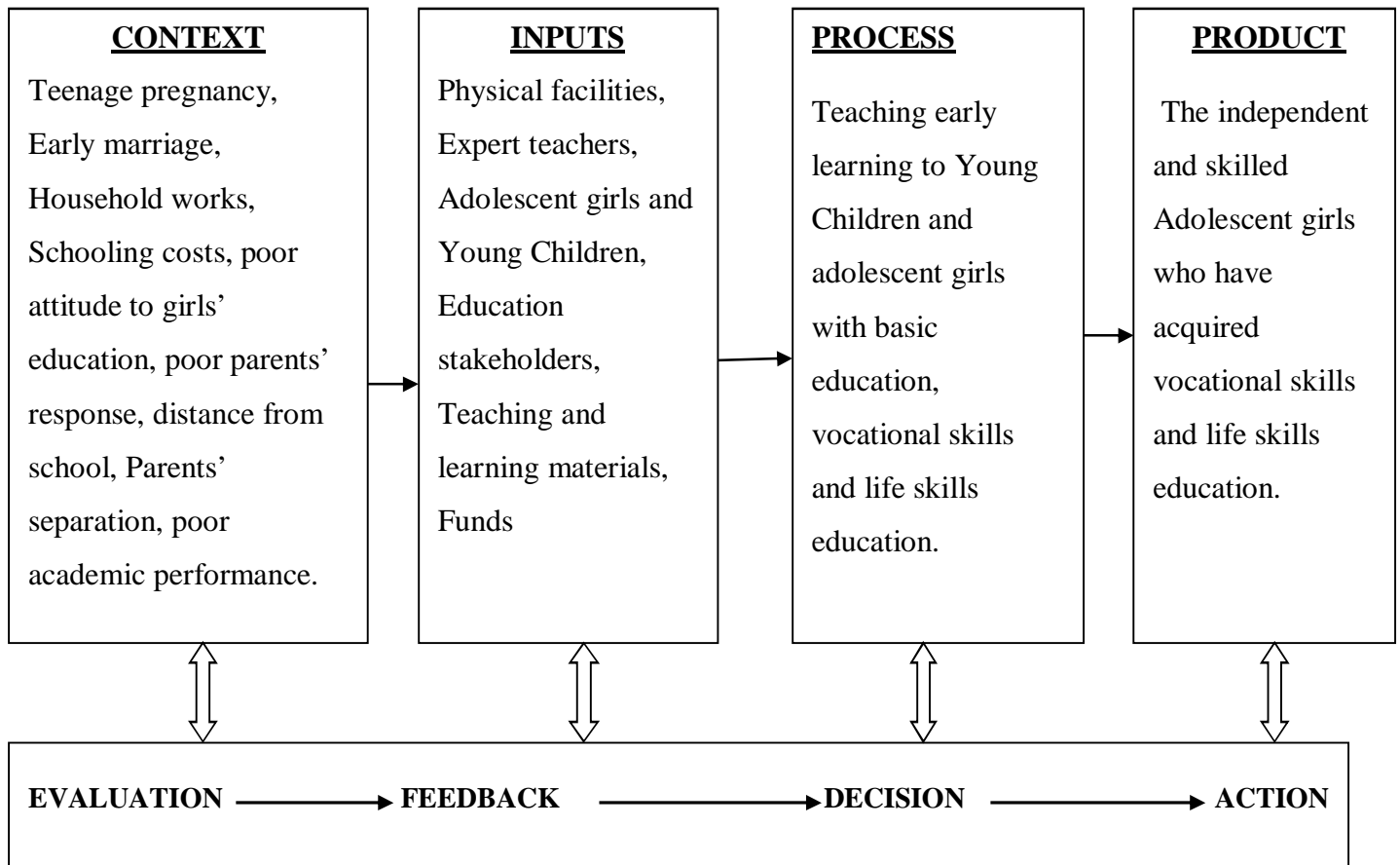


Figure 1.1 Conceptual framework of the implementation of *Education Empowerment and Life Skills for Adolescent Girls and Young Children Program*.

Source: Evaluator (2020), modified from classroom discussion

Literature Review

Literature was reviewed according to the theme from the evaluation question as follows:

Nepo (2018) conducted a study on unwanted pregnancy and adolescent girls' education in secondary schools, a case of Masaka sector, Kicukiro, Rwanda. The purpose of the study was to assess unwanted pregnancy and adolescent girls' education in secondary schools and to investigate causes, consequences and appropriate strategies to fight unwanted pregnancy in schools. The study used descriptive research design to accomplish the research efficiently and the study tool was a questionnaire with closed ended questions for adolescent girls who faced unwanted pregnancy and structured interview with open ended questions for local authorities and parents. The data was collected from 130 adolescent girls who faced unwanted pregnancy aged 12-20 years old and simple random technique was used as sampling method. The findings show a large number of girls dropped from school due to unwanted pregnancy. The study focused on unwanted pregnancy among the adolescent girls, the current evaluation study dealt with adolescent girls and young children access to education and how they have overcome the challenge of becoming pregnant.

Nnyigimayati (2019) conducted a study on promoting gender equality in Basic Education through community participation in Kpandai district of the Northern region of Ghana. The main objective of the study was to assess the extent to which community participation promotes gender equality in

basic education in Kpandai District in Northern Region of Ghana. Social cognitive theory of gender development and differentiation and community coalition action theory were used in study. A cross-sectional research design was adopted. Questionnaires and semi-structured interview schedules were used to solicit data from 324 respondents. The study revealed among other things that as part of communities' efforts in ensuring gender equality in basic schools, the community members have established one JSS block each in two of the studied communities to relief children especially the girls from travelling long distance to schools, provided toilets for boys and girls in some of the basic schools, provided bicycles for some boys and girls who are travelling long distance to schools. Two major challenges which thwarted their effort were financial and gender based cultural practices. It was concluded that, even though much has been done in promoting gender equality in basic schools, there are still more room for improvement. The study recommended that, community leaders in collaboration with government and NGOs should design neutral policies and embark on conducting consistent sensitization on need to reduce gender norms and roles that impede girls' participation in basic schools. The researcher succeeds to capture some factors which influence gender equality as the way to ensure girls have access to education; however, the study did not establish clear strategies to ensure girls access and complete their education, so the current evaluation study focused on the measures taken to ensure girls complete their studies.

Ambombo (2017) conducted a study on Adoption of Contraceptive and unintended pregnancies amongst Adolescent girls in Nyando Sub- County, Kenya. The study objectives were to establish how socio demographic factors influence adoption of contraceptive amongst adolescent girls; to determine how contraceptive method applied prevent unintended pregnancies amongst adolescent girls; to investigate how culture influence adoption of contraceptive. A cross- Sectional design and assisted questionnaires were used to collect data. The study targeted adolescent girls (10-19 years). Cluster sampling was used. The data was analyzed using excel and IBM SPSS version 20 program and presented in the form of frequency and tables. The study found out that the majority of adolescent girls got information about contraceptives either after sexual debut or delivery or following an abortion. The researcher focused on issues of preventing un intended pregnancy rather than focusing on how to help girls to access education and complete their education, but failed to show how to ensure girls start and complete education without resorting to contraceptives.

Mim and Chowdhuri (2017) study on Are girls safe while going schools and returning home? Looking through a gender lens in Bangladesh perspectives aims to explore how safe and secure the adolescent girls in Bangladesh are while going to school and returning home by highlighting the ways in which such securities are ensured. Fifteen school going girls, their parents and three educationists were chosen using voluntary participation approach, convenience sampling and purposive sampling techniques respectively. Questionnaire for the students and semi structured interview guidelines for both parents and educationists were used as data collection tools. The study revealed that, some problems such as lack of transport facilities, and guardians fear of road accidents and unavailability are common to some extent for both boys and girls but create more anxieties among the guardians of girls due to the patriarchal structures. The study addressed the problem but focused on girls' safety at schools, the current study focuses on how to ensure girls received education.

Methodology

The study was conducted in Tanga Region; an area selected because the Education Empowerment and Life Skills for Adolescent Girls and Young Children Program found in Tanga Region. Also the study employed Convergent Parallel design under mixed method approach.

The target population consisted of 35 EELAY study centers, 330 adolescent girls, 116 teachers, 970 Young children, 10 Program Organizers and 1 Program Manager. Probability and non-probability sampling techniques were employed to sample respondents and EELAY Education study centers. The sample used for the study includes 10 EELAY Education study centers, 100 adolescent girls, 20 teachers of adolescent girls, 8 teachers of Young Children, 4 Program Organizers and 1 Project Manager involved in the study.

Researcher used questionnaire, in-depth interview Guide, Observation Guide, and Document Analysis Guide to collect data. Before data collection the researcher conducted the pilot study in 1 EELAY education study center to test reliability of questionnaire. Reliability of questionnaire for teachers of adolescent girls were 0.794 and reliability of questionnaire for adolescent girls were 0.771 so the reliability was found excellent. Data were coded, organized and converted into tables, frequencies by using SPSS version 21. Qualitative data were summarized and analyzed in each theme. Researcher observed research rules and regulations such getting research permit and ensuring confidentiality as well as information from other researchers that was used in supporting the study was duly acknowledged.

Results and Discussion

Adolescent Girls and Young children access to education

The study aimed at finding out efforts and roles taken by EELAY Program in Tanga region to ensure adolescent girls and Young Children access to Education. To obtain the required information the evaluator in Questionnaire provided items in Likert scale to both teachers of adolescent girls and adolescent girls who were supported by EELAY Program to indicate their level of agreement with the given statement. The Project Manager, Program Organizers responded to the items separately and individually in interview. The results of rating scale on what the program does to facilitate them to access education are summarized in tables starting with results of adolescent girls in table 1.

Table 1: Adolescent Girls Responses on the Access to Education

STATEMENT	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
Program provides its service equally for all adolescent girls in the center.	0	0	2	2	5	5	22	22	71	71
Services offered by the program are adequate.	14	14	7	7	2	2	37	37	40	40
EELAY education program is helpful to me as it enables me to access secondary education.	0	0	0	0	3	3	12	12	85	85
Learning resources from program education centers is of high quality.	0	0	2	2	4	4	30	30	64	64
Program coordinator is very kind to us.	4	4	4	4	6	6	32	32	54	54
Adolescent girls sponsored by EELAY promote girls education in Tanga.	0	0	0	0	6	6	15	15	79	79
I feel very satisfied with care and support at EELAY Education center.	0	0	2	2	3	3	31	31	64	64
Criteria for selection to be sponsored by the EELAY Program are fair to all adolescent girls in need.	2	2	4	4	9	9	27	27	58	58
EELAY classes are safe and secured against any form of violation.	1	1	6	6	5	5	30	30	58	58
EELAY program staff plays a parental role in ensuring my academic growth at centers.	0	0	2	2	2	2	25	25	71	71

(Source: Field Data 2020) SD=Strongly Disagree, D=Disagree, U=Undecided A= Agree, SA=Strongly Agree

Results in Table 1 revealed that 93% of Adolescent girls agreed that the program provides its services equally for all adolescent girls in the center, moreover 5% of Adolescent girls were undecided that program provides its services equally for all adolescent girls in the center, while on the other side 2% of adolescent girls disagreed that the program provides its services equally for all adolescent girls in the center. Therefore, the study affirmed that Adolescent girls received service equally which implies that in ensuring access of education to the adolescent girls in Tanga Region EELAY Program provides services equally to the adolescent girls without bias and if Adolescent girls study hard the education will be improved in Tanga Region.

On the other side 77% of Adolescent girls agreed that services offered by the program are adequate, however 2% of Adolescent girls were undecided that the services offered by the program are adequate, meanwhile 21% disagreed that the services offered by the program are adequate. Therefore, the evaluation results affirmed that majority of respondents were either fairly or somehow supported with the necessary requirements such as enough text books and teaching-learning services which enabled them to participate in learning process effectively which in turn influenced the attainment of the Program objective of providing education to the adolescent girls.

The study findings also revealed that 97% of Adolescent girls agreed that EELAY Program is helpful to me as it enables me to access secondary education, moreover 3% of Adolescent Girls were undecided that EELAY education program is helpful to me as it enables me to access secondary education. The evaluation findings affirmed that majority of adolescent girls who are under EELAY Program were fairly supported in terms of availability of classrooms and enough

number of teachers who facilitate teaching-learning process so through this enables them to access secondary education after Qualifying Test.

Furthermore, the study findings presented in the table 1 showed that 94% of Adolescent girls agreed that learning resources from program education centers is of high quality, 4% of Adolescent girls were undecided that learning resources from program education is of high quality, 2% of Adolescent girls disagreed that learning resources from program education is of high quality. Therefore, the evaluation results affirmed that the learning resources found in EELAY study centers was of high quality to facilitate effective teaching-learning process to the adolescent girls.

Respondents agreed that learning resources from program centers is of high quality.

Also the findings of evaluation study from table 1 show that 86% of Adolescent girls agreed that Program coordinator is very kind to us, 6% of Adolescent girls undecided that Program coordinator is very kind to us, and 4% of Adolescent girls strongly disagree that program coordinator is very kind to us. The evaluation findings affirmed that adolescent girls who were under EELAY Program were fairly supported by Program coordinator. The study affirmed that Program coordinator care the students.

The evaluation findings from table 1 show that 94% of Adolescent girls agreed that Adolescent girls sponsored by EELAY promote girls' education in Tanga, however 6% of Adolescent girls disagreed that Adolescent girls sponsored by EELAY Promote education in Tanga Region. The evaluation study findings affirmed that EELAY Program promotes girls' education in Tanga Region as a result girls who lacked chance of accessing education were sponsored; hence participation of girls in learning process increased.

The findings of Evaluation study from table 1 show that 95% of adolescent girls agreed that I feel very satisfied with care and support at EELAY Education center, in other side 3% of Adolescent girls undecided that I feel very satisfied with care and support at EELAY Education center, however 2% of adolescent girls disagreed that I feel very satisfied with care and support at EELAY Education center. The evaluation findings revealed that the adolescent girls were satisfied with care and support at EELAY Education study centers.

On other hand the findings from the table 1 show that 88% of adolescent girls agreed that criteria for selection to be sponsored by EELAY Program are fair to all adolescent girls in need, moreover 5% of adolescent girls undecided that criteria for selection to be sponsored by EELAY Program are fair to all adolescent girls in need, in other side 7% of adolescent girls disagreed that criteria for selection to be sponsored by EELAY program are fair to all adolescent girls in need. The evaluation study findings affirmed that EELAY Program adolescent girls were fairly selected without bias which means the criteria for selection to be sponsored by EELAY Program is fair to all adolescent girls in need.

Other findings from table 1 show that 88% of Adolescent Girls agreed that EELAY Classes are safe and secured against any form of violation, 5% of adolescent girls were undecided that EELAY classes are safe and secured against any form of violation, however 7% of adolescent girls disagreed that EELAY classes are safe and secured against any form of violation. The evaluation study findings revealed that EELAY Program had safe classes and secured against any form of violation so the classes supported adolescent girls to concentrate seriously with their studies.

Nevertheless, the findings from the table 1 show that 96% of Adolescent girls agreed that Program staff plays a parental role in ensuring my academic growth at centers, in other side 2% of adolescent girls undecided that Program staff plays a parental role in ensuring my academic growth at centers, however 2% disagreed that program staff plays a parental role in ensuring my academic growth at centers. The evaluation study affirmed that the adolescent girls who were under EELAY Program were cared for and loved by program staff to enable them to achieve academic goals.

In relation to the adolescent girls' access to education, during an interview with the Project Manager had this to say:

We recruit many adolescent girls about 430 who joined the EELAY Program, we use different strategies to get the adolescent girls in need such as surveying villages with collaboration with the government leaders, conducting community sensitization which enable communities to be aware about importance of educating girls. After identifying them we interview them so as to detect their readiness to join our Program. (Source: In-depth Interview on 28th August, 2020)

One of the Program Organizers during an interview had this to add:

Before recruiting adolescent girls to join our Program we conduct interview to them in order to know their readiness on accessing education after that we give them chance to join our Program for target of helping them to access secondary education through Qualifying Test (QT) (Source: In-depth Interview on 24th August, 2020)

The responses of teachers on the adolescent girls' access to education as presented in table 2 as follows:

Table 2: Teachers of Adolescent Girls Responses on the Adolescent Girls Access to Education n=20

STATEMENT	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
Program coordinator uses efforts to encourage adolescents girls to study hard.	0	0	0	0	0	0	3	15	17	85
Program staffs use fair means of selecting adolescent girls to join program.	0	0	0	0	0	0	8	40	12	60
Program coordinator rewards and motivates teachers.	1	5	2	10	1	5	4	20	12	60
Adolescent girls do follow up studies seriously.	2	10	2	10	1	5	8	40	7	35
Adolescent girls cooperate with teachers in learning process.	0	0	0	0	3	15	5	25	12	60
Program staffs care about adolescent girls learning environment.	0	0	0	0	3	15	8	40	9	45
Adolescent girls always attend the classes.	4	20	1	5	2	10	6	30	7	35
Adolescent girls are aware about their roles in the center.	0	0	1	5	0	0	11	55	8	40

Source: Field Data (2020) SD= Strongly Disagree, D=Disagree, U= Undecided, A= Agree, SA= Strongly Agree

From the Table 2 the evaluator revealed that 100% of teachers agreed that Program coordinator uses efforts to encourage girls to study hard. Therefore, evaluation study findings affirmed that Program coordinator work hard to encourage girls to study hard probably because one of the Program objectives is to provide secondary education to the adolescent girls so in order to attain the objective is very important to encourage adolescent girls to study hard.

Also the evaluation findings displayed in table 2 show that 100% of teachers agreed that Program staff use fair means of selecting adolescent girls to join Program. Therefore, the evaluation study

revealed EELAY Program use fair means of selecting adolescent girls to join the program means all adolescent girls in need have equal chance of joining EELAY Program.

In other side the study findings presented in table 2 show that 80% of teachers agreed that program coordinator rewards and motivate teachers, meanwhile 5% of teachers undecided that program rewards and motivate teachers, however 5% of teachers strongly disagreed that program coordinator rewards and motivates teachers. The evaluation study findings affirmed that teachers were fairly rewarded by the Program administration in order to ensure they facilitate teaching and learning to the adolescent girls effectively.

Additionally, the evaluation study findings presented in table 2 show that 75% of teachers agreed that adolescent girls follow up studies seriously, meanwhile 5% of teachers undecided that adolescent girls follow up studies seriously, in other side 20% of teachers disagree that adolescent girls follow up studies seriously. Therefore, evaluation study findings revealed that adolescent girls who were under EELAY Program to some extent were active learners on concentrating on their studies, probably because most of them this was an opportunity to access secondary education because most of them lacked chance to join schools.

Furthermore, the evaluation study findings show that 85% of teachers agreed that adolescent girls cooperate with teachers in learning process, to other side 15% of teachers were undecided that adolescent girls cooperate with teachers in learning process. Therefore, evaluation study findings affirmed that adolescent girls who were under EELAY Program cooperated well with their teachers on ensuring the attainment of good academic results.

Based on findings presented in table 2 show that 85% of teachers agreed that program staff care about adolescent girls learning environment, meanwhile 15% of teachers were undecided that program staff cared about adolescent girls learning environment. Therefore, the evaluation study findings revealed Program administration care about the adolescent girls learning environment through renovating the classes.

Meanwhile the evaluation study findings presented in table 2 show that 65% of teachers agreed that adolescent girls always attend classes, in other side 10% of teachers Undecided that adolescent girls always attend classes, meanwhile 25% of teachers disagreed that adolescent girls always attend classes. Therefore, the evaluation study findings affirmed that adolescent girls who were under EELAY Program were fairly attending classes.

Additionally, the evaluation study findings presented in table 2 show that 95% of teachers agreed that adolescent girls are aware about their roles in the study center, in other side 5% of teachers strongly disagreed that adolescent girls are aware about their roles in the study center. Therefore, the evaluation study findings affirmed that the majority of adolescent girls were aware about their roles in the study center means were independent learner follow their study time table effectively, probably because the issue of accessing secondary education was an opportunity to them.

Furthermore, during the In-depth Interview one of the EELAY Program Organizers had this to say:

We face the local leaders in different areas in Tanga region to help us to identify the adolescent girls in need, these local leaders provide the information of the adolescent girls in need of education, means those failed to get chance of proceeding with the normal education system due to various reasons such as economic hardship after helping us to identify the girls we face their parents or guardians for getting permission to help them after that we recruit the girls so as to access secondary education through Qualifying Test (QT) (Source: In-depth interview on 24th August, 2020)

The findings of this evaluation study are in line with the findings by Nnyigimayati (2019) In his study on Promoting gender equality in basic education through community participation in Kpandai

district of the Northern region of Ghana, who found that community leaders in collaboration with government and NGOs should design neutral policies and embark on conducting consistent sensitization on need to reduce gender norms and roles that impede girls' participation in basic schools.

Teachers of young children in the program also responded to the questionnaire as follows:

Table 3. Teachers of Young Children responses on Young Children's Access to Education n=8

STATEMENT	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
Program coordinator makes effort to prepare young children education foundation	0	0	0	0	1	12.5	1	12.5	6	75
Program staff use fair means of selecting young children to join ECD center	0	0	0	0	1	12.5	2	25	5	62.5
Program coordinator rewards and motivates teachers	0	0	0	0	0	0	2	25	6	75
Program staff follow up ECD seriously	0	0	0	0	0	0	1	12.5	7	87.5
Parents cooperate with teachers in young children learning process	0	0	0	0	0	0	7	87.5	1	12.5
Program staffs care about young children learning environment	0	0	0	0	0	0	1	12.5	7	87.5
Program enables young children to have early learning development	0	0	0	0	1	12.5	0	0	7	87.5
Young children attend the classes	0	0	0	0	0	0	7	87.5	1	12.5
Program offered enables young children to have good foundation of primary school	0	0	0	0	1	12.5	1	12.5	6	75
Parents are aware about the roles in centers	0	0	0	0	0	0	4	50	4	50

Source: Field Data (2020) SD= Strongly Disagree, D=Disagree, U= Undecided, A = Agree, SA= Strongly Agree.

From the Evaluation findings from table 3 show that 87.5% of teachers of young children agreed that Program coordinator makes effort to prepare young children education foundation, however 12.5% of teachers of young children undecided that Program coordinator makes effort to prepare young children education foundation. Therefore, the evaluation study findings revealed that Program coordinator makes effort to prepare young children education foundation.

Also the evaluation study findings in table 3 show that 87.5% of teachers of young children agreed that Program use fair means of selecting young children to join ECD Center, in other side 12.5% of teachers undecided that program use fair means of selecting young children to join ECD. Therefore,

evaluation study findings affirmed that program uses fair means of selecting young children to join ECD.

Moreover, the evaluation study findings from table 3 show that 100% of teachers agreed that program staff follow up ECD seriously. Therefore, evaluation study findings affirmed that program staffs follow up ECD seriously.

The findings from the table 3 show that 100% of teachers agreed that parents cooperate with teachers in young children learning process. Therefore, evaluation study findings imply that parents cooperate with teachers in young children learning process.

In other side the evaluation study findings from the table 3 show that 100% of teachers agreed that Program staff care about children learning environment. Therefore, the evaluation study affirmed that Program staff care about children learning environment.

Based on the findings from the table 3 show that 100% of teachers agreed that Program enable young children to have early learning development. Therefore, the evaluation study findings affirmed that Program enable young children to have early learning development.

The findings from the table 3 show that 100% of teachers agreed that young children attend classes. Therefore, the evaluation study findings revealed that young children attend classes without problem.

Additionally, the findings from the table 3 show that 87.5% of teachers agreed that Program offered enables young children to have good foundation of primary school, however 12.5% of teachers undecided that Program offered enables young children to have good foundation of primary school. Therefore, evaluation study findings affirmed that program offered enables young children to have good foundation of primary school.

Lastly, the findings from the table 3 show that 100% of teachers agreed that parents are aware about the roles in the center. When examine the way teachers rated the statement, the evaluator discover that many parents are aware about the roles in the center probably because the program conducted parents meeting.

This evaluation study finding on access of education concur with the findings of Mberu (2007) in his study on household and living conditions in Nigeria who observed that education is fundamental not only to employment, but to various other opportunities as it advances living conditions of people; its access continues to remain unequal for men and women.

That is similar to what was observed by the evaluator when attending ECD classes where by classroom activities was conducted effectively and young children were participated in learning activities such as symbolic play, construction of alphabetical game, drawing, paintings and songs, also the evaluator observed the presence of attractive classes. So the evaluation study affirmed that adolescent girls access secondary education as well as Young children access Early Childhood Development (ECD) as stated in first Program objective.

Conclusion

Based on the findings of this study, it was affirmed that the presence of Education Empowerment and Life Skills for Adolescent Girls and Young Children Program helped adolescent girls and young children to access education. Responses revealed that through EELAY Education study centers adolescent girls and young children get right to education, the presence of 35 EELAY education study centers in Tanga Region proved the opportunity received by targeted group.

Recommendation

The Program should expand to other Regions so as to enable many adolescent girls and Young children to have access to education because those who lack education are facing many problems including failing to take care of themselves, regretting a lot, also they engage in drug abuse, prostitution and early marriage, the only way to help them is to give them education.

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