

Review Form 3

Journal Name:	Asian Research Journal of Arts & Social Sciences
Manuscript Number:	Ms_ARJASS_128272
Title of the Manuscript:	EVALUATING MWEDO AND TEMBO INTERVENTION PROJECTS TO MITIGATE GIRLS' DROPOUT IN SECONDARY SCHOOLS WITHIN PASTORALIST COMMUNITIES: A CASE STUDY OF ARUSHA REGION, TANZANIA.
Type of the Article	

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Review Form 3

PART 1: Comments

	Reviewer's comment	Author's Feedback <i>(Please correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
<p>Please write a few sentences regarding the importance of this manuscript for the scientific community. A minimum of 3-4 sentences may be required for this part.</p>	<p>This manuscript is of great significance to the scientific community. Author highlights the intervention projects to mitigate girls' dropout in secondary schools within pastoralist communities: a case study of Arusha region, Tanzania. Overall, the topic is good.</p>	
<p>Is the title of the article suitable? (If not please suggest an alternative title)</p>	<p>Yes</p>	
<p>Is the abstract of the article comprehensive? Do you suggest the addition (or deletion) of some points in this section? Please write your suggestions here.</p>	<p>Yes. It is comprehensive.</p>	
<p>Is the manuscript scientifically correct? Please write here.</p>	<p>The manuscript is scientifically correct, robust, and technically sound with good significance. The topics is well supported, and structure are compact, sequential, and logical. Overall, the paper is good.</p>	
<p>Are the references sufficient and recent? If you have suggestions of additional references, please mention them in the review form.</p>	<p>The references are sufficient. Most are found in the document, but others are not. Some are punctuated correctly, but others are not. Author should have used a name for reference no. 25, and a comma instead the name of an Institution (Oxfam). Author is encouraged to properly check the references and have them corrected. (Please see below): REPORT ON REFERENCES</p> <p>13. Ministry of Education and Vocational Training (MoEVT). (2018). Education sector development plan (2016/17 – 2020/21). Government of Tanzania –Not found in document.</p> <p>18. National Bureau of Statistics (NBS). (2020). Tanzania demographic and health survey 2019-20. – Not found in document</p> <p>23. Oxfam* (2015). Education and Pastoralist Livelihoods: Challenges and Opportunities. Oxford: Oxfam International. – Dot not found</p> <p>24. Oxfam* (2016). Breaking Barriers: The Continuing Exclusion of Pastoralist Girls from Education. Oxford: Oxfam International. – Dot not found</p> <p>25. Oxfam GB. (2015). Education for Nomadic and Pastoralist Children: Moving from the Margins to the Centre. – Expecting a sure name, and then a comma</p> <p>26. Pastoral and Environmental Network in the Horn of Africa (PENHA). (2016). Education for Pastoralist Children: Lessons from Kenya and Nigeria. – Not found in the document</p> <p>27. PENHA* (2016). Pastoralist Education in Eastern Africa: Addressing Challenges for Girls. Pastoral & Environmental Network in the Horn of Africa. London: PENHA. - Dot not found</p> <p>28. TAMWA* (2016). Girls' Education in Tanzania: Overcoming Barriers to Retention and Completion. Dar es Salaam: Tanzania Media Women Association. - Dot not found</p> <p>30. Tanzania Ministry of Education* (2021). Annual Education Performance Report 2021: Addressing Dropout Rates in Pastoralist Communities. Dodoma, Tanzania: Ministry of Education. - Dot not found</p> <p>31. TEMBO* (2019). Education Projects Impact Report. Tanzania Education and Micro-Business Opportunity (TEMBO), Arusha, Tanzania. - Dot not found</p>	

Review Form 3

	<p>33. UN Women* (2019). Progress of the World's Women 2019: Transforming Economies, Realizing Rights. New York: UN Women. DOI: 10.18356/UNW2019</p> <p>35. UNESCO* (2010). Education for All Global Monitoring Report 2010: Reaching the marginalized. Paris: UNESCO. DOI: 10.1787/eag_highlights-2010-en - Dot not found</p> <p>36. UNESCO* (2016). Global Education Monitoring Report 2016: Education for people and planet: Creating sustainable futures for all. Paris: UNESCO. DOI: 10.1787/eag-2016-en - Dot not found</p> <p>37. UNESCO* (2017). Leaving No One Behind: How Far on the Way to Universal Primary and Secondary Education? Paris: UNESCO. DOI: 10.1787/eag-2017-en - Dot not found</p> <p>38. UNESCO* (2019). Global Education Monitoring Report 2019: Migration, Displacement, and Education: Building Bridges, Not Walls. Paris: UNESCO. DOI: 10.1787/eag-2019-en - Dot not found</p> <p>39. UNESCO* (2020). Global Education Monitoring Report 2020: Inclusion and Education: All Means All. Paris: UNESCO. DOI: 10.1787/eag-2020-en - Dot not found</p> <p>45. UNICEF* (2014). Out of School Children Initiative: Sub-Saharan Africa Regional Report. New York: UNICEF. - Dot not found. Not found in document</p> <p>46. UNICEF* (2020). Child Marriage: Latest Trends and Future Prospects. New York: UNICEF. Available at: https://www.unicef.org - Dot not found</p> <p>47. UNICEF. (2014). The State of the World's Children 2014. DOI: 10.18356/28d2638e-en - Not found in document</p> <p>49. United Republic of Tanzania (URT). (2022). Basic education statistics in Tanzania (BEST) 2021. National Bureau of Statistics. - Not found in document</p> <p>53. World Bank* (2021). Education and Gender Equality in Sub-Saharan Africa: Policies for Pastoralist Communities. Washington D.C.: World Bank. Available at: https://www.worldbank.org - Dot not found</p> <p>54. World Bank* (2021). Girls' Education and Women's Empowerment. Washington D.C.: World Bank. Available at: https://www.worldbank.org - Dot not found</p>	
<p>Is the language/English quality of the article suitable for scholarly communications?</p>	<p>The language/English quality of the article is appropriate although there are some grammatical issues.</p>	
<p>Optional/General comments</p>	<p>The author has done sufficient work on this topic. To be specific, the purpose and significance of the manuscript is clearly stated, and is appropriate. However, there are still some contents that need to be modified in the paper. Author must proof read the entire paper and make revision accordingly.</p>	

PART 2:

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
<p>Are there ethical issues in this manuscript?</p>	<p><i>(If yes, Kindly please write down the ethical issues here in details)</i></p>	

Reviewer Details:

<p>Name:</p>	<p>Peter Sahr Braima</p>
<p>Department, University & Country</p>	<p>Ernest Bai Koroma University of Science and Technology, Sierra Leone</p>

Review Form 3