Project Evaluation Report

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GEC Project:	Girls Learn, Succeed and Lead
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Notes:

Some annexes listed in the contents page of this document have not been included because of challenges with capturing them as an A4 PDF document or because they are documents intended for programme purposes only. If you would like access to any of these annexes, please enquire about their availability by emailing uk_girls_education_challenge@pwc.com.

Girls' Education Challenge

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1st March, 2019

Camfed GEC-T Baseline Report

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NOTE: Where names of girls and boys are used in this report, these are fictitious in order to preserve the anonymity of the respondents.

Abbreviations

Camfed	Campaign for Female Education
CAMA	Camfed Alumni or Camfed Graduates
CHH	Child-headed household
CIDT	Centre for International Development and Training at the University of Wolverhampton
CDC	Camfed/ Community Development Committee
CPT	Compulsory Pregnancy Testing
CSO	Civil Society Organisation
DD	Development Data Ltd
DEO	District Education Officer
DFID	Department for International Development (UK)
EE	External Evaluator
EMIS	Education Management Information Systems
FGD	Focus Group Discussion
FM	Fund Manager
GEC	Girls' Education Challenge
GEC-T	Girls' Education Challenge - Transition
GEC-T 5276	Girls Learn, Succeed and Lead Project, Tanzania
HHS	Household Survey
HoH	Head of Household
HoS	Head(s) of School
ICT	Information Communication Technology
IO	Intermediate Outcome
LC	Logistics Coordinator
LG	Learner Guide
LoL	Language of learning
MBW	My Better World
MGs	Marginalised Girls
MoEST	Ministry of Education, Science and Technology
MSG	Mother Support Group
NAC	National Advisory Committee
NECTA	National Examinations Council of Tanzania
NGO	Non- Government Organisation
ODK	Open Data Kit
OVC	Orphans and Vulnerable Children
PD	Project Director
PM	Project Manager
PSGs	Parent Support Groups
SBC	School Based Committee
SDGs	Sustainable Development Goals
SeGRA	Secondary Grade Reading Assessment
SeGMA	Secondary Grade Maths Assessment
SGBV	Sexual and Gender Based Violence
SPSS	Statistical Package for Social Sciences
SRH	Sexual and Reproductive Health
SS	School Survey
SSI	Semi Structured Interview
TL	Traditional Leader
TM	Teacher Mentor
UoW	University of Wolverhampton

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Executive Summary

Introduction

The Girls Learn, Succeed and Lead Girls' Education Challenge-Transition 2 (GECT-5276) project builds on lessons learnt from Camfed's GEC-T in Tanzania, Zambia and Zimbabwe, the preceding Girl's Education Challenge (GEC) Fund *Step Change Window* project in Tanzania and Zimbabwe and Camfed's 25 years' experience of delivering programmes in support of girls' education in sub-Saharan Africa. GECT-5276 targets marginalised girls in peri-urban communities of Tanzania with a focus on enabling a critical mass of marginalised girls to transition through secondary and on to a secure and fulfilling livelihood. The intention is that from this position the GEC 'graduates' will lead initiatives that support girls' education within their communities and join forces with district and national authorities to drive change at scale.

This four year project intends to directly reach 7,009 marginalised girls through bursary support in 8 peri-urban districts across 5 regions/provinces of Tanzania. A further 114,565 young people, including boys, will benefit indirectly from activities aimed at achieving learning outcomes for marginalised girls in the project schools.

Project Context

While poverty is a major barrier to girls' education this intersects with discriminatory gendered social norms, location, and a range of other contextual factors, such as household poverty, the needed for income earning, distance to school, abuse and harassment on the journey to school, lack of transport, family disruption, migration for work, single-headed, grandparent-headed and child headed households, to result in multifaceted barriers to girls' access to, and achievement in education. These appear to be equally strong in peri-urban as in rural schools, with some, such as potential harassment on the way to school and family disruption, even greater. Girls are particularly vulnerable during transition from one stage of education to the next and from school into adulthood. These complex barriers increase as girls reach adolescence and are compounded by expectations of early marriage, sexual and physical exploitation, gender-based violence and additional financial burdens in secondary school.

School fees are not required for primary education in Tanzania and in 2015 the Government issued Circular 5, which directs public bodies to ensure that secondary education is free for all children. The official position, as stipulated by government, is that schools are permitted to fundraise and mobilise resources from the community, but this needs to be approved by the District Executive Director who oversees and monitors the contributions made to schools in each district.

While school and exam fees are covered, some school-related indirect costs, such as school uniforms and learning materials, such as exercise books and pens, remain. Under-resourcing, lack of trained teachers, teacher absenteeism, poor infrastructure and high pupil-teacher ratios are exacerbated by a language of instruction, i.e. English at secondary level, which is usually a second (or even third) language. Target districts have high rates of drop out, especially for girls, and often are related to early pregnancy and early or forced marriage.

Project Theory of Change

Building on the lessons from Camfed's GEC Step Change Window project, including evidence from midline and endline evaluations on what works to improve learning outcomes, the project's Theory of Change is based on three core hypotheses: (1) Improvements in literacy and numeracy will result from an improved teaching and learning environment; (2) Improvements in girls' transition rates will result from their increased retention and attendance at school, which in turn is linked to improved learning; and (3) Sustainability is premised on identifying what works, and embedding and scaling it within national systems,

along with local initiatives to address the context-specific needs of marginalised girls, and strengthening local leadership to drive these forward.

Baseline Evaluation Approach

The purpose of this baseline evaluation is to set a baseline for the measurement of project outcomes (Learning, Transition and Sustainability) and the project's intermediate outcomes and set targets for the midline and endline. A quasi-experimental research design was employed, whereby outcomes from the project intervention group were compared with those from a comparison group. The same cohorts were used for measuring both the learning and the transition outcomes. The evaluation used a mixed-method approach, which enabled the production of a rich and robust evidence-base and analysis, resulting in statistically significant results along with in-depth explanations of the effect of the programme on the lived reality of marginalised girls and their communities.

The evaluation involved both a school based survey and a household survey. Marginalised girls were identified from the school-based survey and 'followed home' so that their primary carers could be interviewed in order to get their account of the girl, her education, her transition through school and their perspective on barriers. The head of household was also interviewed to establish the situation of the household and education levels, and where possible a male sibling was interviewed to help understand their different experiences and perspectives from those of the marginalised girl.

Baseline Sample sizes

	Girls				Boys			
	Form 1		Form 2		Form 1		Form 2	
Sample Size	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Intervention								
School Based Survey	446	576	389	636	381	591	387	582
Literacy (SeGRA)	446	576	389	634	381	590	387	582
Numeracy (SeGMA)	446	576	389	634	381	590	387	582
Transition (Household)	433	-	-	-	-	-	-	-
Comparison								
School Based Survey	432	607	419	621	404	554	410	550
Literacy (SeGRA)	432	607	418	619	404	554	405	548
Numeracy (SeGMA)	432	607	418	620	404	554	405	548
Transition (Household)	417	-	-	-	-	-	-	-

The baseline survey was carried out in July 2018 (school-based survey) and August 2018 (household survey) in 50 intervention and 50 comparison secondary schools. The qualitative and quantitative studies were carried out concurrently in order to maximise available resources.

Learning Outcome Findings

Baseline Learning Scores

In order to assess learning, students in the baseline cohort completed literacy tests (Secondary Grade Reading Assessment - SeGRA) and numeracy tests (Secondary Grade Mathematic Assessment – SeGMA).

The tests are graded so that students in higher grades should outperform those from lower grades and indeed that proved to be the case. However, all results were quite low; with marginalised girls scoring lower than less marginalised. There was little difference between the scores of marginalised girls in intervention and comparison schools. The table below set out the summary results (means) for marginalised and less marginalised girls and boys.

	Female				Male				All Students
	Form 1		Form 2		Form 1		Form 2		
Sample Size	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	
Intervention									
Literacy (SeGRA)	24.6	28.5	33.3	37.0	23.2	29.1	32.7	36.0	30.94
Numeracy (SeGMA)	14.6	19.1	17.4	21.3	16.5	20.9	20.8	23.3	19.59
Aggregate Score	19.6	23.8	25.3	29.1	19.9	25.0	26.8	29.6	19.6
Comparison									
Literacy (SeGRA)	23.7	31.6	33.2	39.9	23.4	29.2	36.2	39.1	32.6
Numeracy (SeGMA)	12.8	19.0	14.7	21.2	16.0	20.1	20.2	23.9	18.87
Aggregate score	18.3	25.3	24.0	30.6	19.7	24.7	28.2	31.50	18.30

In Form 1, marginalised girls' average scores in literacy are 86% of the scores of less marginalised girls in the intervention areas. In Form 2, this ratio is 90%, so the gap is narrower for that cohort. The gap for numeracy is wider, with Form 1 marginalised girls scores 76% that of less marginalised girls. In Form 2, this difference is narrower, at 82%. For numeracy, marginalised girls in Form 1 score on average 76% of the scores of less marginalised girls (a bigger gap than for literacy). In Form 2 marginalised girls scores are 82% of the scores of less marginalised girls. For boys, the ratio of numeracy scores among marginalised compared with less marginalised are 79% in Form 1 and 89% in Form 2. Overall, girls slightly outperform boys in literacy, whereas the opposite is true in relation to numeracy.

Barriers to girls learning

The most cited barriers to regular attendance at school relate to poverty, distance to school, chores at home, teenage pregnancy, forced early marriage and living with guardians. Hunger was also cited as having a major impact on regular attendance and girls' attention and motivation in school. The quality of teaching, an insufficient number of qualified teachers, especially science and maths teachers, in some schools insufficient female teachers,[1] teachers' irregular attendance and teachers' differential expectation of girls and boys were reported as having a negative impact on girls' achievement in school. While Camfed is working to improve the learning environment, the regular (up to four times per year) compulsory pregnancy testing of girls and subsequent expulsion of any girl found to be pregnant, as well as the indiscriminate use of corporal punishment (the stick) result in an 'unfriendly and abusive environment', not conducive to learning or the needs of girls. The use of the stick clearly also has negative consequences for boys, however, the focus of the qualitative research focused only on girls and the impact on girls.

Sexual abuse and violence on the way to school and sexual teasing and harassment by boys and sometimes by teachers in school, were cited as having a negative impact on both attendance and girls' ability to study in school. Camfed's focus on child protection and life skills programme are designed to address this, but it needs a stronger focus under GECT-5276, because in the peri-urban context, a greater number of potential abusers on the journey to school were reported by all stakeholders interviewed (PCGs, Street Leaders, Ward Leaders, CDC members, teachers, and HoS). The stronger focus could include additional activities to involve community members in developing strategies to keep girls safe on the journey to school. Camfed

[1] Although the situation was not as problematic as in rural areas, in some peri-urban schools, the teaching staff was predominantly male.

is currently planning community meetings/forum to discuss GBV. This is a new initiative about which the EE does not yet know the details but it is assumed that it will include safety on the journey to school.

Transition Outcome Findings

Baseline Transition rates

The project has selected a joint sample for learning and transition, which means that all students sampled were in school. Hence by default the majority of marginalised girls had successfully transitioned at this point (in the year previous to the baseline survey); the only reduction on 100% was for those who were repeating a grade. Consequently, the average (mean) transition rates are Intervention 87%, comparison 96%.

Barriers to Girls' Transition

Results from the quantitative research (Primary Care Giver (PCG) and attendance data), indicate that in the intervention and comparison areas, single orphan-hood, not living with both parents and living in a female headed household were more common among girls who were repeating, compared with those not repeating. Having difficulty being able to afford to go to school was also more common among repeating girls. However, the small sample sizes for girls not transitioning mean these results, while interesting, are not statistically significant.

Repeating girls and non-repeating girls in intervention areas tended to report similar difficulties learning in English, including where the teacher does not use another language.

Sustainability Outcome Findings

Baseline Stage in the Sustainability Scorecard

The Fund Manager's Sustainability Scorecard aims to measure the key characteristics of sustainability at a given point in relation to *Community, School* and *Systems* levels at baseline, midline and endline. At baseline, as many project activities are only just beginning, the project has scored a zero for *Community*, a 1 for *School* and a 1 for *System* an overall score of 1 (Latent), indicating that overall attitudinal and practical changes are in the early stages.

Marginalisation Analysis and Gender Analysis

Key Findings from Marginalisation Analysis

Camfed's marginality tool that was developed for the GEC evaluation identifies 20 scenarios that establish whether or not a girl is classified as marginalised. The majority of girls classified as marginalised fell into four of the 20 scenarios ranked in the following order with the highest incidence first: a child living in a household with very low income so that they cannot afford even the basic needs, a child whose parents/guardians cannot pay the school costs and so are often sent home or drop out of school, a child with a chronic illness or disability whose parents/guardians cannot afford the treatment and school-going costs and lastly, a child taking care of sick or disabled parents, siblings or other relatives (which stops them going to school).) Using these criteria, a total of 41% of girls in intervention schools were classified as marginalised: 44% in Form 1 and 38% in Form 2. 41% of girls were also classified as marginalised in comparison schools: 42% in Form 1 and 40% in Form 2. It is notable that of the 3601 girls who were marginalised, a total of 2658 or 74% of these had more than one scenario apply to them. A closer analysis of this and its implications is detailed in Section 3.

Key Findings from Gender Analysis

In project communities, gender inequality/subordination of women and girls surfaces in the high chore burdens for girls at home; the dangers of abuse for girls on the journey to and from school; child marriage;

teenage pregnancy; compulsory pregnancy testing and expulsion of pregnant girls from school[2] with no possibility of re-entry.[3] The project is designed to be gender transformative, thereby challenging gender stereotypes and norms and transforming unequal power relations between girls and boys, however, the challenges are great, and while a number of project activities begin a process of re-orientation, many activities focus more on overcoming girls' practical needs. Given the challenges and the short (now 3 year) timescale for the project, the outcome is more likely to fall into the category of '*Gender Accommodating*" on the *Gender Integration Continuum* (fhi360)[4] which has been adopted for GEC.

Intermediate Outcome Findings

Attendance

Attendance levels were assessed based on the proportion of marginalised girls who attend for more than 85% of school days. The data in the table below show that good attendance was more prevalent among marginalised girls in intervention schools (71.9%) than in comparison schools (67.0%).

Table: Percentage of marginalised girls attending school for more than 85% of the time

			Students who attend school for more than 85% of the time		Students who attend school for less than 85% of the time		Total Count5		
						% (excluding missing data)	Count	%	Count
Intervention	**Female**	**Marginalised**	600	**Intervention**	234	28.0%	1	0.1%	835
		Less Marginalised	925		284	23.4%	3	0.2%	1212
		Total	1525		518	25.3%	4	0.2%	2047
	Male	**Marginalised**	531		235	30.6%	2	0.3%	768
		Less Marginalised	870		302	25.7%	1	0.1%	1173
		Total	1401		537	27.7%	3	0.2%	1941
Comparison	**Female**	**Marginalised**	570	**Comparison**	267	31.4%	14	1.6%	851
		Less Marginalised	891		322	26.2%	15	1.2%	1228
		Total	1461		589	28.3%	29	1.4%	2079
	Male	**Marginalised**	530		270	33.2%	14	1.7%	814
		Less Marginalised	818		262	23.7%	24	2.2%	1104
		Total	1348		532	27.7%	38	2.0%	1918

[2] Centre for Reproductive Rights (2013) *Forced Out: Mandatory Pregnancy Testing and the Expulsion of Pregnant Students in Tanzania*

[3] As identified in the Project's earlier Tanzania Gender analysis

[4] fhi360 is an American based development organisation

[5] Excluding records with missing data

Attendance levels were evaluated based on the proportion of marginalised girls who attend for more than 85% of school days. The table above depicts that attendance for marginalised girls is lower than for less marginalised in both intervention and comparison groups.

Attendance was associated with better achievement in the learning assessments, with attending 85%+ of school associated with a 17% higher score in the literacy test and 20% higher scores in the numeracy test.

The respondents from semi-structured interviews and focus group participants mentioned many factors that affect school attendance and academic performance among girls, such as long distances from schools, hunger and family poverty and cultural practices, such as early marriage. They also mentioned factors that can support better attendance and academic performance, such as building a hostel for girls, feeding programmes as well as cooperation and education among / between teachers, students and parents. Girls attending school reported facing gender-specific challenges, such as increased vulnerability to sexual assault, unwanted pregnancies, gender violence in classrooms and lack of space and time to complete school tasks due to household duties and caring responsibilities.

Economic Empowerment

Even at this early stage, the provision of financial and material support by Camfed was reported by recipient girls and their mothers/guardians as already playing a critical role in uplifting the lives of girls in regards to education. Students in receipt of the bursary stated how the bursary packages removed many barriers to school attendance; items such as sanitary pads, school uniform, shoes and bicycles have enabled them to attend and stay in school. Moreover the bursary provides an opportunity for future economic empowerment because the girls are more likely to remain in school; this in turn increases their chances of gaining employment or starting their own businesses. The improved confidence, self-esteem, agency and self-efficacy that should be gained through participation in the My Better World (MBW) Programme should also contribute to ability to maximise their potential.

Life Skills

As part of the student questionnaire, students completed two attitude scales; one related to life skills and one related to self-esteem. The Fund Manager's 'Life Skills Index' calculates the percentage of marginalised girls who respond with 'agree or strongly agree' to a series of questions. The results fall into categories of *Learning to Learn*, *Learning for Life* and *Agency.* Across all schools 75% of marginalised girls responded positively to questions relating to *Learning to Learn;* 74% of marginalised girls responded positively to questions relating to *Learning for Life*; and 90% responded positively to questions relating to agency (decision-making power).

Both of these scales contained some questions relating to confidence and agency and the majority of learners rated themselves high in levels of confidence. Marginalised girls appeared confident to speak out in interviews and mentioned being motivated to do well in school.

In schools in which the MBW programme had begun, taught by Learner Guides (LGs), the programme is already receiving high praise.

Quality of Teaching

In focus group discussions and key informant interviews the majority of teachers stated that they use learner centred approaches in schools, especially as it is a requirement of the new/revised national curriculum. This was reflected in the results from the teachers' survey in which teachers indicated that they used a range of active learning methods on a daily basis. However, many teachers and Head of Schools admitted that, while this is the intention and they understand the reasons, inadequate resourcing and skills, and long-standing practices result in the dominant method being teacher-centred/didactic. Students spoke of conducting experiments in science, role-plays in humanities and using Information

Communication Technology (ICT) in mathematics, but when probed they said the main method is by lecture.

Transforming from a Swahili-based curriculum in primary schools to English as the language of learning (LOL) at Secondary school creates many problems for the students, especially for those from the more marginalised homes where English is seldom heard. The education policy is for teachers to employ a number of strategies to help students transfer from Swahili to English as their LoL. However, the understanding of, and implementation of these strategies was found to be very variable and often depended on the capacities of the teachers and the time and space available, class sizes as well as commitment by teachers and head teachers. Teachers admitted that they often resort to explanations in Swahili and a number of teachers being interviewed, struggled with speaking in English – including an English teacher in one school.

All schools visited during the qualitative research reported a shortage of science and mathematics teachers yet, in interviews with marginalised girls, the majority of girls stated that the science subjects and mathematics were their favourite subjects and they realised that these subjects were the key to better jobs in future.

Sexual and Gender Based Violence

Reduction of Sexual and Gender Based Violence (SGBV) in and around the school is crucial for improving girls' safety and security, their ability to learn and their continued attendance at school. 82% of marginalised girls stated that they would report any abuse that might happen to them. Regular (sometimes four times per year) compulsory pregnancy testing of all girls, and the expulsion of any girl found to be pregnant was also found in all schools visited and is a serious infringement of human and child/girl rights. The indiscriminate and illegal use of the stick by teachers (i.e. widespread use of stick by teachers without written permission from the Head of School on each occasion) was a major problem in all schools visited during the qualitative study. Camfed plans to address both these issues through their child protection work in the project schools but, given the extent to which these contravene girls' human/child and women's rights and impact negatively on all children but especially marginalised girls, they need to be given sufficient priority and resources.

1. Background

1.1 Introduction to the External Evaluator

1.1.1 The Centre for International Development and Training

The Centre for International Development and Training (CIDT) of the University of Wolverhampton, with partners Development Data has been contracted as External Evaluators (EE) for the Camfed GECT-5276 project. The Centre for International Development and Training (CIDT) is a social enterprise within the academic framework of the University of Wolverhampton with a 45 year track record in facilitating inclusive sustainable development in over 140 countries. CIDT staff share a deep commitment to working with others towards sustainable development and the elimination of poverty. Through our work we contribute to improvements in the livelihoods of vulnerable people and poverty reduction in support of the Sustainable Development Goals.

The principles of participation and capacity strengthening, through the active involvement and empowerment of stakeholders is at the core of all our work. We believe that success and sustainable progress can best be achieved by working in a participatory way with our clients and their stakeholders. CIDT delivers services across three practice areas: Education, Gender and Social Inclusion, Managing for Development Results; and Climate, Forests and Green Growth. Our team members share a deep commitment to partnership working towards Sustainable Development Goals (SDGs) 4 and 5 for the elimination of poverty and gender disparities in primary and secondary education. See www.cidt.org.uk/brochure for more information.

CIDT has an outstanding record of managing and conducting complex evaluations, reviews and beneficiary assessments in a range of settings for a variety of development partners. We draw on our proven expertise in policy and strategy development at organisational, national and international level as well as considerable experience in project management and design. CIDT is known internationally for its participatory consultation processes and has wide experience in designing individually tailored methodologies for impact assessments, reviews and evaluations, using both qualitative and quantitative data collection mechanisms. CIDT conducts gender appraisals and gender audits, for example a gender audit of the Commonwealth Secretariat Gender Equality and Gender Mainstreaming strategy and has provided gender specialists for a wide range of projects and programmes, including for the African Union Commission senior leadership and for girls education programmes, annual reviews and evaluations. Moreover, we have great depth of experience in the education sector, managing education programmes in different countries and providing support to strategic planning, curriculum review and development, assessment, school development planning, education management, girls' education, inclusion and access, pre-service teacher education and continuous professional development.

CIDT has been conducting Semi Structured Interviews (SSIs) and Focus Group Discussions (FGDs) since the 1980s/'90s. At that time the organisation was one of four or five leading agencies (including the Institute of Development Studies, Sussex University, Reading University and the International Institute of Environment and Development) in UK conducting participatory appraisals and training others in the use of Participatory Rapid Appraisal/Participatory Learning and Assessment (including SSIs and FGDs) to Diploma and Master's degree learners and thousands of community development, agricultural and forestry extension workers and managers from at least 100 less developed countries.

CIDT has undertaken a number of evaluations and research assignments for Camfed in Ghana, Malawi, Tanzania, Zambia and Zimbabwe including for a previous GEC-T project. We therefore fully appreciate and understand Camfed's ethos, organisational context, principles and project implementation structures. In each of the previous assignments we established a flexible, positive rapport and mutually respectful working relationship with Camfed International, national Camfed staff and key stakeholders while

maintaining sufficient independence to make evidence-based judgments about the projects and programmes.

1.1.2 Development Data Profile

Our partner on this Baseline Survey is **Development Data Ltd**; a statistical analysis organisation with whom we have successfully undertaken a number of Camfed evaluations. Development Data was established in 2004 as a regional organisation to provide technical support, data and information management for development practitioners; and is particularly specialised in real-time management of big data, survey design and implementation using open source technology. Technical support extends to both financial and programme data for organizations addressing key development issues of poverty, gender, food security and sustainable livelihoods, education, water, health and HIV and AIDS. The organisation is registered under South African, Zambian and Zimbabwean laws as a charity and has a track record with development agencies, local authorities, academic institutions, private sector, government departments, NGOs, and community based organisations.

Development Data has successfully conducted evaluation studies, feasibility studies, Knowledge, Attitudes, Beliefs and Practices surveys, impact and vulnerability assessments and baseline surveys for various organisations including UNICEF, Irish Aid, International Organisation for Migration, Government of Zimbabwe (Ministry of Health), Government Of Zambia (Health), Southern African Development Community, as well as a multiplicity of other clients that include Health Partners International, Catholic Relief Services, Practical Action, Camfed, CARE International, SNV-The Netherlands, Trocaire and Food Agriculture and Natural Resources Policy Analysis Network (FANRPAN), In addition to undertaking both short and long term consultancies.

1.1.3 Women and Girls Inclusive Profile

WG Inclusive is our partner for data analysis. It is an exciting, young consultancy business using development solutions that focus on women and girls, without excluding boys and men. WG Inclusive's current thinking emphasises that development approaches must now move beyond gender to find ways in which initiatives can target and nurture opportunities for women and girls which are holistic and promote equality but do not exclude others.

WG Inclusive was incorporated as a limited company in June 2015. Seeking fresh new challenges in the areas of women and girls, as a new innovation in development thinking, WG Inclusive is a provider of social development advice in the niche area of women and girl focused development solutions. Taking a girl and women focus is relevant across a range of sectors notably education, voice and accountability, monitoring and evaluation, fragile and conflict affected stated, empowerment and economic empowerment. WG Inclusive provides advice for programme design and delivery, research, policy evidence and monitoring and evaluation. WG Inclusive offers a good mix of technical expertise combined with knowledge management in order to demonstrate results and communicate evidence of what works and why, to a wide range of diverse development stakeholders.

1.1.4 Team Profiles

The CIDT team who will conduct this assignment have decades of experience of research and management of gender and education projects. The nominated team members each have excellent interpersonal communication skills and first-hand knowledge and experience of conducting independent evaluations especially of Camfed projects.

The Project Director, Rachel Roland with responsibility for quality assurance of the entire assignment outputs, will provide a holistic and important cohesive role in this assignment**.** Rachel is a Deputy Head of Centre for CIDT. In this position Rachel is responsible for education, Gender and Social Inclusion, Climate change and longitudinal studies programme oversight.

Project Manager, Mary Surridge, has 29 years of exceptionally high quality international experience as a gender, social inclusion and education specialist in more than 35 countries. She works from practice to policy level undertaking consultancies in project design, project management, technical advice, monitoring, review and evaluation, policy formulation and strategic planning. She has experience as a qualitative researcher and has led a number of mixed-method evaluations. Before joining CIDT she was a teacher and teacher trainer and education manager in the UK. She is a highly experienced project and programme manager and team leader.

Rufsana Begum, Social Development and Gender Specialist, has professional experience in mixed methods research, monitoring and evaluation, conducting gender assessments of development programmes and policies and gender analysis. She has deep understanding of *what works* when it comes to empowering girls in developing and fragile contexts and experience of working with and of evaluation of programmes for adolescent girls.

Dr Allyson Thirkell, Senior Analyst was Head of Knowledge Management for the GEC Fund Manager, responsible for the emerging learning coming from all GEC projects, right across the portfolio and putting together the analytical framework for this. She was heavily involved in the BRAC's GEC Innovation Window project end line evaluation and visited Tanzania as part of her work where she met with the BRAC team working there at the time. The BRAC project worked with girls in the districts targeted by this project at primary level: following BRAC's withdrawal CAMFED was awarded the contract to continue support to girls in the districts as they transition and progress through secondary school, and this now constitutes Camfed's GEC-T project 5276.

She was responsible for creating learning frameworks and articulating lessons learned. She will oversee data verification, analysis and interpretation of quantitative data.

Data verification and analyst, Mandy Littlewood is a highly experienced data specialist who works on a number of nationwide research programmes and large public datasets. Mandy has also worked on the GEC for the Fund Manager and forms the second person in the data verification team.

The Quantitative Evaluation Specialist and Statistician, Tendayi Kureya is Chief Executive Officer of Development Data, Zimbabwe and a long-standing CIDT Associate. Tendayi is a leading statistician, knowledge management specialist, and researcher. He has worked on several Camfed evaluations and has 16 years' experience working with databases and statistical software, including Access and Mysql for databases, and SPSS, SAS, EpiInfo, Stata, CSPro etc. for Statistics. Tendayi will work with the data collection and manipulation.

Dawn Springthorpe is the CIDT administrator who will ensure compliance with university and financial procedures. She has more than 20 years' administration experience on large scale international development projects and CIDT administration.

1.2 Project context

The Department for International Development (DFID) is working to reach the Sustainable Development Goals (SDGs) by 2030 with progress on girls' education as a critical element to the achievement of SDGs 4 and 5, which specifically relate to education and achieving gender parity. The DFID funded Girls' Education Challenge (GEC) was designed to help the world's poorest girls improve their lives through education and to support better ways of getting girls into school and ensuring they receive quality education to transform their future.

Through the GEC, DFID provided £355m between 2012 and 2017 to the Fund Manager to disburse to 37 individual projects in 18 countries across sub-Saharan Africa and South Asia to help girls' education. In

2016 the GEC Transition (GEC-T) window was set up with additional DFID funding to support the original GEC beneficiaries continue their journey through stages of education and further improve their learning[6].

The *Girls Learn, Succeed and Lead Project*, Tanzania is referred to as GECT-5276 throughout this report since it is Camfed's second GEC-T project. As described above, Camfed took over from the previous supplier BRAC, in 2017, and initial project activities in schools and communities began at the start of Term 1 in January 2018.

The National Context

Tanzania's population growth vastly exceeds its economic growth and it is the 26th poorest country in the world. It has an estimated population of 47.4 million, of which according to the 2014 Human Development Index (HDI) Report[7], 28.2% live below the poverty line and 9.7% are classed as living in extreme poverty. Many others live just above the poverty line and risk falling back into poverty in the event of socio-economic shocks. Inequality between the urban and rural populations has significantly increased. Nutrition is equally an important factor relating to poverty, with Tanzania suffering from a lack of basic nutrition services across the country. In 2010, approximately 35% of children under the age of five were chronically malnourished. These high rates of chronic malnutrition are driven by food insecurity and poverty. Tanzanian households in general, especially in rural areas but also in peri-urban, suffer from low food availability and poor nutrition practices.

Primary education has been free for many years and in 2015 the Government issued Circular 5 which implements the Education and Training Policy 2014 and directs public bodies to ensure that secondary education is free for all children. This includes the removal of all forms of fees and contributions. The Circular reads:

"Provision of free education means pupils or students will not pay any fee or other contributions that were being provided by parents or guardians before the release of new circular."

However, whilst most fees are covered, including exam fees, some indirect costs still remain for example: for required school and sports uniforms and learning materials such as exercise books and pens. Under-resourcing, lack of trained teachers, teacher absenteeism, poor infrastructure and high pupil-teacher ratios are challenges that are exacerbated by a language of instruction at secondary level which is usually a second language. GECT-5276 target districts have high rates of drop out, especially for girls, and often are related to early pregnancy and early or forced marriage.

This waiving of direct fees for secondary schools in 2015 has increased school enrolment. However, while 80% of primary school aged children attend school with girls slightly outnumbering boys[8]; this changes at secondary level when only one in four secondary school-age adolescents attend (34% of boys and 29% girls)[9]. A range of complex reasons, including discriminatory gendered attitudes and practices, distance to school, adolescent pregnancy and early marriage impede access and make girls more vulnerable to absence from school and/or dropping out before completion. 37% of young women marry before 18 years and 7% before the age of 15.[10]

Although the no fee policy increases enrolment, it leaves schools under-resourced, especially those in areas where there is limited possibility for financial support from parents, Faith Based Organisations or other sources. However, since the waiving of fees the secondary schools are receiving capitation grants

[6] https://www.gov.uk/international-development-funding/girls-education-challenge#overview
[7] http://hdr.undp.org/sites/default/files/thdr2014-main.pdf Tanzania Human Development Index Report 2014
[8] Ibid
[9] President's Office: Regional Administration and Local Government (2016) *Pre-Primary, Primary and Secondary Education Statistics in Brief*
[10] UNICEF (2018) The State of the World's Children 2016: a Fair Chance for Every Child

from the Ministry of Education, Science and Technology (MoEST) intended to cover school-level indirect costs. The capitation grants are allocated according to the number of students in the school.[11] See http://www.moe.go.tz/en/programmes-projects/item/358-secondary-education-development-programme.html for more details. However, this still leaves many rural secondary schools struggling with inadequate resources. The same holds true for peri-urban and urban schools in more marginalised locations. In order to compensate for such schools operating in a resource-poor environment, government grants to schools need to be based on a formula that includes a base amount, a per capita amount and an amount which takes account of socio-economic background of the majority of its students.

The main objective of the Tanzania National Strategy for Gender and Development is to reduce gender inequality through promoting girls' education and addressing cultural and social gender injustices. Tanzania is also a signatory to various international treaties including the Convention on the Elimination of All Forms of Discrimination Against Women. The gender equality index which improved from 0.59 in 2011 to 0.553 in 2014[12], though according to the 2014 Labour Force Survey, unemployment for the economically active population is higher among women at 7.4% compared to 3.0% for men. Women constitute the largest share of the economically active population. However, the greatest burden of unpaid care and family work falls to women. Limited job growth and lack of employable skills are identified by the Government as the key drivers for unemployment including among young females and women.[13]

In spite of the National Strategy for Gender and Development supporting the rights of women and girls and significant Non-government Organisation (NGO) support for re-entry policies, currently girls are expelled from school when they are found to be pregnant. There is a widespread belief among teachers and education administrators that expulsion is required by law even though there is no national-level law, regulation, or policy explicitly requiring the expulsion of pregnant students[14]. However, on 22 June 2017 the president of Tanzania spoke out against allowing girls back to school, because 'this would encourage other girls to be sexually active without worrying about the consequences'[15]. Equally concerning is research by the Centre for Reproductive Rights which indicates that many schools enforce compulsory pregnancy testing[16] for all girls and any found to be pregnant are expelled or not given admission into secondary school. This is a backwards step in terms of achieving gender parity in education and gender equality overall and at odds with policy and practice in neighbouring countries. All schools visited during the qualitative consultation practiced compulsory pregnancy testing and some tested girls four times a year. This is further explored in section 5.5.

However, although there is no re-entry policy for girls who drop out due to pregnancy, MoEST now recognises alternative learning pathways which help girls to return to learning (although not school) through qualifying tests and resitting exams.[17] For more details on these programmes, many of which are available in a peri-urban context, please visit the link https://www.necta.go.tz/qt.

Currently corporal punishment is legal in Tanzania, however, only in prescribed circumstances and to be carried out in clearly defined ways. The law states that:

1. *Corporal punishment may be administered for serious breaches of school discipline or for grave offences committed whether inside or outside the school which are deemed by the school authority to have brought or are capable of bringing the school into disrepute.*
2. *Corporal punishment shall be reasonable having regard to the gravity of offence, age, sex, and health of the pupils and shall not exceed four strokes on any occasion.*

11 For more details s http://www.moe.go.tz/en/programmes-projects/item/358-secondary-education-development-programme.html
12 2014 Human Development Report
13 Government of Tanzania (2014) Integrated Labour Force Survey
14 Population Council (2015) *Education Sector Response to Early and Unintended Pregnancy* STEP UP (Strengthening Evidence for Programming on Unintended Pregnancy) Research Programme Consortium
15 Tanzania Affairs (2017) · Filed under Education, Issue 118
16 Centre for Reproductive Rights (2013) *Forced Out: Mandatory Pregnancy Testing and the Expulsion of Pregnant Students in Tanzanian Schools*
17 For more details on these programmes please visit the link https://www.necta.go.tz/qt.

3. *The head of the school in his discretion may administer corporal punishment or may delegate his authority in writing to a carefully selected member of his teaching staff, provided that the authorized member of staff may act only with the approval of the head of the school on each occasion when corporal punishment is administered.*
4. *A female student may only receive corporal punishment from a female teacher except where there is no female teacher at the school in which case the head of school may himself administer corporal punishment or authorize in writing a male teacher to administer corporal punishment.*
5. *In occasions on which corporal punishment is administered it shall be recorded in a book kept for the purpose and such record shall state in each instance the name of the student, the offense or breach of discipline, the number of strokes and the name of the teacher who administered the punishment. All entries in this book shall be signed by the Head of School (Hakielimu, 2011; URT, 2002b).*

However, these regulations are not well understood by all teachers and in many schools it appears to be their first response to all misdemeanours, no matter how small.

Infrastructural bottlenecks are a significant constraint to Tanzania's economic transformation and particularly to women's progression and economic advancement. Studies[18] show how infrastructural issues impact women and girls differently to men and boys; for example lack of transport, lack of water and sanitation all have a greater negative impact on girls' than boys' attendance at school. [19]

1.3 Project Theory of Change and Assumptions

1.3.1 Theory of Change

The Camfed ToC articulates a logical flow from the barriers to girls' education through to their activities and on to outputs, intermediate outcomes and finally the three outcomes of learning, transition and sustainability at the highest level. (See Appendix 1 for the ToC diagram). The three outcomes are common across all projects in the GEC-T portfolio and the intermediate outcomes form part of a common GEC-T suite of Intermediate Outcomes which can be selected by the projects. Individual project theories of change seeking to achieve the GEC-T outcomes are bespoke to the projects. The plethora of ToCs in GEC-T represents a valuable opportunity to explore and learn about how to achieve successful educational outcomes for marginalised girls.

Camfed's explanation of their GEC-T project theory of change (ToC) is based on three core hypotheses: (1) Improvements in literacy and numeracy will result in an improved teaching and learning environment; (2) improvements in girls' transition rates will result from their increased retention and attendance at school, which in turn is linked to improved learning; and (3) sustainability is previsied in identifying what works, and embedding and scaling it within national systems, along with local initiatives to address the context-specific needs of marginalised girls, and strengthening local leadership to drive these forward, including among GEC alumnae. These hypotheses underpin the implementation of GEC-T project activities and Camfed believes that these are still relevant to the achievement of project outcomes.

Evaluation data offers the means to prove or question such theories. Theories of change can then be adapted using the quantitative and qualitative data at evaluation points such as this baseline. Revising the theory of change is a team activity and a good moment for joint reflection on what is being delivered and why. Once the ToC is agreed, the logframe can be developed and together these form the two main instruments for assessing delivery and results against the project design and targets.

In making any revisions to the Camfed ToC the following points should be considered.

[18] Camfed (2017) Tanzania Gender Analysis Report
[19] Ibid

- **Simplify and sharpen.** Camfed's ToC is detailed and comprehensive, but could be simplified and the connections between the levels made clearer.

  The ToC clusters a multitude of barriers on both the supply and demand side of girls' education. The myriad of barriers forms the context within which the project is being implemented. For the purposes of clarity, the barriers not being directly addressed by Camfed's project could be moved to a context box leaving the specific barriers to be addressed by the project. Then the activities could be clearly linked to which barriers they are addressing.

  That said, the links between the barriers level and the activity level in the ToC are quite strong, but the logical progression through outputs and intermediate outcomes is weaker. The result pathways here become confused and hard to decipher. This is an important job for the ToC and there could be much clearer links between the different levels so that tracking what happens as a result of an activity or output is clear.

  The language being used also needs to be precise and the intended result clearly articulated. So, terms such as "robust" "embed" and "mainstream" need to indicate more visibly what the project is hoping to achieve and therefore what success from each of its interventions would look like. For example "Embedding use of data" as an activity is a vague term and leaves the reader unsure as to the nature and intended change to be made by the activity. This could be replaced with 'Train" and/or "equip" in the generation or use of data. It could equally be "meetings" or 'consultation" with leadership on using data to change attitudes of leaders

- **Mind the gap** Any ToC has numerous assumptions and risks associated with achieving its goal. The ToC continuously tests these assumptions and assesses existing and new risk. Sometimes the risks and assumptions get larger and more complex towards the top of the ToC and specifically between the intermediate outcome and outcome levels. If this is not articulated well it can create a chasm between the outputs and the outcome levels.

  So for example, achieving transition in the Camfed ToC is linked to improved attendance, a safer learning environment and increased retention of girls in school. These are all well accepted in the ToC, but it is also linked to progressive learning, less repeating of school years and pass rates for exams improving. Some of this is covered in the learning outcome and there is obviously much overlap between these two outcomes, but the assumptions for achieving transition could be detailed more fully.

- **Check sequencing.** In some parts of the ToC the logical flow needs to be re-examined. For example, under learning, the intermediate outcome of improved quality and availability of teaching and learning resources occurs as a result of the output of "Girls benefit from targeted learning resources and literacy initiatives". However, it would be more logical for the output to be 'improved availability' of resources before the girls' are able to gain the "benefit" from these resources at the intermediate outcome level. In this case, also the word "benefit' is not defined and the link between benefitting from the learning resources and the outcome of learning could be made more clearly.

- **Missing results** There is a strong focus on safety in the classroom and a safer learning environment for girls, but the activities to reduce violence and corporal punishment in the classroom are not obvious in the ToC. This could be brought out more fully in the ToC so as not to miss any important areas of change in the school environment, and girls' experience and perception of school safety.

  A finding from the baseline study indicated that safety on the journey to school was a significant issue for girls and parents. This aspect of safety is not mentioned in Camfed's ToC but is being dealt within their programme through the Economic Empowerment strand of the project

providing cycles and bus fares for girls with long and/or unsafe commutes to school. This could be linked to attendance and should be captured as a potentially positive result area that has not been encapsulated in Camfed's current ToC.

- **Test the assumption: Update the Risk**. In any ToC a series of cause and effect relationships are agreed according to a set of commonly agreed assumptions. For example, economic bursaries to the most marginalised girls will lead to attendance and transition. This assumes that the right girls are targeted and the asset(s) are enough to overcome the barrier(s). In other parts of the project there is reliance on community volunteers, the provision and recruitment of Learner Guides and the strengthening of community structures to support girls' education. However, there is greater mobility of persons in a peri-urban environment. Currently the Learner Guide (LG) programme is only just beginning, so the challenge of mobility is yet to be seen. However, an additional challenge for this programme will be whether the LGs selected based on school recommendations, will be as well-suited to the role as the CAMA members in established Camfed areas, where they are familiar with the Camfed ethos and possibly closer to the experiences of the girls receiving Camfed support. In terms of community commitment to the programme, some schools are currently finding greater challenges in terms of getting the PSGs established in part because of parents working, less community cohesion and less understanding or the programme and the purpose of such groups. These constitute greater risks which will need to be assessed as the programme progresses.

- **Adaptive theories allow progressive programming** The key evaluation points of baseline. midline and even endline are important moments to reflect on the ToC. This is to see if the project narrative of how change can happen stills holds true and to improve and shape it according what the evidence is saying at the time. If changes are observed, the ToC and subsequently the logframe can be recalibrated to reflect the evidence and joint learning.

Camfed has considered these recommendations and have agreed to review and redesign the TOC to ensure that the logical progression through outputs and intermediate outcomes is clearer and stronger. This will be done in a collaborative manner with key stakeholders to develop a revised TOC and will work towards submitting this to the FM by mid-January 2019. This will inform any subsequent adaptations to the logframe and workplan.

Table 1 sets out the project design, and intended interventions and types of support provided by the project that will be evidenced in this evaluation and either support the ToC or directly provide information supporting changes to it.

Table 1: Project design and intervention

Intervention types	What is the intervention?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Learning Support	Train Teacher Mentors (TM) and Learner Guides (LG) in active learning approaches	**IO 4 Quality of teaching/classroom practice** TM and LG implement active learning practices to encourage participation among marginalised girls E.g. learner-centred approach to learning and teaching encouraging children to ask questions, take responsibility for their own learning, reflect, problem solve, analyse, collaborate, debate etc.	**Learning Outcome** Training on active learning approaches contribute to an enabling learning environment for marginalised girls within and beyond the classroom. This is expected to result in improvement in learning outcomes. TM will use the peer-to-peer learning approach in schools **to cascade their knowledge** to other teachers in staff meetings and other informal learning contexts to enable other teachers to share good practice, skills and knowledge to improve learning outcomes.
Learning support	Delivery of life skills and learning support in schools by LG	**IO 3 Life skills** Girls have improved self-esteem, self-efficacy and self-confidence which impact on their school attendance and performance.	**Learning Outcome** Complementary life skills and learning curriculum delivered by Learner Guides improves motivation, engagement and academic self-esteem of marginalised girls. These improved attitudes to learning result in

		E.g. a life skills programme focused on non-cognitive skills (Camfed's bespoke My Better World Programme) to raise motivation among marginalised girls, and improve both their academic and general confidence to face their post-school futures	improved literacy and numeracy outcomes, as well as knowledge, skills and confidence will enable them to transition to meaningful post-school futures.
Learning Support	District centres established as learning resource hubs for teachers and LGs	**IO 4 Quality of teaching/classroom practice** TMs and LGs are equipped to implement active learning practices e.g. establish district centres as hubs for teacher and LG development, peer support, and in-service training	**Learning Outcome** Learning resource hubs address resource gaps and provide opportunities and resources for teachers and LGs to improve teaching skills and practices which impact on students' learning outcomes.
Learning Support	Young women school graduates (GEC beneficiaries) access literacy and learning materials via a bespoke App.	**IO2 Economic empowerment** School graduates (Camfed alumnae CAMA) are provided with opportunities for continued learning in the post-school phase to assist them to progress to a secure and productive young adulthood E.g. provision of learning materials through a mobile reading app	**Learning Outcome** At the post-school transition, girls will continue to access learning resources through a dedicated version of a mobile reading app that has been extensively trialled among young people in rural Africa, in partnership with Worldreader. Additional, curated learning resources relevant to young women's continued learning will be made available to extend learning beyond formal schooling in the post-school phase
Learning Support	Sexual and reproductive health (SRH) education delivered by LGs in schools voluntarily	**IO2 Economic empowerment** Girls have increased knowledge of SRH and are able to transition well into adulthood E.g. SRH training informs girls' sexual and reproductive health choices, leading to reduction of early pregnancy, early marriage and sexual transmissible diseases	**Transition Outcome** SRH component is integrated into LG and TMs training to tackle the issue of early pregnancy as a cause of school drop-out. Secondary graduates who receive SRH education are empowered to make positive life choices that will influence their transition into adulthood. Boys are also recipients of this learning intervention and therefore are better informed and able to make the right choices that will impact on their transition to adulthood.
Learning Support	Roll out training programme for girls in the transition from school to a secure livelihood	**IO2 Economic empowerment** Marginalised girls have enhanced skills and increased perceptions of their ability to succeed in the next stage of their transition. E.g. Transition training administered; Graduates supported by LGs on making the right choice about career pathways	**Transition Outcome** The Post-School Life Skills Training Programme is rolled out to respond to the skills barrier that girls face on leaving school, when they face the challenge of translating 'academic' skills into the functional/applied capacities they need to access future pathways, Through the transition programme, secondary graduates find support to identify their own transition pathway and progress to a secure and productive young adulthood.
Learning Support	LGs and Transition Guides achieve BTEC qualifications	**IO2 Economic empowerment** LGs who achieve the BTEC qualification are better able to progress to a secure and productive young adulthood. E.g. The BTEC qualification opens opportunities to transition to formal teaching or other employment, and to become a network of powerful role models	**Transition Outcome** Camfed in partnership with Pearson, open out opportunities for young women to acquire an internationally recognised qualification in the form of the Level 3 BTEC in their role as an LG. The BTEC qualification empowers Learner Guides to successfully transition into productive and secure adulthood by opening up opportunities in formal education and employment.
Teaching inputs	Distribute low-cost study guides to support self-directed learning in core curriculum subjects (Maths, English and science) and English literacy acquisition	**IO 4 Quality of teaching/classroom practice** Students have access to quality learning materials E.g. Study groups and Study Circles formed to enable students to use the study guides to study at home and during school	**Learning Outcome** The provision of study guides will increase the availability and quality of learning resources for students and teachers, particularly in poorly resourced schools. They are used in study groups, for homework, and by teachers for lesson planning and preparation. Where teachers use them in the classroom, they provide a resource for classroom exercises and an interactive method of learning. The self-study approach also builds self-directed and independent learners. All of these result in improved learning outcomes in the core subjects. The provision of the How to Learn in English guide helps students to overcome the barrier of learning (in class and at home) in a language which is not their Mother tongue (local language and Kiswahili) This facilitates their learning in all subjects and improves their ability to write their national summative exams, which are in English.

Teaching inputs	Integrate MoEST formative assessment tools in school and post-school learning	**IO 4 Quality of teaching/classroom practice** Continuous class-based assessment raises performance levels of students E.g. MoEST formative class-based continuous assessment strategies included in T M and LG training sessions. Teacher Mentors will use the peer-to-peer learning approach in schools **to cascade their knowledge** to other teachers in staff meetings and other informal learning contexts to enable other teachers to share good practice, skills and knowledge in class-based continuous assessment to improve learning outcomes.	**Learning Outcome** MoEST continuous assessment helps Teacher Mentors and LGs to assess and cater for individual learning levels. This enables them to identify individuals' needs and provide the support required to improve individual learning outcomes.
Financial Support	Target financial support to marginalised girls in the transition to/ through secondary school	**IO2 Economic empowerment** Marginalised girls receive support to overcome cost as a barrier to education E.g. Payment of school and exam fees, provision of uniforms, sanitary wear, exercise books and other material items needed to attend school.	**Transition Outcome** Targeted financial support addresses poverty-related barriers as well as the significant pressures girls face around early pregnancy and marriage. Financial support is associated with improved school retention, reduction of teen pregnancies and child labour. Marginalised girls receiving targeted support progress through and complete secondary education. **Learning Outcome** Since attendance in school is a pre-requisite for learning, targeted financial support also indirectly achieves improved learning outcomes.
Financial Support	Support girls who succeed academically to transition to upper secondary, and pursue vocational/ tertiary education	**IO2 Economic empowerment** Secondary school graduates receive support to overcome cost as a barrier to furthering their education E.g. Tuition fees paid	**Transition Outcome** Targeted financial support addresses poverty-related barriers as well as the significant pressures girls face around early pregnancy and marriage. Secondary school graduates receiving financial support are able to attend and complete upper secondary, vocational and tertiary education and thus progress to a secure and productive young adulthood. **Learning Outcome** Through enabling enrolment in and completion of further education, targeted financial support also indirectly achieves improved learning outcomes.
Financial Support	Administer Kiva loans for business start-up among school graduates (repayment in the form of 'social interest' to improve learning)	**IO2 Economic empowerment** School graduates have access to small loans to start-up businesses helping them to progress to a secure and productive young adulthood E.g. Loans administered	**Transition Outcome** Through Kiva loans, Learner Guides and young women on the entrepreneurship pathway have the opportunity to access 'social interest' business loans, in return for volunteering or providing 'give back' in their communities. These loans not only support young graduates in their entrepreneurship transition pathways but they have a ripple effect for their families and the community. Young entrepreneurs in return for what they received actively support younger generation of girls to access education.
Capacity Building	National Advisory Committee (NAC) meetings and school-level meetings held to share back project and learning data and create school improvement action plans (Whole school approach)	**IO1 Attendance, IO2 Economic empowerment, IO4 Quality of teaching/classroom practice & IO5 School-related gender-based violence** School management in partnership with students, parents and community members develop and implement strategies to address challenges and issues identified in each school that will create a safe and enabling learning environment for all students E.g. Students, parents, community leaders, teachers and HoS trained in effective use of data to inform action planning and improvement of educational outcomes	**Learning and Transition Outcomes** Through evidence-based decision making and the engagement of the wider school community, the delivery of targeted actions in schools achieves improvements in education outcomes – learning and transition – for all students, including marginalised girls. **Sustainability Outcome** Schools and local education authorities are better able to use data to inform targeting and management of resources for marginalised girls and thereby enhancing prospects for sustainability
Capacity Building	Build capacity of local institutions to support girls'	**IO1 Attendance, IO2 Economic empowerment, IO4 Quality of teaching/classroom practice & IO5 School-related gender-based violence**	**Sustainability Outcome** Through capacity-building, local institutions come to recognise the importance of embedding a multi-sectoral approach to address marginalised girls' needs for the

	welfare and learning	Local institutions are trained and supported to identify the needs and support girls' welfare and learning e.g. Establishment and training for Community Development Committees (CDC) , School Management Committees and PSG	long term. In addition, community groups have increased capacity to engage with school authorities, including to demand greater accountability over school resources and children's welfare, and to increase Ministry recognition of the contribution of these groups towards support for marginalised children in mitigating the lack of resources in rural schools.
Capacity Building	Share findings nationally/regionally and explore adoption of emerging good practice with government partners	**IO2 Economic Empowerment, IO4 Quality of teaching/classroom practice & IO5 School-related gender-based violence** Good practices, such as the LG programme and the CDC governance model (cross-sectoral approach to mobilising and coordinating support to address girls' welfare) are discussed, scrutinised and promoted by national-level influencers and decision-makers E.g. biannual meetings with the NAC	**Sustainability Outcome** Through the GEC T NAC Camfed Tanzania shares findings with key stakeholders and advocates for embedding proven strategies and tools within the education system.

In terms of the numbers of intervention schools and directly supported children proposed by the project, having taken over this project from another organisation, Camfed has gone to great lengths to ensure that beneficiaries have been carefully identified. These now look reliable.

1.4 Target beneficiary groups and beneficiary numbers

The project will directly benefit 7,009 marginalised, in-school girls in 93 secondary schools enabling them to successfully continue to the completion of junior secondary school and, for those enrolled in Form 2 or above in the 2018 academic year, to progress to upper secondary, further education, entrepreneurship or employment. Beneficiaries under this project are marginalised by virtue of their gender and location, experiencing significant economic and socio-cultural barriers to education.

The breakdown of direct beneficiaries in the academic year 2018 is as follows:

Table 2 Breakdown of beneficiaries in academic year 2018 (Template Box 1)

Form	Direct Beneficiaries	Age[20] (range and mean)
Form 1	3,963	12-19, 14.5
Form 2	2,020	13-20, 15.7
Form 3	749	13-23, 16.2
Form 4	277	14-23, 17.2
Total	**7,009**	**12-23, 15.1**

All direct beneficiaries attending the 93 project schools will receive the same set of interventions:

- A responsive, needs-based financing mechanism to support girls to stay in school;
- Low cost, targeted, self-study remedial literacy resources and study guides;
- Delivery of a relevant, broader life skills 'My Better World' and Sexual Reproductive Health curriculum by Learners Guides and Teacher Mentors;
- Training of Learner Guides and Teacher Mentors to reach out to girls in schools and out-of-school with role-modeling, mentoring, life-skills training;
- Continuing to build the capacity and reach of a dedicated network of local partners including, Parent Support Groups, to support girls' learning and transition;
- Leveraging strong and collaborative partnerships between Camfed and national Ministries of Education to scale and embed interventions within the school system.

For any beneficiaries who, for reasons of relocation and/or distance to school, enrol in a different school that is not one of the 93 intervention schools, Camfed will ensure that they continue to receive financial support to attend school so as to mitigate their risk of school drop-out, and this support will be monitored. However, they will not benefit from the learning support that is delivered in the 93 project schools.

The project will reach an estimated total of 116,157 young people[21], including boys, in 8 peri-urban districts across 5 regions of Tanzania, including 109,148 indirect beneficiaries. This estimate is based on 2017 enrolment data for the 93 project schools. It represents the sum of one full year of enrolment (Forms 1 to 4) in the first project academic year (2018) plus new Form 1 enrolments in each of the second, third and fourth years (2019, 2020 and 2021). Since enrolment data were not available by grade (only by gender), the Form 1 enrolment was estimated as 25% of the school enrolment. This is likely to have generated an underestimate of the full reach of the project due to the effect of students dropping out as they progress through the lower secondary school cycle.

Boys and men will be purposefully engaged from the outset as clients and implementers; including in project design, training, and education delivery (on Community Development Committees (CDCs), School Board Committees (SBCs) and in Parent Support Groups (PSGs)). Out of the 116,157 total beneficiaries reached, an estimated 54,943 will be male. Boys enrolled in partner schools will benefit from wider school interventions including the *My Better World* life skills curriculum, learning materials, educational technology innovations, child protection measures, and the psychosocial support provided by Camfed's community-led delivery infrastructure (Teacher Mentors, PSGs, LGs). Boys will also be included in the new

[20] Age correct on 16th October 2018

[21] This number is larger than the total number of beneficiaries (girls and boys) given in the MEL Framework (Version 4, 6 May 2018). The number of 'other direct beneficiaries in non-project districts/schools' has been added to the previous total beneficiary number which was based on children in the 93 project schools only.

sessions Learner Guides will deliver focusing on sexual and reproductive health (SRH), encouraging equal responsibility for making healthy sexual choices and mutual respect among boys and girls.

Table 3 provides the breakdown of the total young people expected to be reached by the end of the project (direct and indirect beneficiaries) by districts and by regions.

Table 3 Total number of girls and boys to be reached by the end of the Project by Region

Region/District	Direct Beneficiaries (Girls)	Indirect Beneficiaries – Boys	Indirect beneficiaries – Girls	Total Indirect Beneficiaries (Boys and Girls)	Total Beneficiaries (Boys and Girls)
Dar es Salaam Region	**1,134**	**20,581**	**23,452**	**44,033**	**45,167**
Ilala Municipal Council	1,134	20,581	23,452	44,033	45,167
Mwanza Region	**1,496**	**16,460**	**14,675**	**31,135**	**32,631**
Ilemela Municipal Council	749	7,642	7,016	14,658	15,407
Nyamagana Municipal Council	747	8,818	7,659	16,477	17,224
Shinyanga Region	**559**	**4,232**	**3,797**	**8,029**	**8,588**
Shinyanga Municipal Council	559	4,232	3,797	8,029	8,588
Singida Region	**1,011**	**6,012**	**5,428**	**11,440**	**12,451**
Manyoni District Council	436	2,423	1,939	4,362	4,798
Singida Municipal	575	3,589	3,489	7,078	7,653
Tabora Region	**1,217**	**7,658**	**6,853**	**14,511**	**15,728**
Nzega District Council	463	2,203	1,928	4,131	4,594
Tabora Municipal	754	5,455	4,925	10,380	11,134
Other Direct beneficiaries in non-project districts/schools	**1,592**				**1,592**
Grand Total	**7,009**	**54,943**	**54,205**	**109,148**	**116,157**

Other Stakeholder Beneficiaries

The project will also benefit a total of 985 teachers. These comprise:

- 142 female and male teachers who will be trained as Teacher Mentors (TMs) and will receive training on active teaching and learning approaches, child protection and guidance and counselling.
- 288 subject teachers who will be trained on active teaching and learning approaches.
- 555 LGs, comprising 369 MBW-focused LGs and 186 Transition-focused LGs will receive training for their role. 277 of these LGs will also receive training in business skills and 122 will be trained in identifying and selecting marginalised girls.

The project will also benefit a total of 67,813 other adult community members as follows:

1. 1,035 stakeholders (93 CDC members, 94 Teacher Mentors, 557 Most Vulnerable Children Committee Members, 78 Ward Executive Officers, 91 Head of Schools (HoS) and 122 LGs) who will be trained in identifying and selecting marginalised girls. (These LGs are counted as teacher beneficiaries above.)
2. 1440 stakeholders in 72 schools who will attend project and learning data dissemination meetings to develop school-based improvement action plans. (288 of these stakeholders will also participate in the trainings under (1), including 72 LGs who are counted as teacher beneficiaries above.)
3. 196 PSG members who will receive training in financial management and child protection, who will pass on their training to a further 450 PSG members.

4. 195 stakeholders will attend district-level project launch and regional partnership meetings, and learning forums and visits. (93 of these stakeholders will also participate in the trainings under (1).)
5. Approximately 65,000 community members who will be reached through community awareness forums on gender-based violence.

External Evaluator Comment

The number of direct beneficiaries indicated above is accurate and the beneficiary girls are already providing positive feedback on the bursary (needs-based financing mechanism). Of other project activities at baseline level, only the training of the TMs and LGs had been undertaken and in some schools LGs had just begun teaching the MBW programme. All the Heads of School interviewed during the qualitative survey, currently perceived the 'bursary girls' as the main, and one of the only, components of project support and were not clear that there were many other ways in which they would receive assistance. As indicated above the project has many other activities planned, but given the remaining three year short time scale, the EE feels that the project will possibly have no impact on some of the indirect beneficiaries claimed, such as boys in the current Form 4 and there may be very limited impact on others.

The information above states that, should a girl in receipt of financing/bursary support move to another school, "Camfed will ensure that they continue to receive financial support to attend school so as to mitigate their risk of school drop-out, and this support will be monitored". Currently Camfed is managing to follow 'bursary' girls when they move but this could become problematic if they move to distant parts of the country, where there is no support or monitoring. Moreover, a question was posed by a HoS during the baseline about whether the bursary would follow a girl who was about to relocate to a comparison school. If in this case the bursary follows her, and any other girl who moves to a comparison school, it may have implications for evaluation.

In terms of the number of community members expected to be reached through community awareness forums, Camfed Tanzania has planned a new initiative to target for training village/street leaders in 13 school catchment areas that are prone to GBV issues in the four regions of Mwanza, Shinyanga, Tabora and Singida. The village/street leaders will be trained on the child protection policy, GBV, gender equality, the impact of gender discrimination, gender relations, the roles of village leaders on GBV and how to raise community awareness about child protection and gender based violence. Following the training the participants will develop action plans and Camfed will support them in conducting community awareness meetings. While this is a much-needed and welcome initiative, the EE thinks that reaching 5000 participants, mostly men, in each targeted area is much too ambitious; a more realistic estimate would be a maximum of 1000.

2. Baseline Evaluation Approach and Methodology

2.1 Key evaluation questions and role of the baseline

As outlined by the Fund Manager (FM), the purpose of the Baseline Evaluation is to:

- set a baseline for the measurement of the project's outcomes (Learning, Transition, Sustainability), the project's Intermediate Outcomes, and the project's Outputs
- suggest targets for Outcomes and Intermediate Outcomes for the Midline and Endline evaluations
- provide a nuanced, evidence-based picture of the context in which the project operates
- describe the profile of the project's girl beneficiaries and boy beneficiaries (where applicable)
- review the project's calculation of beneficiary numbers
- identify and assess the barriers to education that girls face, especially with regards to their learning, progression through formal and informal education, and transition across stages of education
- assess the validity of the project's theory of change, including testing its assumptions and how interventions are designed to overcome barriers and lead to outcomes
- investigate the linkages between Outputs, Intermediate Outcomes and Outcomes
- understand the project's approach to gender equality and how this has been integrated into the project design
- provide the GEC-T Fund Manager, DFID, and external stakeholders quality analysis and data for aggregation and re-analysis at portfolio level

The ultimate uses of the evidence and analysis in the Baseline Evaluation Report will be to:

- reflect on and assess the validity and relevance of the project's Theory of Change
- evidence why changes may need to be made to the project's activities in response to the analysis
- review the project's Logframe Indicators and change them where appropriate

As the independent External Evaluator (EE) of the Camfed GECT-5276 Project, CIDT has sought to critically analyse the evidence from the Baseline Survey to provide Camfed with evidence that can be used to inform future programming and improve the quality of education for girls especially in the key transition points of their education.

The project is being evaluated using a quasi-experimental research design, whereby outcomes from an intervention group are compared with those from a comparison group. Tracking cohorts is a central strategy in the evaluation design for measuring the outcomes achieved through this project. Cohorts of marginalised girls (as well as boys and less marginalised girls for the in-school learning outcomes) were selected from a sample of schools and districts and will be tracked longitudinally from the baseline to the midline (to take place in year 2, i.e. 2019) to the endline survey (to take place in year 4, i.e. 2021) for the measurement of learning and transition outcomes. Learning outcomes were measured through a school-based survey, while transition outcomes were measured through a household survey.

The baseline evidence will provide Camfed with a comprehensive information base which will allow Camfed staff to monitor and assess progress and effectiveness during the implementation of the GECT-5276 Project through to midline and endline. Camfed will be able to use the baseline data and information to measure the degree and quality of change of the project activities for the duration of the project.

The scope of the project-level evaluation is limited to the logframe outcome and intermediate outcomes levels. The following questions form the overarching structure of the evaluation:

1. Process: was the project successfully designed and implemented?

2. Impact: what impact did the project have on the transition of marginalised girls, including girls with disabilities, through education stages and their learning? How and why was this impact achieved?
3. VfM: was the project good Value for Money?
4. Effectiveness: what worked (and did not work) to facilitate the transition of marginalised girls through education stages and increase their learning?
5. Sustainability: how sustainable were the activities funded by the GEC-T and was the project successful in leveraging additional interest and investment?

In addition, the following evaluation questions which are more specific to Camfed's own project and ToC will also be explored through the evaluation:

6. Does the financial and material support provided to marginalised girls result in improving retention in school? Which barriers is the support more and less able to overcome?
7. What barriers to education do they face? How successfully did the project address these barriers?
8. Does the My Better World (MBW) programme lead to increased self-esteem, self-efficacy and self-confidence for participant marginalised girls and young women? In what ways are these associated with improved outcomes in terms of transition and learning? To what extent does MBW change the attitudes and perceptions of boys to cultural/gender norms and gender sensitive issues?
9. How successful are the Learner Guides, School and Ward Committees and Teacher Mentors in strengthening the home-school link and supporting girls particularly at risk of dropping-out? What are the outcomes of this support in terms of school attendance, transition and learning?
10. To what extent do the interventions designed to create an enabling learning environment for marginalised girls, such as the provision of learning materials, whole class literacy initiatives and Learner Guides remedial literacy support, contribute to improved learning outcomes?
11. How successful was the project in assisting schools to create a safer learning environment for girls? Are students confident about how to respond to cases of abuse and that the case will be dealt with appropriately? Do students have a greater understanding of gender-based violence? How successful has the project been in terms of reducing the use of corporal punishment and compulsory pregnancy testing in the project schools? Are students safer and do they feel safer at school and on their journey to and from school? To what extent does it impact their retention and transition through secondary school?
12. How successful was Camfed's collaborative, cross-sectoral approach that brings together (1) key stakeholders (with young women, in their capacity as Learner Guides, emerging at the forefront of this collaboration) to tackle specific barriers to girls' progression through school, in tandem with (2) inclusive learning interventions that benefit both girls and boys with disabilities?
13. To what extent and how effective was Camfed in fostering inclusive learning environments that benefit students with disabilities? How successful was Camfed in working with school and communities to support students with disabilities? Are the teachers, head teachers and other key stakeholders more aware of the specific needs of student with disabilities in their school?

The above second set of questions is extremely pertinent to the project. However, in relation to Question 7, the EE will also be interested in which barriers remain once the financial support is provided. In terms of Question 4 the EE is particularly interested in the extent to which improved life skills correlates with improved learning. Furthermore, the question of whether training the TMs and LGs, providing learning materials and a district resource centre and the training of 288 English and Maths teachers is sufficient to improve the quality of teaching and learning and the results of marginalised girls remains a key question.

The baseline evaluation seeks to provide an evidence-base from which the project starts and begins its journey for the next 3+ years. The baseline research was conducted in a sample of intervention districts rom the entire list of districts where Camfed is currently operating.

2.2 Outcomes and Intermediate Outcomes

Camfed's objective for **learning** is for marginalised girls to achieve significantly improved learning outcomes. Learning is measured in terms of literacy and numeracy, using tests developed with national examination councils, piloted and calibrated for the evaluation. Learning for girls and young women enrolled in secondary school and beyond (i.e. post-school) is measured using a GEC-T Secondary Grade Reading Assessment (GEC-T SeGRA) and a GEC-T Secondary Grade Mathematics Assessment (GEC-T SeGMA) that conform to the framework provided by the FM.

The objective for **transition** is for girls from marginalised rural communities to benefit from a relevant, quality secondary education and progress from school to a secure and productive young adulthood. Transition is to be understood in the GECT-5276 in terms of the pathways that girls follow through key stages of education, training or employment. The targets for the midline and endline surveys will be set after the baseline survey with reference to a benchmark sample taken from the project communities.

The third outcome for the GECT-5276 is for the improved learning and transition outcomes to be **sustained** for future generations of girls in the communities and schools, and in the education system more broadly.

2.2.1 Intermediate Outcomes (IOs)

Intermediate outcomes provide a new level in the logframe between outputs and outcomes, where the focus is on key steps in the ToC identified as enablers for improving learning and transition and so in turn sustainability. Camfed's logframe includes five intermediate outcomes: attendance, economic empowerment, life skills, quality of teaching/classroom practice and school-related gender based violence.

IO 1. Attendance

Camfed's Intermediate Outcome in terms of attendance is for (i) improvements in the school attendance of marginalised girls and (ii) high attendance by young women school graduates. Within Camfed's ToC, a good rate of attendance is a necessary (though not sufficient) condition for learning, both in school and in education and training settings post-secondary school. For girls enrolled in school attendance will be measured in terms of the proportion of girls with an attendance rate at or above 85% across the school year. Attendance rates will be captured for members of the tracked cohort based on official school registers, which will be spot-checked twice per year.

For girls and young women who have graduated from secondary school, attendance will be measured among those who participate in the Post-School Life Skills Training Programme. Again, targets have been set in terms of the proportion with an attendance rate at or above 85%.

IO 2. Economic empowerment

Camfed's Intermediate Outcome in terms of economic empowerment is for (i) marginalised girls of school-going age to receive support to overcome cost as a barrier to education and (ii) young women school graduates to progress to a secure and productive young adulthood. Camfed's ToC proposes that key barriers to girls' participation in education at all levels are rooted in poverty, and so overcoming these cost barriers is critical to enabling girls and young women to progress to positions of leadership and employment, and to become important role models in their communities.

For girls enrolled in school (both lower and upper secondary), marginalised girls receiving financial support through Camfed to attend school will be tracked in order to measure their annual progression rate to the next Grade. The annual drop-out rate of girls in partner schools as a result of early marriage or pregnancy will be measured and the ways in which community stakeholders are engaged to address these gender-based issues will be addressed. This intermediate outcome will be explored further through qualitative research with these girls to better understand how the financial support received has made an impact on their likelihood of completing school. For girls and young women who will have left secondary school by

endline, success against this intermediate outcome will be measured in terms of the proportion of those supported through Camfed who have improved economic security following school completion.

IO 3. Life skills

This IO is to achieve improvements in the self-esteem, self-efficacy and self-confidence of marginalised girls and young women, both those in school and those who will graduate. (Form 2 only by endline) This intermediate outcome will be measured through the FM's Life Skills Index, Camfed's Attitudes to Learning Index (developed under the first GEC project (GEC1), additional key questions relating to self-esteem in the student survey and qualitatively through research with girls and young women to explore how and why they change their perceptions of their ability to succeed in the next stage of their transition.

IO 4. Quality of teaching/Classroom practice

Camfed's IO in terms of the quality of teaching and classroom practice is to achieve an enabling learning environment for marginalised girls. This will focus on (i) training on active teaching and learning approaches in the classroom for TMs and LGs and (ii) learning materials provided by Camfed. The project's success in terms of active teaching and learning approaches will be measured in two ways. First, TMs and LGs, who will receive training on this area, will complete a survey to measure the ways and the frequency with which active teaching and learning practices are implemented in their classes. Second, LGs will have their classroom practice observed in order to measure the proportion who perform their role with students to the required BTEC teaching standard. The project's work in improving the learning environment through the provision of learning resources will be measured both quantitatively and qualitatively.

IO 5. School-related gender based violence

Camfed's IO for school-related gender based violence is to achieve a safer learning environment for girls. This intermediate outcome will be measured in four ways. The first and second concern appropriate responses to cases of abuse. First, surveys with students in Camfed's partner schools will establish the proportion of students who are able to identify an appropriate person or organisation to turn to in order to report a case of abuse and who also feel confident that their report will be acted upon. Second, qualitative research will be undertaken with students and also with teachers and HoS to explore their understanding of school-related gender based violence, including what should be reported and how. The third relates to safety in school and on the journey to and from school which will be explored qualitatively with students, teachers and HoS and School-Based Committee members to discuss the experiences and perceptions of students' safety in those two environments. The fourth approach to measuring the school-related gender based violence intermediate outcome will be to track the use of School Improvement Plans for the promotion of child protection. Further detail about the intermediate outcomes can be found in in the MEL Framework.

Table 4: Outcomes for measurement (Template Table 2)

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection, *e.g. HH survey, school based survey, focus group discussions etc.*	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection,
O1. Learning : Marginalised girls have significantly improved learning outcomes	All schools	SeGRA/SeGMA learning assessment tools	SeGRA/SeGMA will be tested at the school level for school girls receiving Camfed support.	Per evaluation point
O2 Transition: Girls from marginalised rural communities benefit from a relevant, quality secondary education and progress from school to a secure and productive young adulthood	Household	Household survey with girls to establish their current status against the transition pathways map	Measuring transition will need to take place at the household level as girls may have dropped out of school or completed vocational training between evaluation waves and may not be trackable at the school level.	Per evaluation point
O3 Sustainability. Project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable: Performance against comprehensive sustainability scorecard (scores 1-4).	School Community System	School based survey HH survey	The use of the sustainability score card ensures that the sustainability will be measured at three levels (school, community and system), against a Sustainability Scorecard with ratings between 0 and 4 for each level.	Per evaluation point
Intermediate outcome IO 1: attendance In-School (Improvement in school attendance of marginalised girls) Out of school (High attendance by young women school graduates)	School Transition programme sessions	School registers for in-school cohort members Attendance register for the Transition programme	Attendance data from school registers and spot checks will need to take place at the school level. However, additional data should be collected at other levels in order to triangulate the household survey, Attendance registers kept by Transition Guides, checked at monitoring visits by Core Trainers and Camfed staff.	Per evaluation point
Intermediate outcome IO2: Economic empowerment In-School (Marginalised girls receive support to overcome cost as a barrier to education) Post-School (School graduates progress to a secure and productive young adulthood)	School Household CAMA meetings and training sessions	Monitoring data collected by teacher mentors and submitted to Camfed's Programme Database. Household surveys, Interviews and focus group discussion with beneficiaries		Per evaluation point

Intermediate outcome IO3: Life skills (Improved self-esteem, self-efficacy and self-confidence among marginalised girls)	Secondary School and Household (for post-school cohort members) CAMA meetings (for post-school cohort members)	FM Life Skills Index and Camfed's Attitudes to Learning assessment tool (designed by the external evaluator under Step Change Window and Camfed)	Camfed recommends using FM Life Skills Index and Camfed's Attitudes to Learning assessment tool Qualitative data will assist in interpreting how life skills interact with other outcomes (including learning and transition).	Per evaluation point
Intermediate outcome IO4: Quality of teaching/classroom practice (An enabling learning environment for marginalised girls)	School	Surveys with teacher mentors and LGs about their classroom practice (using Question 42 from TALIS 2013 Teacher Questionnaire). Observation-based assessments carried out	Teaching quality should be measured primarily at the school level through classroom observations. At the household level, questions will be included in the household questionnaire to capture parental perceptions of change in teaching quality.	Per evaluation point
Intermediate outcome OI5: School-related gender based violence (A safer learning environment for girls)	School	Surveys with beneficiaries asking what type of person or organisation they would turn to in order to report cases of abuse and how confident they feel that their report would be acted upon. Assessment of actions in School Improvement Plans		Per Evaluation point

2.2.2 Sustainability Outcome

In terms of sustainability, at baseline, midline and endline we will assess the extent to which the project demonstrates that the changes it has brought about are sustainable. We will adopt the FM required scale of rating sustainability at school, community and system levels, against a Sustainability Scorecard with ratings between 0 and 4 for each level as set out in the FM's GEC-T MEL Guidance Part 2. The indicators against which sustainability will be measured are set out on Table 5 overleaf.

Table 5: Sustainability outcome for measurement (Template Table 3)

Sustainability Level	Where will measurement take place?	What source of measurement/verification will you use?	Rationale – clarify how you will use your qualitative analysis to support your chosen indicators.	Frequency of data collection
Community: Indicator 1 - Proportion of LGs with increased visibility in their communities through, for example, representation on local decision-making bodies and SMCs, to be able to influence the support provided to marginalised girls Indicator 2 - Number of school communities implementing a cost-share approach to meet the associated wraparound costs for the most marginalised girls to attend school, including through school community financing models.	Community / School	Learner Guide survey; Interviews with LGs; Focus Group Discussions (FGDs) with community members FGDs with community leaders; interviews with HoS; stakeholder surveys; Survey of community members, including PSGs, about the level and nature of support (financial and in-kind) provided to marginalised children	Interviews and FGDs will explore progress towards this objective, including enablers and barriers. They will also be used to collect data Most Significant Change stories. FGDs will provide information on the mechanisms of the cost-share approach, and how communities ensure that the most marginalised girls are selected	Midline and endline
School: Indicator 1 - Proportion of schools with an enabling learning environment which is safe, female-friendly and promotes active participation and learning among the most marginalised children. Indicator 2 - Proportion of schools where the LG sessions are formally integrated into the school timetable. Indicator 3 – Number of schools that integrate a targeted, needs-based financing mechanism through which resources are managed effectively and accountably to identify and meet the needs of the most marginalised children	School	Stakeholder survey; FGDs with female students Stakeholder/school surveys; Interviews with LGs, HoS and CDC members Stakeholder/School survey; FGDs with HoS	FGDs will explore what makes the environment safe, female friendly or what prevents it Interviews will explore progress towards this objective, including enablers and barriers FGDs will provide detailed information on the mechanisms of the needs-based financing, and how communities ensure that the most marginalised girls are selected	At all evaluation points
System: Indicator 1 - LG programme [or components of the programme] is/are officially recognised by Ministries (national and district levels) and teacher training institutions as a pathway to improve learning and transition Indicator 2 – Number of districts implementing a cross-sectoral approach, anchored by the district education office, to mobilise and coordinate reciprocal support from other line ministries (e.g. health, social welfare) to address girls' welfare	System/ District	Interviews with Camfed programme staff, Ministry officials (national and district levels), and teacher training institution representatives Interviews with Camfed programme staff, interviews with CDC members, triangulated with evidence such as meeting minutes/reports Interviews with Camfed programme staff, interviews with national government representatives; reports/policy papers Interviews with Camfed programme staff, interviews with national government representatives; reports/policy papers	Interviews will explore progress towards this objective, including enablers and barriers Interviews will explore progress towards this objective, including enablers and barriers Interviews will explore progress towards this objective, including enablers and barriers	At all evaluation points

2.3 Evaluation methodology

The project was, and will be, evaluated using a quasi-experimental research design, whereby outcomes from a treatment group are compared with those from a comparison group using a difference in difference methodology. The evaluation design operates by tracking cohorts of marginalised girls (as well as boys and less marginalised girls for the in-school learning outcomes) from a sample of intervention and comparison schools and districts. In addition to providing a counterfactual, the evaluation approach enables comparisons between marginalised and less marginalised girls, at different points in time (cross-sectional) and over time (longitudinal). Learning outcomes were measured through a school-based survey, while transition outcomes were measured through the household survey. The tracked cohort samples originated at the school.

The comparison districts were selected to match as closely as possible the geographic and socio-economic contexts of the intervention districts. This was a challenging exercise as the project operates in a number of municipal districts, and these are few and far between, with intervention schools in almost all the existing municipal authorities.

The evaluation used a mixed-method approach which enabled the production of a rich and robust evidence-base and analysis, resulting in statistically significant results along with in-depth explanations of the effect of the programme on the lived reality of marginalised girls and their communities. Furthermore, this approach has ensured that recommendations can effectively inform Camfed strategy and programming going forward.

Because of the timing and allocation of resources, the qualitative and quantitative research had to be undertaken concurrently, which left no scope for sequencing with either qualitative following quantitative to seek explanations for the quantitative findings or the converse, with the quantitative survey's seeking the statistical evidence for the qualitative findings. However, both the quantitative and qualitative tools follow the same themes and therefore provide either supporting or challenging evidence. Wherever possible qualitative and quantitative findings have been woven into each section of the report. At outcome level, the learning outcome also necessitates a greater focus on quantitative data, but qualitative narratives have been brought in wherever relevant. Moreover, both qualitative and quantitative evidence is limited for the transition outcome because at this stage all cohort members are in school. It is the five Intermediate Outcomes that lend themselves most to providing both qualitative and quantitative data, although some of the quantitative analysis will have already been introduced earlier in the report.

The evaluation involved both a school based survey and a household survey. During the school based survey, students completed marginalisation, attitude to learning and a questionnaire which focused on all aspects of the students' life in school (henceforth referred to as the 'student questionnaire'). Teachers and HoS also completed a questionnaire, specifically designed for them. Qualitative interviews and FGDs were conducted with girls, teachers and HoS.

Marginalised girls were identified from the school-based survey and 'followed home' so that their primary carers could be interviewed in order to get their account of the girl, her education, her transition through school and their perspective on barriers. Where they were available the Head of Household was also interviewed to establish the situation of the household and education levels, and if one was at home, a male sibling was interviewed to help understand their different experiences and perspectives from the marginalised girl. It is expected that at endline, many of the currently Form 2 girls may have transitioned from school and will also be interviewed in their home. During the household survey, qualitative interviews were held with parents and community/village leaders and CDC members. See Inception report (Annex 6) for further details. Because of the need to ensure that sufficient time was taken in each household by the enumerators, the Project Team gained permission from the FM to follow only the younger cohort to their homes. Selecting the younger cohort will enable the project and evaluation to follow the girls through more years of schools.

The project works to address the barriers that prevent girls from attending and succeeding in school. The evaluation therefore explored the current barriers as identified by the different stakeholders; the strength and effect of each; the way they combine to impact on attendance and achievement in school and the extent to which the Camfed Model addresses and mitigates the effect of the barriers.

The evaluation also assessed the extent to which the project works with women and men, girls and boys, in schools and communities to challenge some of the more deeply rooted norms and practices, such as early marriage, SGBV and "girls as maids", that may prevent girls accessing school and progressing to a secure and productive young adulthood in the longer term. The GEC Gender Equity and Social Inclusion Minimum Standards were included in the process of assessing the extent to which the project addresses both the direct and indirect gender issues. Through the school-based survey, a range of quantitative survey tools were used to form as complete a picture as possible of the whole school environment, the teaching and learning, the student characteristics, and the attitudes to learning and aspirations of students, especially marginalised girls. Students completed assessments to test their levels in literacy and numeracy. Teachers and HoS were also surveyed in order to explore their attitudes to students, teaching methods and their views about barriers to attendance and survival of girls and boys.

In order to generate insights and deepen understanding of the causal relationships and reasons behind the numbers, a qualitative study took place alongside both the school-based and household survey. It was undertaken by the international consultants, who are highly experienced in the use of qualitative methods. In schools groups of marginalised girls took part in participatory exercises combined with focus group discussions. These participatory exercises included drawing what they like and do not like about school, or drawing themselves now and how they expect to be in five or 10 years' time, provided a focus for their discussion, helped to develop rapport with the researcher and to overcome shyness and apprehension. From the initial activities, some girls were selected for more in-depth follow-up interviews.

HoS were interviewed using semi-structured (SSI) interviews. Teachers were either interviewed, using SSIs, or, where a number were available at any one time, through focus group discussions (FGD) in which the researcher facilitated group discussion and interaction around the key set of evaluation themes. During the household survey FGDs were held with groups of mothers and fathers and CDC members and SSIs were held with community leaders.

The school-based survey took place between 9 and 24 July 2018 and the household survey between 20 and 31 August, 2018.

2.3.1 The Sampling Framework

The selection of the cohort, both intervention and comparison, was stratified in design (See section 2.3.2). It began by selecting districts within which particular schools were selected and then within those schools particular students were sampled. The first step was to select which of Camfed's partner districts to sample, based on the academic performance of schools within the districts and also the geographical location of the districts, in particular to represent the regions/provinces in which Camfed operates.

The sampled **intervention districts** and schools were matched with **comparison districts** and schools in which Camfed currently has no programme or input[22]. In addition to providing a counterfactual, comparing intervention with non-intervention sites enables comparisons between marginalised and less marginalised girls, at different points in time and over time.

The **comparison districts** for Tanzania come from the same or similar regions/provinces in which Camfed operates. The majority of comparison districts do not have a Camfed presence in any of the sampled schools. The schools were chosen using exam pass rates and relevant geographic or demographic characteristics to match the characteristics of the intervention districts.

[22] The ethical and educational issues related to this are discussed in "Concerns and Limitations'.

Table 6 GECT-5276 Sampled Intervention and Comparison Districts

GEC-T2 Intervention Districts	GEC –T2 Comparison Districts
Nyamagana Municipal Council (Intervention)	Nyamagana Municipal Council (Comparison)
Shinyanga Municipal Council	Musoma Municipal Council
Singida Municipal Council	Dodoma Municipal Council
Tabora Municipal Council	Temeke Municipal Council
Ilala Municipal Council	Temeke/Ubungo Municipal Council

2.3.2 Selection of Sample Schools

Schools within the selected districts were classified according to exam performance levels (e.g. high, mid and low) and a stratified random sampling approach used to select from within these based on size, level of gender parity, type of school and distance to the district town. In the sampled schools, one or two whole classes (depending on the class size) of boys and girls in each of the selected Grades/Forms being tracked were sampled and included in the survey. In schools where the Form of interest has more than two classes, the classes to be tracked were selected randomly. The full sample of boys and girls took part in the school-based survey (for measuring learning outcomes), whereas marginalised girls only took part in the household survey (for measuring transition outcomes).

See Annex 11 for further details on sampling.

2.3.3 Sampling of students

The selection of cohort members was made at the school in which students were enrolled at the present baseline. Two cohorts (Forms 1 and 2) were sampled in each school and all students (boys and girls) in each class (up to a pre-determined threshold of 60) were invited to participate. All cohort members, including boys as well as girls, will be tracked over time. During the baseline survey students completed a tool designed to determine if the student is 'marginalised'. This assessment will enable sub-group analysis at each evaluation point, but it was also used during the baseline survey to decide which girls to include in the household survey for measuring transition outcomes. The full sample of boys and girls will be tracked for the school-based survey (for measuring learning outcomes), whereas marginalised girls only took part in the household survey (for measuring transition outcomes).[23] See Annex 11 for further details on sampling.

At the baseline, the household survey was conducted with only the cohort of Form 1 marginalised girls. This was in error, as both the Form 1 and Form 2 cohorts should have taken part. The data presented in this baseline report for the transition outcome is therefore for half of the full cohort only. At the midline, the household survey will be conducted with marginalised girls from both the younger than older cohorts. At that point, the missing baseline data for the Form 2 cohort (who are expected to be enrolled in Form 3 at the midline) will be collected as well as the data needed to measure the midline status.

Selecting these two cohorts allows the evaluators to assess the effectiveness of the intervention in regards to the following two transition points:

1. A group of girls **progressing through secondary school** who are marginalised girls and boys from peri-urban areas and who are in school. Sub-groups include children who are extremely poor and who live in a female headed household; living without either parent, affected by long-term illness or are living with disabilities; who have caring responsibilities for a household member; and, do not speak the language of instruction.

[23] GEC-T 5276 MEL Framework 2017

2. A group of young women from Form 2 who will by endline have **transitioned from lower secondary school to a secure livelihood or further education at post school**, who are marginalised young women situated in peri-urban or urban locations.

2.3.4 Benchmarking

Benchmarking for Learning

In order to set learning and transition targets, during the baseline a process of benchmarking was conducted in the school and household surveys. With regards to learning, benchmarking samples during the school survey were collected for the Grades and post school years that cohorts will be in by midline and endline points as follows in Table 7:

Table 7 Cohort testing at evaluation points through the project

	Secondary Form 1	Secondary Form 2	Secondary Form 3	Secondary school Form 4	Post School 1 (or secondary Form 5)
Cohort 1	Baseline	Midline		Endline	
Cohort 2		Baseline	Midline		Endline

To achieve the learning benchmark sample of a total of 300 girls, two girls from each of Form 3 and Form 4 were randomly selected in each intervention school to take the literacy and numeracy tests. Two and two young women graduates who completed Form 4 in 2017 were identified by the school and invited to the school to complete the tests. The results from the Form 2 Cohort will act as a benchmark for the Form 1 Cohort at midline. The achieved benchmarking samples are shown in the table below.

Table 8 Achieved sample for benchmarking learning

	Literacy (SeGRA)	Numeracy (SeGMA)	Target
Secondary Form 3	100	100	100
Secondary Form 4	119	123	100
Post School 1 (or secondary Form 5)	74	75	100

Benchmarking for Transition

In order to benchmark for transition, during the household survey girls/young women, who do not attend project schools, across the range of ages (14 – 21) that the project cohorts would attain by the end of the project, were randomly selected to complete a benchmarking questionnaire. The questionnaire focused on what they were doing now: whether in employment, self-employed, education, training or at home; and if employed, income earned or generated. Similar questions were also asked of what they were doing one year ago and what they aspire to be doing in five years' time.

A target of 120 girls and women was to be sampled for benchmarking transition. The sample was drawn during the household survey in the intervention districts, with the target of 120 divided in proportion to the distribution of the direct beneficiaries in each intervention district. Girls and women within the target age brackets living in the communities where the household survey was conducted were identified with the help of community leaders. The achieved benchmarking samples are shown in the table below.

Table 9 Achieved sample for benchmarking transition

Age	Achieved sample	Target
14	11	15
15	13	15
16	11	15
17	14	15
18	25	15
19	18	15
20	13	15
21	17	15
TOTAL	**122**	**120**

2.4 Baseline data collection process

2.4.1 Evaluation instruments design

A set of complementary qualitative and quantitative tools were designed and developed under the specific guidance given by the FM, with additional questions relevant to the work of the project. A set of relevant project documents were made available to the team by Camfed, including the Revised MEL Framework, the GECT-5276 Camfed Project Logframe, quarterly and other GECT-5276 reports, policy documents, such as education sector plans, national poverty reduction and gender equality policies and strategies, and reports from other reviews. An initial review of the documents, analyses and discussions with Camfed informed the development of the other data collection tools.

2.4.2 Quantitative Tools

Quantitative questionnaires were developed based on the FM guidance for students, teachers and HoS in the school-based survey and head of household, primary caregiver, male sibling and the benchmarking girls/young women for the household survey. The team ensured that the questions were clear, precise and unambiguous. In order to enhance the accuracy and quality of data collected, the survey instruments were administered by trained enumerators under close supervision of the enumerator team leader. The enumerators underwent intensive training in survey techniques, tools, procedures and the questionnaires before the commencement of the survey.

The quantitative tools were all translated into the relevant official local language as illustrated in the table below. The language of the qualitative tools is also included.

Table 10 Baseline Quantitative Data Collection: Languages

Quantitative Survey Tools - School-based	Language
Attitude to Learning	English/Kiswahili
Marginalisation assessment	English/Kiswahili
Student Survey	English/Kiswahili
HoS survey	English
Teacher survey	English
School EMIS Data for each school	English
Quantitative Survey Tools - Household	
Head of Household survey	English/Kiswahili
Primary Care Giver survey	English/Kiswahili
Male Sibling Survey	English/Kiswahili
Benchmarking survey	English/Kiswahili
Learning Assessment	
Learning assessment tools: SeGMA and SeGRA	English

2.4.3 Qualitative Tools

In order to develop a more in-depth understanding of the processes by which the project transforms attitudes to learning, aspirations, attendance, learning outcomes, progression and transition for girls and attitudes to girls education in general, a small purposive sample of parents, HoS, TMs, teachers, Traditional Leaders, village head men and women, CDC members and wider stakeholders were selected for SSIs and FGDs. This qualitative study, carried out by experienced international members of the CIDT team with relevant training and experience, helped to explain the complex factors that affect school attendance and can lead to a successful or unsuccessful transition and provided evidence for the qualitative intermediate outcomes.

Table 11 Baseline Qualitative Data Collection: Languages

Qualitative Tools – School-based	
SSI with HoS	English
FGD with teachers	English with some supplementary interpretation
SSI or FGD with LGs	English with Kiswahili interpretation
SSI with TM	English with Kiswahili interpretation
Participatory tools and FGD with students	Kiswahili interpretation
SSI with special interest marginalised girls	Kiswahili interpretation
Qualitative Tools - Household	
SSI/FGD with Ward Executives (Community Leaders)	Kiswahili interpretation
FGDs with Street Leaders	Kiswahili interpretation
FGDs with Primary Care Givers	Kiswahili interpretation
FGDs with CDCs	English with some supplementary interpretation

Both the FGDs and SSIs were based on thematic checklists consisting of a number of key themes or topics related to the evaluation, which were covered in each interview. Potential sub-themes or probes were also identified in advance but, whether, when and how these were used was dependent on the judgment of the evaluator, who may possibly have identified identify other leads to follow. However, most importantly, space was provided for the respondent(s) to focus on what is most important to them or introduce something new and pertinent that the evaluator may not have previously considered[24].

[24] See: Plano Clark, V and Ivankova, N (2015) *Mixed Methods Research: A Guide to the Field* London: Sage
Bryman, A. (2008) 3rd Edition*Social Research Methods* Oxford: Oxford University Press
Gibbs, G (2007) *Analyzing Qualitative Research* London: Sage

Where permission was given the interviews and FGDs that were recorded were transcribed and where recording was declined, notes were taken. The data was then coded and entered into a thematic spreadsheet in Microsoft Excel. The EE then conducted individual and group analyses and 'sense-making' workshops. To identify key themes for analysis. A copy of the thematic spreadsheet can be found in the Annex entitled 'Interview Transcriptions'.

Further details of the tools used can be found in the GECT-5276 MEL Framework (Annex 5) and Inception Report (Annex 6).

Summary of quantitative and qualitative data collection and analysis process

	Quantitative	Qualitative
Pre-data collection	• Design of approach, sample size and data collection methodologies • Development and approval of tools • Training of enumerators	• Design of approach, sample size and data collection methodologies • Development and approval of thematic checklists for FGDs and interviews
During	• Teams of enumerators allocated to districts conducted interviews • They had experienced team leaders • Daily contact with the international statistician through WhatsApp • Data collected on tablets and uploaded to server on a daily basis	• Two international consultants conducted the interviews and FGDs in agreed districts • All intervention districts covered (two schools and communities per district) • Interviews recorder for transcription • Students' drawings collected and used as basis for discussion
Post	• Data cleaned • Analysed using SPSS • FM forms completed by statistician • International quantitative researchers conducted the analysis	• Interviews transcribed and coded • Entered into thematic spreadsheet for analysis • Grouped against codes using excel • Analysis conducted and discussed between international consultants
	• Quant and qual team come together for a sense-making workshop	

2.4.4 Cohort tracking

Tracking cohorts of marginalised girls is a central strategy in the evaluation design for measuring the outcomes achieved through this project, using a 'joint sample' approach, whereby the same individuals will be tracked for the measurement of both the learning and the transition outcomes.

Cohort members' selection was made at the schools in which students were enrolled during the baseline. Students completed a tool designed to determine if the student is 'marginalised'. Besides enabling subgroup analysis, this assessment was used to decide which girls would be included in the household survey for measuring transition outcomes (i.e. marginalised girls only participated in the household survey).

Students were sampled based on the prior selection of particular schools and forms, which would allow the evaluator to assess the effectiveness of the intervention in regards to the following two transition

Holliday, A (2002) *Doing and Writing Qualitative Research* London: Sage
Ulin, P., Robinson, E., Tolley, E and McNeill, E (2002) *Qualitative Methods: A field Guide for Applied Research in Sexual and Reproductive Health* North Carolina: Family Health International

points: (1) lower secondary to higher secondary or post-school pathways and (2) higher secondary to post-school pathways or transition between post school pathways.

2.4.5 Transition Cohort

A 'tracking school to home' approach was pursued by first selecting the cohort sample at selected schools and then at baseline establishing the marginalised status of girls. The girls identified as marginalised were then 'followed home'. Because they had already been interviewed in school to assess their level of marginality, for the baseline it was only the head of their household, their primary care giver and in some cases, their male sibling who were interviewed at the household. At midline and endline, if the girl is not in school, she will also be interviewed at home.

Information about the home location of the cohort members, telephone numbers, relatives etc. was collected from all individuals who participated in the school based survey. Logistics Coordinators assisted by community members, such as community leaders, Parent Support Group members and LGs located the marginalised girls' households before the enumerators arrived for the household survey.

2.4.6 Number of schools required

While the standard approach to determining the sample size that is described in the GEC-T MEL Guidance Part 2 is to base the sample size on power calculations with a 0.25 as the target minimum detectable effect, as documented in Camfed's MEL Framework, an agreement was reached with the Fund Manager to set the sample size at **50 intervention schools and 50 comparison schools as shown in Table 12**. For a fuller explanation see Camfed's MEL Framework Annex 5. GECT-5276

Table 12 Number of Schools Required in the Survey

Intervention	Number of Intervention Schools	Comparison	Number of Comparison Schools
Dar es Salaam Region		Dar es Salaam Region	
Ilala Municipal Council	16	Temeke Municipal Council	13
		Ubungo Municipal Council	3
Mwanza Region		Mwanza Region	
Nyamagana Municipal Council	10	Nyamagana Municipal Council	10
Shinyanga Region		Mara Region	
Shinyanga Town Council	6	Musoma Municipal Council	6
Singida Region		Dodoma Region	
Singida Municipal Council	8	Dodoma Municipal Council	8
Tabora Region		Geita Region	
Tabora Municipal Council	10	Geita Town Council	10

2.4.7 Number of Students per School

The target sample size was based on a calculation of one cohort of 40 Form 1 and one cohort of 40 Form 2 students in each sampled school as set out in the Camfed MEL Framework. In any class of students, the assumption (based on data collected under the other Camfed GEC-T baseline survey) was that 50% will be girls and that 40% of these will be marginalised. On this basis, it was assumed that, at baseline, 16 girls per school would be marginalised. These sample sizes should ensure that, with a conservative average attrition rate of 40%, 10 marginalised girls will be retained in each school through to the end-line.

During the baseline, the actual calculation of marginalisation was almost identical to the assessment in the MEL framework, with an actual calculation of 41% in both intervention and comparison sites.

The target number of respondents were as set out in Table 13 below.

Table 13 Total sample size of students (based on target minimum number per school achieved)

	Total number of students in the sampled schools		**Assumed no. of boys in the sampled schools**		**Assumed no. of girls in sampled schools**		**Expected number of marginalised girls in sampled schools**	
	Target	**Actual**	**Target**	**Actual**	**Target**	**Actual**	**Target**	**Actual**
Intervention	4,000	3997	2,000	1918	2,000	2079	800	852
Comparison	4,000	3988	2,000	1941	2,000	2047	800	839
Total	**8,000**	**7985**	**4,000**	**3859**	**4,000**	**4176**	**1,600**	**1,692**

Students completed the Marginalisation, Attitude to Learning and Student questionnaires and SeGRA and SeGMA tests. 100 Heads of School completed the HoS questionnaire. Table 14 shows the targeted and actual other stakeholders completing questionnaires.

Table 14: The targeted and actual other stakeholders completing questionnaires.

	Target	Actual	
Heads of School	100	100	Heads of School Questionnaire
Teachers	500	497	Teacher Questionnaire
Primary Care Givers	1,692	850	PCG Questionnaire
Heads of Household	1,692	632	HoH Questionnaire

2.4.8 Qualitative Respondents

The numbers of respondents interviewed in qualitative SSIs or FGDs were as set out in the table below. Where targets were set in the MEL framework, these were mostly exceeded because the Logistics Coordinators had been extremely effective in identifying and mobilising the key stakeholders.

Table 15: The number of respondents in qualitative research

	Head of Schools	Teachers	Girls in School	PCGs	Community Leaders	CDC Members	Learner Guides	Total
Target	10	20-30	80 (FGDs); 10-20 (SSIs)	20	10	15		
Actual	10	60	82	32	24	21	15	**235**

2.4.9 Recruitment and Training of Enumerators

Enumerators were recruited from the team which carried out the Camfed GEC-T 5105 baseline. All but five enumerators were already familiar with the project. The enumerators worked in teams of different sizes (four for the school-based survey and pairs for the household survey), with support from the Logistics Coordinators.

Before the start of the school-based survey, a comprehensive training programme was conducted for the enumerators by an international consultant from the EE team, with inputs (e.g. presenting the project detail) and support from Camfed staff. A similar training was held prior to the household survey.

The training, which included many opportunities for skills practice comprised:

- An overview of the project
- A detailed description and discussion of the enumerator's role
- Listening, communication and interview skills practice
- Detailed opportunities, including role play, to get to know the tools and practice in their use
- Research ethics and child protection and how it relates to gathering data
- A thorough grounding in the collection of quantitative data
- The use of the tablets and the ODK software
- Data entry and other protocols
- Field logistics and timescales
- Clarity on expected work standards and a good understanding of the data entry procedures.
- The training also provided a forum for enumerators to give detailed feedback on the user-friendliness and language of data collection tools.
- Security of enumerators and system for gaining support and addressing issues

An enumerator fieldwork training manual was also developed which comprised all the key points from the training. A copy of the manual was then given to each enumerator to refer to as necessary when in the field.

2.4.10 Child protection

During the enumerators' training, prior to the survey being conducted, the teams were briefed on the Camfed child protection policy. They read the policy and signed to confirm that they agreed to abide by it. The international team also signed the same. Consent to participate in the research was sought from all research participants. Where possible the interviews were held in neutral situations and other respondents such as HoS or teachers were asked not to be present during the surveying of a specific group in order to support confidentiality, neutrality and honesty of responses. Child friendly research methods (such as participatory research) were employed to ensure the protection of children from emotional harm. Enumerators with experience of researching sensitive topics with children were engaged for the work. Appropriate Camfed protocols were put in place and adhered to when conducting the research to ensure ethical and child protection standards were strictly obeyed by the entire research team. Camfed protocols and procedures were followed if the need arose to refer children to support services if serious issues of concern were uncovered during the consultation process.

2.4.11 Data collection phase/field work

Each enumerator team conducting the school-based surveys comprised a Team Leader (trained as an enumerator), three enumerators and a Logistic Coordinator and was accompanied by a Community Development Committee (CDC) member, or a member of the MoEST Education Department in comparison districts. Each team went to specified districts according to an agreed schedule.

Enumerators worked in pairs during the baseline household survey research to ensure their safety and wellbeing especially when visiting the homes of the marginalised girls. Enumerators were all part of an official baseline survey WhatsApp group and this communication platform enabled them to report any incidents where they were concerned about their welfare or safety immediately to their Team Leader who in turn was able to either resolve the issue or seek further guidance and advice from the International team.

2.4.12 Piloting the Tests

A pilot of the SeGRA and SeGMA tests took place on 30th May 2018. Students were recruited from two schools in Kigamboni Municipal District in Dar es Salaam region, neither of which will form part of the intervention or comparison sample. A total of 151 students in Forms 1 and 2 participated in the piloting of the SeGMA and 147 in the SeGMA. The gender, form and school of students was equally represented at 50% or close to that. Students ranged from 12 to 19 years of age with a mean of 14.37 and a standard deviation of 1.32 years. The two assessments were administered in exam conditions, with an hour allocated for each assessment (based on 20 minutes per sub-task). The papers were marked by the National Examinations Council of Tanzania (NECTA) examiners against the marking schemes developed by NECTA.

The conclusion from the pilot survey was that the SeGRA and SeGMA assessments are fit-for-purpose and suitable for administration in their entirety (sub-tasks 1, 2 and 3) to the cohort from the baseline.

2.4.13 Data Entry

With the exception of the English and Mathematics assessments, data was entered in Google Nexus Tablets using the Open Data Kit (ODK) application. The English and Mathematics assessments, which were completed on paper, were placed in envelopes clearly marked with the district, school name, type of assessment and the number of questionnaires. These envelopes were passed to the national examination councils for marking

Internal validation within the ODK forms on the tablets improved the quality of the data collected. Quantitative data were downloaded from the ODK server and exported as CSV files. The EE team

conducted statistical analysis on the data to identify the most meaningful relationships between data sets. Data analyses were carried out using SPSS. All the forms were marked as finalised on the tablets and saved.

2.4.14 Data Management and Analysis

The quantitative data was downloaded and exported from the ODK server as CSV and Excel files. Datasets were created for the different sub-surveys (student, teacher, HoS, household, SeGMA/SeGRA and attendance data). Variable labels and value labels were assigned and used for all questions.

The EE team conducted rigorous data cleaning, preparation and statistical analysis using SPSS. Cleaning involved ensuring that key variables assumed logical values; and ensuring that skip patterns were followed. It also included triangulating and gap filling variables such as district, sex, age etc. that could be completed from various questionnaires. Preparation for analysis involved fully anonymising data, labelling old and new variables, developing codebooks and merging variables of interest. Analysis was performed using SPSS syntax and ensured that the steps could be reproduced.

In terms of the qualitative research, the interviews and FGDs that were recorded were transcribed and where recording was declined, notes were taken. The data was then coded and entered into a thematic spreadsheet in Microsoft Excel. The EE then conducted individual and group analyses and 'sense-making' workshops. To identify key themes for analysis. A copy of the thematic spreadsheet can be found in the Annex entitled 'Interview Transcriptions'.

2.5 Challenges in baseline data collection and limitations of the evaluation design

The following were the challenges encountered during the baseline

1. The qualitative and quantitative studies were conducted concurrently to avoid further disturbance in schools and to maximise the available resources. While this did not affect the robustness or reliability of the research, it limited, to some extent, the exploration of interesting or unexpected results coming from either types of research which carrying them out sequentially with the qualitative study following the quantitative study, or vice versa, would have allowed.
2. While not posing a direct challenge to the baseline data collection itself, the EE is concerned from an ethical perspective about the level of data required to be collected from children and other stakeholders – particularly in comparison districts, given that only a small portion of it can be used in the baseline report.
3. The Washington Group disability questions were challenging to administer for this groups of children in this context. While asking to what extent a person can do something has become a standard approach, the self-reporting aspect of this was unsuitable for sampled students. The students completed questions on tablets with a whole class being supervised by enumerators, and this led to some poor results, with unexpected large numbers of children identifying that they "could not do at all" some of the items in classes in which no child has been identified by the teacher as having any form of disability. If this tool is to be used in future it needs to be served by a well-trained or qualified person on a one-to-one basic with students and this is likely to be impractical.

3. Key Characteristics of Baseline samples

3.1 Project beneficiaries

Girls in the cohort targeted by this project are marginalised girls in disadvantaged communities located in under-served peri-urban districts of Tanzania. They are marginalised by poverty, gender, and geography, with overlapping sub-sets of the cohort facing a variety of interlinked forms of marginalisation. This section describes the characteristics of the samples used in this baseline report. We used a joint sample made up of:

- marginalised girls in both intervention and comparison districts and who were the primary focus of the school and household surveys;
- other girls reached during the school-based survey
- marginalised and less-marginalised boys who were reached during the school-based survey.

Marginalisation was determined using Camfed's Marginalisation Criteria (as described in the following section), calculated for each student who was interviewed during the school-based survey. Strictly speaking, the approach categorises students as "marginalised" and "less marginalised" because all girls in the selected schools are marginalised to some extent. Using Camfed's Marginalisation Criteria, marginalisation is calculated for each student interviewed during the school-based survey. However, although the selection criteria are similar, the girls identified in this way are not necessarily those marginalised girls receiving Camfed direct financial and material support. This method of determining marginality is used in order to identify marginalised children in the comparison group in a way that is consistent with the methods deployed in the partner (intervention) schools.

The MEL framework describes the Camfed approach to identifying marginalised girls as based on 20 scenarios that describe key elements of a child's personal situation. These marginalisation scenarios were designed by Camfed to be unambiguous indicators of marginality in GEC. If a girl's situation was captured by any one of the 20 scenarios, Camfed would consider her to be 'marginalised'. Educational marginalisation is complex and these 20 scenarios go some way to addressing this complexity. However, each scenario includes more than one factor, which makes assessing marginalisation challenging as a girl may satisfy one but not the other(s).

3.2 Representativeness of the learning and transition samples across regions, age groups, grades, disability status and sex of the beneficiaries

The survey was completed in total by 4126 girls and 3859 boys: a total of 7985 students in the following forms:

Total Students Sampled

	Girls		Boys		
	Form 1	Form 2	Form 1	Form 2	
Intervention	1022	1025	972	969	3988
Comparison	1039	1040	958	960	3997
Total	**2061**	**2065**	**1930**	**1929**	**7985**

Tables 16 and 17 present the breakdown of the survey samples by district, district type, form/Grade, marginality and gender. The data presented here is drawn from the school-based survey.

Table 16a and 17a: Full Evaluation sample breakdown (district and marginalisation) (Template Table 4 and 5)

District	Female				Male			
	Form 1		Form 2		Form 1		Form 2	
	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised
Intervention								
Ilala Municipal Council	122	218	87	253	110	189	98	202
Nyamagana Municipal Council (Intervention)	95	108	94	106	71	125	84	113
Shinyanga Municipal Council	71	49	60	65	55	62	51	62
Singida Municipal Council	58	101	51	109	60	100	55	104
Tabora Municipal Council	100	100	97	103	85	115	99	101
Total	**446**	**576**	**389**	**636**	**381**	**591**	**387**	**582**
Comparison								
Dodoma Municipal Council	56	124	59	121	52	88	44	96
Geita Town Council	105	115	100	119	101	79	108	72
Musoma Municipal Council	63	57	58	63	59	61	55	64
Nyamagana Municipal Council (Comparison)	78	121	78	121	76	123	88	113
Temeke Municipal Council	99	161	103	157	92	168	97	163
Ubungo Municipal Council	31	29	21	40	24	35	18	42
Total	**432**	**607**	**419**	**621**	**404**	**554**	**410**	**550**

Table 16b and 17b: Full Evaluation sample breakdown by % (district and marginalisation)

District	Female				Male			
	Form 1		Form 2		Form 1		Form 2	
	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised
N	446	576	389	636	381	591	387	582
Intervention								
Ilala Municipal Council	27%	38%	22%	40%	29%	32%	25%	35%
Nyamagana Municipal Council (Intervention)	21%	19%	24%	17%	19%	21%	22%	19%
Shinyanga Municipal Council	16%	9%	15%	10%	14%	10%	13%	11%
Singida Municipal Council	13%	18%	13%	17%	16%	17%	14%	18%
Tabora Municipal Council	22%	17%	25%	16%	22%	19%	26%	17%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Comparison								
N	432	607	419	621	404	554	410	550
Dodoma Municipal Council	13%	20%	14%	19%	13%	16%	11%	17%
Geita Town Council	24%	19%	24%	19%	25%	14%	26%	13%
Musoma Municipal Council	15%	9%	14%	10%	15%	11%	13%	12%
Nyamagana Municipal Council (Comparison)	18%	20%	19%	19%	19%	22%	21%	21%
Temeke Municipal Council	23%	27%	25%	25%	23%	30%	24%	30%

Ubungo Municipal Council	7%	5%	5%	6%	6%	6%	4%	8%
Total	100%	100%	100%	100%	100%	100%	100%	100%

The school survey was completed by 446 marginalised girls in the intervention districts and 432 in comparison districts in Form 1. In Form 2, a total of 389 marginalised girls in the intervention districts and 419 in the comparison districts completed school surveys.

Table 18a: Evaluation samples breakdown (by age) (Template Table 6)

	Female				Male			
	Form 1		Form 2		Form 1		Form 2	
Age group	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised
Comparison								
6 to 8 years	0	0	0	0	0	0	0	0
9 to 11 years	1	0	0	0	0	0	0	0
12 to 13 years	105	236	15	26	54	121	10	13
14 to 15 years	268	334	257	442	235	354	188	313
16 to 17 years	57	35	137	144	96	73	161	192
18 to 19 years	1	2	10	9	17	6	49	31
20+ years	0	0	0	0	2	0	2	1
Total	**432**	**607**	**419**	**621**	**404**	**554**	**410**	**550**
Intervention								
6 to 8 years	0	0	0	0	0	0	0	0
9 to 11 years	2	1	0	0	0	0	0	0
12 to 13 years	162	224	12	23	69	156	6	3
14 to 15 years	246	318	258	492	218	361	193	368
16 to 17 years	33	33	107	114	84	64	160	185
18 to 19 years	3	0	11	7	8	10	26	25
20+ years	0	0	1	0	2	0	2	1
Total	**446**	**576**	**389**	**636**	**381**	**591**	**387**	**582**

The modal age for both marginalised girls and boys (both Form 1 and 2) was 14 to 15 years in both the intervention and comparison districts.

Table 18b: Evaluation samples breakdown (by age - %) (Template Table 6)

	Female				Male			
	Form 1		Form 2		Form 1		Form 2	
Age group	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised
Total	**432**	**607**	**419**	**621**	**404**	**554**	**410**	**550**
Comparison								
6 to 8 years	0%	0%	0%	0%	0%	0%	0%	0%
9 to 11 years	0%	0%	0%	0%	0%	0%	0%	0%
12 to 13 years	24%	39%	4%	4%	13%	22%	2%	2%
14 to 15 years	62%	55%	61%	71%	58%	64%	46%	57%
16 to 17 years	13%	6%	33%	23%	24%	13%	39%	35%
18 to 19 years	0%	0%	2%	1%	4%	1%	12%	6%
20+ years	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Intervention								
Total	**446**	**576**	**389**	**636**	**381**	**591**	**387**	**582**
6 to 8 years	0%	0%	0%	0%	0%	0%	0%	0%
9 to 11 years	0%	0%	0%	0%	0%	0%	0%	0%
12 to 13 years	36%	39%	3%	4%	18%	26%	2%	1%
14 to 15 years	55%	55%	66%	77%	57%	61%	50%	63%
16 to 17 years	7%	6%	28%	18%	22%	11%	41%	32%
18 to 19 years	1%	0%	3%	1%	2%	2%	7%	4%
20+ years	0%	0%	0%	0%	1%	0%	1%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Table 19: Comparison of average ages by district type (intervention vs comparison)

	Male				Female			
	Form 1		Form 2		Form 1		Form 2	
	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised
Intervention	14.7	14.3	15.6	15.3	14.0	13.8	15.1	14.8
Comparison	14.9	14.4	15.8	15.4	14.3	13.9	15.2	14.9

Across the baseline sample, marginalised boys in school were older, on average, compared with marginalised girls. The average age of marginalised males in Form 1 was 14.7 in intervention and 14.9 in comparison areas compared with age 14.0 for marginalised girls in intervention and 14.3 in comparison

areas. In Form 2, the average age of marginalised boys was 15.6 in the intervention area and 15.8 in the comparator, compared with girls aged 15.1 in the intervention and 15.2 in the comparison area.

Disability is also identified in GECT-5276 as a key factor impacting on young people's ability to engage in education. This is explored through a series of self-reported disability questions (those developed by the Washington Group) in the student questionnaire in which they were asked to assess whether they have no difficulty, some difficulty, a lot of difficulty or cannot do at all against the following statements:

Compared to other children around your age:

- Do you have difficulty seeing, even if wearing glasses?
- Do you have difficulty hearing, even if you are using a hearing aid?
- Do you have difficulty walking or climbing stairs?
- Do you have difficulty remembering or concentrating?
- Do you have difficulty with self-care such as washing all over or dressing?
- Using your local language, do you have difficulty communicating, for example understanding or being understood?

The calculation of whether or not a child is identified as having a disability includes all those with difficulty *in at least one domain* recorded at *a "lot of difficulty"* or "*cannot do at all"*.

The table below shows the breakdown of self-reported disability of the total cohort by gender, across the intervention and comparison groups.

Table 20a : Self-reported disability by gender, intervention and comparison areas (Template Table 7)

	Intervention		Comparison	
	Boys	Girls	Boys	Girls
Sample Size	1941	2047	1918	2079
Students with one or more forms of disability	14.4%	17.3%	14.2%	18.3%
Visual Impairment	5.3%	6.4%	5.1%	7.3%
Hearing impairment	4.4%	5.1%	4.2%	5.0%
Mobility Impairment	3.9%	4.7%	3.4%	6.3%
Cognitive Impairment	5.7%	5.5%	5.2%	6.6%
Self-care Impairment	4.0%	3.7%	3.8%	5.0%
Communication Impairment	2.3%	2.9%	2.6%	3.9%

Source: School Based Survey

It is interesting that a greater proportion of girls than boys self-reported a disability in the intervention and comparison group. In the data 17.3% of girls in the intervention group and 18.3% in the comparison group reported a disability, compared with just over 14% of boys in each group. This may be because girls are more inclined to acknowledge difficulties they face or be less affected by stigma around health. It could also indicate a genuinely higher prevalence of disability among girls.

These results for students with one or more forms of disability are much higher than the estimated national average. For example, UNICEF[25] estimates that in 2011, only 0.35 per cent of all children enrolled in primary school were children with disabilities. In secondary schools this reduces to 0.3 per cent of boys and 0.25 per cent of girls have disabilities. SIDA (2014)[26] estimates that the enrolment figures for children with disabilities in primary school range from 0.1% to 10% depending on the source. The CCBRT Education

[25] UNICEF Education equity and quality: Children with disabilities https://www.unicef.org/tanzania/6911_10810.html.
[26] SIDA 2014 Disability Rights in Tanzania https://www.sida.se/globalassets/sida/eng/partners/human-rights-based-approach/disability/rights-of-persons-with-disabilities-tanzania.pdf

study (2010) estimates that the enrolment rate in mainland Tanzania for children with disabilities range between 0.1 per cent and 0.5 per cent. Moreover, the majority of children with disabilities who do manage to attend school, do so in special schools of special units in mainstream.[27]

Tanzania has an Education Inclusion Policy and a number of projects have been put in place to increase , community awareness and encourage the parents of children with disability to send their children to school. However, the percentage has only improved a little. On this basis, the students overall self-reported level of disability is extremely high, at around 15%. These quantitative results from students did not triangulate with the findings of the qualitative team, who were only able to locate two learners, registered as having disabilities in the 10 schools visited, and these were in a special unit for children with disability.

While it has been shown that asking questions about 'difficulty doing certain activities' provides an improved measure of disability status for effective data collection Schneider, (2009)[28], it is the EE's opinion that the Washington Group questions are not appropriate in this context with this age of students, completing the questionnaire on their own without direct facilitation. For example, it is highly likely that a large number of students responded positively to the question "*Do you have difficulty remembering or concentrating*?" even if it is not severe enough to be a disability Similarly, many children are likely to say that they "*have difficulty walking or climbing stairs*" when this is not the case.

Self-reported health and disability questions are always difficult, especially for children, and particularly in surveys where it is not appropriate or practical to collect a lot of detail about health issues. The precise nature of the disability, the symptoms, use of aids or adaptations and the severity of the difficulty is not explored in these questions. This means that, inevitably, the prevalence of disability is higher than if a measure based on medical diagnosis, use of mobility aids or access to support services were part of the definition.

Table 20b shows the results specifically for Form 1 marginalised girls. This group has been selected because the household survey was conducted at the homes of this group of girls and we will be able to compare their responses with those of the PCGs, From these results it is clear that, at an average of 25%, Form 1 marginalised girls self-report even higher levels of disability than the full cohort.

Table 20b: Self-Reported Disability for Form 1 marginalised Girls

	Intervention	Comparison
Sample Size	446	432
Students with one or more forms of disability	21.6%	27.7%
Visual Impairment	9.5%	11.9%
Hearing impairment	6.7%	8.6%
Mobility Impairment	6.6%	10.4%
Cognitive Impairment	7.3%	8.6%
Self-care Impairment	5.6%	7.4%
Communication Impairment	3.0%	7.5%

Source: School Survey

The results from the PCG questionnaire in which the PCGs were asked the same questions in relation to the girl for whom they care, also showed a higher rate of disability than the national average. This was, however, lower than the girls and gave a higher score for different categories, especially communication impairment. Table 20c shows a comparison between the responses of the Form 1 girls and the PCGs.

[27] ibid

[28] Schneider (2009). The difference a word makes: responding to questions on 'disability' and 'difficulty' in South Africa. Disability and Rehabilitation; 31 (1) http://www.tandfonline.com/doi/abs/10.1080/09638280802280338

Table 20c: PCG and Form 1 Marginalised Girls Disability Results

	Intervention		Comparison	
	Girls	PCG	Girls	PCG
Sample Size	446	446	432	432
Students with one or more forms of disability	**21.6%**	**13.9%**	**27.7%**	**15.6%**
Visual Impairment	9.5%	3.9%	11.9%	3.1%
Hearing impairment	6.7%	0.7%	8.6%	0.7%
Mobility Impairment	6.6%	0.5%	10.4%	1.9%
Cognitive Impairment	7.3%	0.7%	8.6%	1.0%
Self-care Impairment	5.6%	0.2%	7.4%	1.2%
Communication Impairment	3.0%	9.7%	7.5%	12.5%

Source: Household Survey

The difference between the PCGs' responses and girls' are quite stark, with very few PCGs indicating that girls' have hearing, mobility, cognitive or self-care impairments and communication impairment being the main issues, whereas girls score visual, mobility and cognitive the highest.

Given these differences and the very high overall disability results and lack of triangulation with qualitative findings, the EE feels that this data is not very sound and a number of steps need to be taken before the midline: there is a need for Camfed to investigate levels of disability in Camfed-supported schools; to interrogate national statistics on disability; to discuss these and mechanisms by which schools record students with disabilities with MoEST; and to test the use of the Washington Group questions more fully in the Tanzanian context.

Table 20d shows the degree of disability according to the responses of marginalised girls. This table further shows the lack of reliability of the data in the high percentage of "Cannot do at all" responses.

Table 20d: Self-reported disability by grade, intervention and comparison areas (Marginalised girls only)

		Form 1		*Form 2*	
		Intervention	***Comparison***	***Intervention***	***Comparison***
	Sample Size	***446***	***432***	***389***	***419***
Vision Impairment	No - no difficulty	60.3%	57.2%	63.2%	58.7%
	Yes - some difficulty	21.1%	18.3%	21.6%	22.4%
	Yes - a lot of difficulty	4.7%	5.3%	2.8%	5.5%
	Cannot do at all	3.8%	4.9%	3.3%	3.8%
	Don't know	10.1%	14.4%	9.0%	9.5%
	Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Hearing Impairment	No - no difficulty	73.1%	69.9%	76.6%	74.9%
	Yes - some difficulty	7.6%	9.0%	8.2%	8.8%
	Yes - a lot of difficulty	2.9%	3.7%	3.1%	2.4%
	Cannot do at all	2.9%	3.7%	1.8%	1.9%
	Don't know	13.5%	13.7%	10.3%	11.9%
	Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Mobility Impairment	No - no difficulty	68.8%	66.4%	70.4%	66.3%
	Yes - some difficulty	16.6%	15.5%	17.7%	19.1%
	Yes - a lot of difficulty	4.3%	5.3%	2.8%	6.9%
	Cannot do at all	1.8%	4.2%	1.8%	1.9%
	Don't know	8.5%	8.6%	7.2%	5.7%

	Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Cognitive Impairment	No - no difficulty	60.1%	50.2%	54.0%	47.5%
	Yes - some difficulty	28.7%	36.1%	36.5%	38.2%
	Yes - a lot of difficulty	6.1%	6.0%	4.4%	9.3%
	Cannot do at all	0.9%	2.1%	1.3%	1.4%
	Don't know	4.3%	5.6%	3.9%	3.6%
	Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Self-care impairment	No - no difficulty	76.5%	73.8%	77.6%	72.6%
	Yes - some difficulty	14.1%	15.5%	14.4%	17.4%
	Yes - a lot of difficulty	3.6%	4.6%	3.3%	5.7%
	Cannot do at all	1.8%	2.5%	1.8%	1.7%
	Don't know	4.0%	3.5%	2.8%	2.6%
	Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: School Survey

3.3 Educational Marginalisation

The levels of educational marginalisation present in the Camfed sample can be assessed using the household and girls school survey. The results of this are presented below in Table 21.

Table 21: Girls' Characteristics (FM Table 8)

Sample breakdown (Girls)							
	Intervention			Comparison			
	Marginalised	Less marginalised	Total	Marginalised	Less marginalised	Total	Source
Double Orphan	4.9%	1.7%	3.0%	4.6%	2.1%	3.1%	Sch Survey
Single Orphan	22.2%	16.0%	18.5%	27.0%	18.2%	21.7%	Sch Survey
Not living with both parents	67.3%	50.6%	57.4%	63.5%	50.9%	56.0%	Sch Survey
Living in a female headed household	45.9%	32.8%	38.1%	43.6%	34.0%	38.0%	Sch Survey
Married	0.5%	na	0.5%	0.2%	na	0.2%	HH Survey
A child who is a mother under the age of 18	0.1%	na	0.0%	0.2%	na	0.1%	HH Survey
A child who is a mother under the age of 16	0.1%	na	0.0%	0.2%	na	0.1%	HH Survey
Difficult to afford for girl to go to school	11.3%	7.2%	8.8%	12.8%	5.7%	8.6%	Sch Survey
Household does not own land for themselves	44.6%	na	44.6%	31.7%	na	31.7%	HH Survey
Household house material depicts poverty i.e. mud grass leaves etc.	10.3%	1.7%	5.2%	10.3%	1.3%	5.0%	Sch Survey
Household house wall material depicts poverty i.e. earth and wood	38.4%	15.9%	25.1%	40.9%	17.2%	26.9%	Sch Survey
Household has skipped meals on some days	69.7%	35.0%	49.1%	62.9%	30.2%	43.6%	Sch Survey
Have difficulties learning in English	49.0%	50.3%	49.8%	52.2%	49.3%	50.5%	Sch Survey
Teacher does not use other LoI other than English	33.9%	27.6%	30.2%	42.2%	31.7%	36.0%	Sch Survey
Students with difficulties learning in English and Teacher does not use another LoI	18.2%	16.7%	17.3%	26.1%	17.7%	21.1%	Sch Survey
Head of household has little or no literacy	13.3%	7.6%	10.4%	19.7%	7.4%	13.2%	Sch Survey
Primary caregiver has no education	14.8%	na	14.8%	18.5%	na	18.5%	HH Survey

This data in the table above shows that the key characteristics of educational marginalisation in this group are associated with household poverty; 70% of female respondents reported that the 'household has skipped meals on days", 62% reported that they do not have a regular income and over 44% did not own land. Other common characteristics were girls living in a female headed household, living without both parents or single or double orphans. In the analysis below we explore the implications of these characteristics of marginalisation on girls' learning and attendance. Some of the evidence above also suggests that the marginalised comparison group experiences a higher prevalence of some aspects of marginality, compared with marginalised respondents in the intervention group.

Camfed's own marginalisation criteria present a list of 20 scenarios that each, individually indicate marginalisation. The reported incidence of one marginalisation indicator on the Camfed index is enough for a girl to be considered marginalised. The incidence of these scenarios is shown below and includes marginalised girls in the intervention and comparison groups.

The most common individual items reported by around a third of girls were living in a household with a very low income, so they cannot afford basic needs while over a quarter were a child whose parents/guardians cannot pay for school costs and so are often sent home, or drop out of school. The other more common experiences were a child who is unable to attend school due to her own disability or chronic illness (and associated costs) or needing to care for family members who were ill or disabled.

Table 22 Marginalisation based on the Camfed Criteria

	Measure of Marginalisation	Intervention	Comparison
	Sample size	2050	2085
1	A child whose parents/guardians cannot pay the school costs and so are often sent home or drop out of school.	27.5%	29.8%
2	A child living in a family that gets only one meal per day, or sometimes goes to bed hungry.	5.4%	5.0%
3	A child living in a household with very low income so that they cannot afford even the basic needs.	32.2%	34.0%
4	A child living with old relatives with no or little income, so the child has to earn income for the family	0.5%	0.5%
5	An orphaned child living with guardians who is being neglected and not having all needs provided, including school costs	1.0%	0.9%
6	A child taking care of sick or disabled parents, siblings or other relatives (which stops them going to school)	11.8%	11.3%
7	A child who lives in the street	0.4%	0.3%
8	A child who lives in a household headed by a child [not him/herself]	0.2%	0.0%
9	A child who is the head of the household	0.3%	0.5%
10	A child who is given a lot of work so that they don't have time to do their homework or they miss school.	1.1%	0.8%
11	A child whose guardian treats them unfairly compared to other children in the household in terms of work or provisions	5.1%	4.8%
12	A child who spends a lot of time in church activities to the extent that she/he misses school.	0.4%	0.3%
13	A child whose parents/guardians do not value education and so do not pay school fees and other school costs	0.1%	0.0%
14	A child whose parents/guardians are sick or disabled so that they have very low or no income	2.4%	2.7%
15	A child with a chronic illness or disability whose parents/guardians cannot afford the treatment and school-going costs	15.2%	16.3%
16	A child with chronic illness/disability whose parents do not encourage them to go to school and so do not pay school-going costs	0.3%	0.0%
17	A child living in a household with many children so that the parents/guardians cannot pay the school going costs	0.5%	0.1%
18	A child who spends most or all of their leisure time working to make some money.	2.3%	1.4%
19	A child who does not have a permanent home and therefore often misses school.	0.3%	0.1%
20	A child whose parents/guardians are pressuring them to marry or drop out of school to get a job or work on the farm.	0.6%	0.4%
	All girls	**41%**	**41%**

Using the Camfed scenarios, a total of 41% of girls in intervention schools were classified as marginalised: 44% in Form 1 and 38% in Form 2. 41% girls in were also classified as marginalised in comparison schools: 42% in Form 1 and 40% in Form 2. The categorisation of marginalisation is triggered if just one of the scenarios is ticked. However in some cases more than one scenario was acknowledged and some children ticked more than one scenario indicating multiple aspects of marginalisation they face in their life.

In Camfed's application of the tool, girls classed as marginalised by their experience of single or multiple scenarios are treated equally and considered to be equally marginalised. The index was not intended to be used to produce an overall score but rather young people would be allocated to the marginalised or less marginalised group depending on their agreement with **any or many** of the individual scenarios. While the EE appreciates that Camfed developed the scenarios to avoid tallying of levels of marginalisation, looking at the multiple dimensions of marginality can provide some useful insights into the extent to which young people experience multiple and intersecting difficulties.

Marginalised young people experiencing multiple aspects of marginalisation

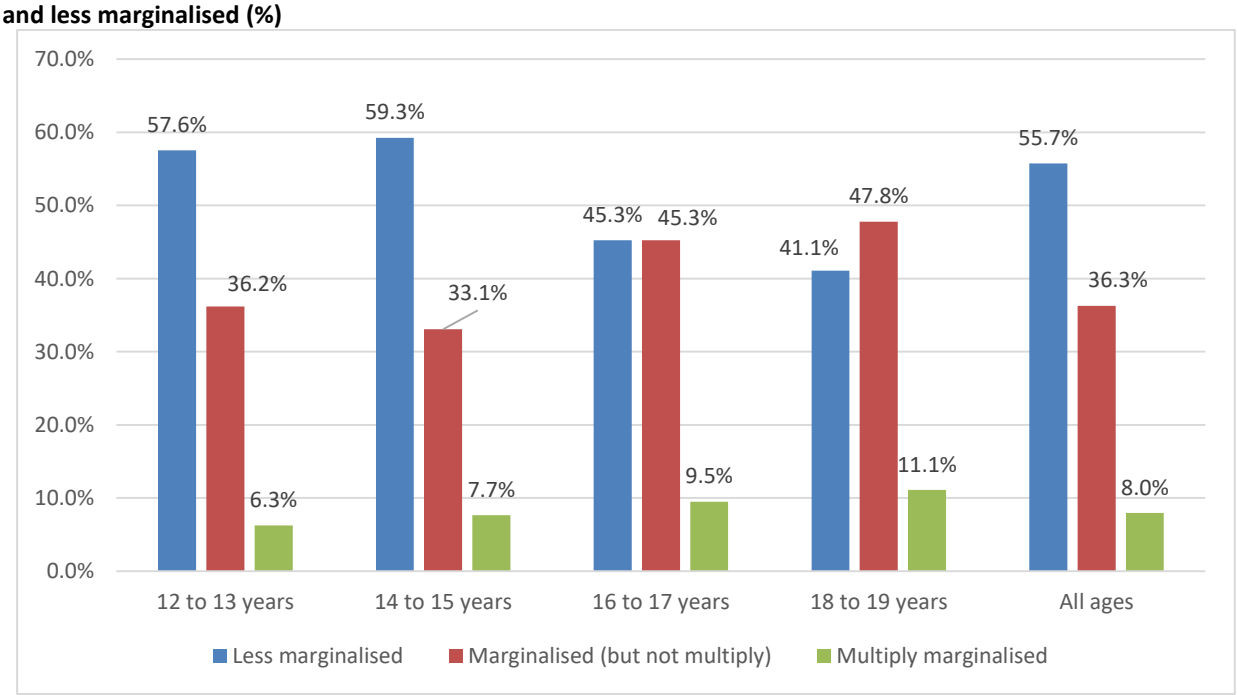
The GEC has a particular interest in understanding the complexity of marginalisation and using this analysis could help to identify the conditions experienced by the most marginalised girls. Over half of the students surveyed were not marginalised based on **any** of the scenarios on the marginalisation index.

The Camfed marginality index can be used as an indicator of the complexity of the experience of marginality. Although not intended to be a scalar index – i.e. a girl selecting two scenarios is not twice as marginalised, it is, in the view of the EE, fair to consider the selection of multiple scenarios as indicating a more complex, multi-dimensional experience of marginalisation.

Inevitably, there is some degree of 'double-counting' due to the fact that the individual scenarios cover a range of experiences. The average (mean) number of items selected across the list of 20 items by **marginalised** young people was 2.6 items, which means that selecting **four or more** items is significantly higher than average – more than one standard deviation above the mean. It is those indicating a more significantly complex experience of marginalisation that are considered to be 'multiply marginalised'. It could be hypothesised that this group need specific consideration within the cohort and need to be tracked over the mid and endline to assess how they perform in attendance, learning and transition.

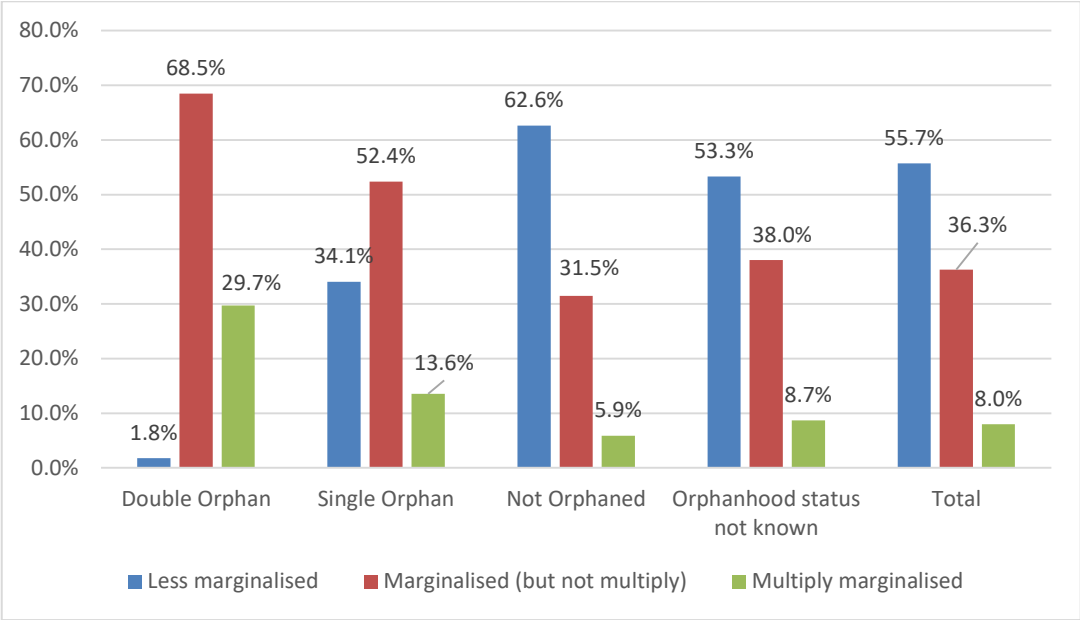
Boys and girls were distributed similarly between less marginalised, marginalised and multiply marginalised groups but there were some interesting findings on age, household profile, income and disability. Looking at the intervention group, we see a higher proportion of marginalised students among the older students, but less difference in the levels of multiple marginality by age.

Figure 1: Age profile – multiply marginalised students in intervention areas, compared with other marginalised and less marginalised (%)



Orphan-hood is a common feature of multiple marginalisation, with 29.7% of double orphans and 13.6% of single orphans multiply marginalised, compared with 5.9% of non-orphans.

Figure 2: Marginalisation and multiple marginalisation among orphaned students in the intervention areas



Girls living with only one parent or in households where there is no parent present face severe challenges to attend school and achieve. Living with a single parent can make girls more vulnerable to harassment or abuse. One parent committee member commented that "*Some of our children are facing problems especially those that stay with single parents because they are being taken advantage of, so we report to the authority so that they will take measures".* Not living with both parents is very common for students in the intervention areas, but far more common among multiply marginalised young people, with 75.8% reporting not living with both parents (compared with 54.6% of young people in the intervention group generally).

The category of girls living in households without parents is often indicative of real hardship and disruption that some girls are facing. Girls living without their parents can face being passed between family members and changing household and location more than once, making school registration and attendance very difficult. Street leaders in Tabora commented that some children going to secondary school are sent to live with relatives, because often parents cannot afford the costs of sending them to school and they have to do chores in their relative's house. The child can be "*taken by her aunt (today) and then by her uncle tomorrow so that's the problem - she will be shifting from one relative to another. The impact on the child is poor attendance; also they are not sure how she would be treated by those guardians*"

Ward and Street leaders in Singida also commented that:

"*Most of the children are being raised by guardians. You find that most of the parents have died so they are being looked after by their grandparents or any other relatives. So the capacity of taking care of all of them is really difficult. So most of the girls are being sent either to sell vegetables or other items so that they can get some money to save for the home*". The details of orphan hardship from a girl's perspective are also well documented in one of many of the qualitative case studies. One girl in Iringa recounted her difficult journey to secondary school. After her mother and grandmother died, she was taken to Dar es Salaam with a cousin. In an equally poor household, there was little money for school-related expenses or even barely enough food in the household. With a lot of chores and a long journey to school it was difficult for her study. When her cousin divorced, they were turned out of their accommodation and lived together in one room. Eventually she started sleeping in a church and was taken in by a female churchgoer who supported her to go to secondary school. Now aged just 15 she still must walk three hours each way when she cannot get the bus.

Often it is the combination of marginalisation characteristics and multiple barriers that create major challenges for girls. Family disruption adds further challenges, as in the example of Happiness (not her real name), in Box 1. Happiness is a secondary school student who was interviewed during the qualitative survey.

Box 1: HIV/AIDs, family disruption and multiple barriers

When Happiness was very young her father died and her mother also died soon after. Her uncle and her aunty took her to their family house. She stayed with her mother's sister who raised her as her own and she grew up thinking that her aunt was her biological mother. When she was eight years old her aunt also died and her paternal grandmother decided to take her so that she could begin school. When she was standard one her grandmother, then her primary carer, also died. Her uncle then decided to take care of her and gave her pocket money. When she was in standard two she decided to go back to her mother's family where she felt more secure. When she was in standard three her grandfather also died. After her grandfather died she had to go back to her father's family and stayed there till she was in standard six. She was then sent back to her mother's family to a different aunt and uncle.

Since April 2015 she was given medicine every day, but she did not know what it was for. In standard five she found out she was HIV positive but she does not know why or how she got it. No one knows: not her friends, teachers or school. She only has one best friend who she did tell and her friend told her that she has a cousin sister who has the same problem. The friend told her to not tell anyone else because they will tease her and not like her. This impacts on school and in classes as she thinks about it constantly and is alone. She has no support except her best friend and the aunt she is staying with is abusive to her when she comes back from school.

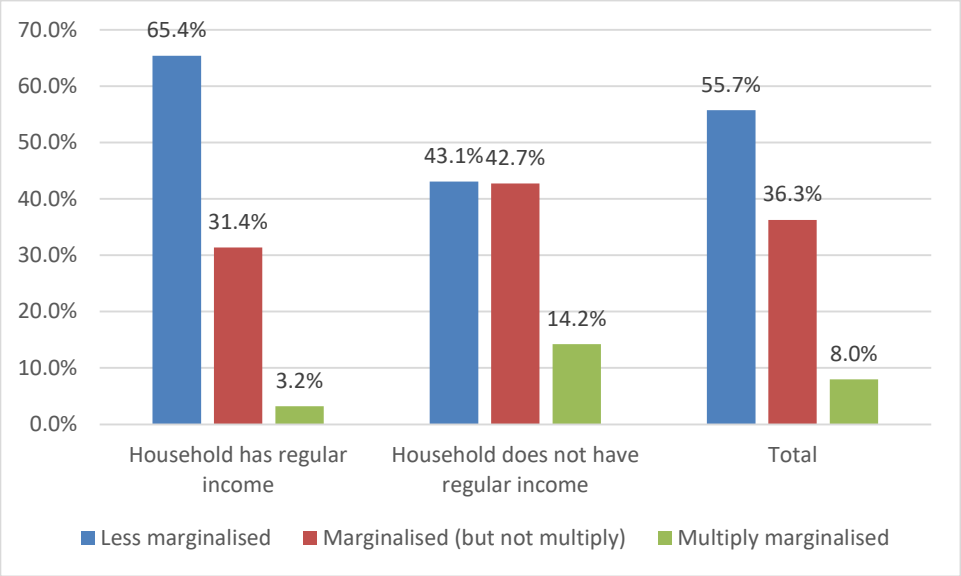
Happiness was able to remain in the same school in spite of her family disruption, although the different carers' homes were at different distances to the school, resulting in different challenges and distances to journey to school. For some children, remaining in the same school is not an option and they find themselves having to move from one school to another and may eventually drop out. Others are sent to slightly better off relatives when they move from primary to secondary school, because the school-related costs are higher at that level. This disruption and loss or changing primary carers can have a negative impact on children, especially girls who are often treated as maids. What is remarkable is their resilience and no matter what their challenges and changing circumstances, many children like Happiness continue to attend school or do all they can to attend.

It is early in this Camfed programme, but what has been identified by the EE during evaluations of other Camfed programmes, is that, if a girl is supported with a bursary and other Camfed initiatives, in most cases this support continues through their school life and into post school and may be the only constant in their lives.

Further investigation into girls coming from disrupted homes is needed at midline. This could include an assessment of number of homes, duration of stay and locations resided in over the last 2 years and presently. This could be included in both the school survey and be an element of the qualitative survey work with a smaller group of girls.

Experiencing marginalisation in multiple ways is strongly associated with income poverty – with 14.2% of young people living in a household with no regular income being multiply marginalised, and 42.7% being otherwise marginalised, while just 3.2% of young people in households with a regular income were extremely multiply marginalised (31.4% marginalised, though not in multiple ways.

Figure 3: Income profile – multiply marginalised students, other marginalised students and less marginalised (intervention)

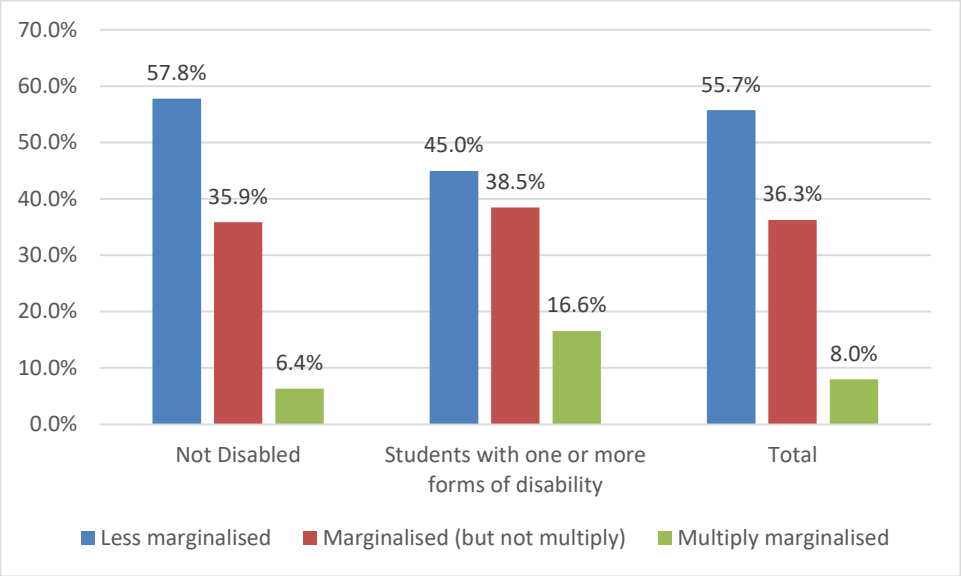


Similarly, young people who reported that their household commonly skipped meals were considerably more likely to be multiply marginalised, (15.3%) compared with those who did not (2.3%). Overall, among those less likely to skip meal often, the majority were less marginalised (68.6%) while the reverse is true for those skipping meals (39.2% less marginalised, 60.8% marginalised).

In the qualitative interviews with girls, parents and community members talked about the issue of lack of food and hunger was often mentioned. Girls leave home early, face walking long distances to get to school and don't arrive home until early evening often without having had a meal all day. Girls cited the common implications of hunger as; lack of concentration, tiredness and fainting at school. Very few schools provide a school meal. Hunger in the most marginalised households has implications for attendance and learning. These factors contribute to a highly challenging context for young people's ability to attend school, to transition and to learn. Later sections explore the relationship between marginalisation and learning outcomes.

One in three (33.0%) multiply marginalised young people in the intervention area reported a disability, compared with 15.9% of students generally, 20.7% of all marginalised young people and 12.7% of less marginalised young people, so disability is certainly commonly part of a marginalisation and more complex experiences of marginalisation.

Figure 4: Disability profile – multiply marginalised and other marginalised students in intervention areas, compared with less marginalised



Comparing the experiences of different types of student, 16.6% of those reporting one or more disabilities were multiply marginalised, compared with 6.4% of those who reported none. The majority of not disabled students were less marginalised (57.8%) while the majority of disabled students were marginalised (55.7% made up of 38.5% marginalised and 16.6% multiply so).

In the schools visited by the EE there was little school adaptation or support in schools for girls with disabilities. An interview with one girl who has stunted arms described how she is completely dependent on another school friend to help her in and around the school, to put clothes on and to go to the toilet, even when she is menstruating. She uses her legs to eat and write but gets tired. "*The teachers are understanding but what can they do, the classes, toilets and school environment is not made for me*". Girls' who are hard of hearing also mentioned finding it difficult to learn in a classroom environment due to the large class size and the teacher not 'speaking loudly enough' to address the students at the back of the class (FGD, Form 1 girls, Tabora). Thus, there appears to be a lack of understanding among many of the school teachers, peers and the community members of the individual needs of girls and boys living with disability.

3.4 Barriers to education

The barriers to learning and transition are multiple and occur both at home and at school. Table 23 elaborates on prevalence of barriers as reported by both the intervention and comparator group for girls and boys.

Table 23: Potential Barriers to Learning and Transition

	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-aliased	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Home - community								
Safety:								
Doesn't feel safe travelling to/from school (student)	7%	4%	9%	4%	10%	6%	9%	2%
fairly or very unsafe travel to schools in the area (PCG)	31%	na	43%	na	na	na	na	na
Parental/caregiver support:								
Sufficient time to study: High chore burden	24%	11%	29%	12%	32%	11%	34%	13%
Doesn't get support to stay in school and do well	24%	9%	21%	9%	22%	9%	22%	7%
Does not decide when to play with friends	11%	9%	14%	9%	8%	7%	12%	6%
School Level								
Attendance								
Attends school less than 85% of the time	28.0%	23.4%	31.4%	26.2%	30.6%	25.7%	33.2%	23.7%
Attend school less than half of the time	0%	0.6%	0.4%	0.4%	1.2%	0.5%	0.5%	0.4%
Doesn't feel safe at school	6%	4%	9%	6%	8%	5%	7%	4%
School facilities:								
No seats for all students	27.7%	29.0%	30.9%	22.6%	28.3%	25.5%	31.1%	23.7%
Difficult to move around school [29]	15.9%	10.9%	20.1%	12.9%	15.9%	10.2%	18.7%	11.1%
Doesn't use drinking water facilities	na	na	na	na	na	na	na	Na
Doesn't use toilet at school	na	na	na	na	na	na	na	Na
Doesn't use areas where children play/socialise	na	na	na	na	na	na	na	Na
Teachers:								
Disagrees teachers make them feel welcome	15%	14%	19%	12%	12%	11%	16%	11%
Agrees teachers treat boys and girls differently in the classroom	30%	26%	35%	27%	30%	25%	32%	31%
Agrees teachers often absent from class	4%	4%	9%	6%	6%	4%	7%	6%
Not enough teachers for the number of students	57%	52%	58%	53%	58%	55%	60%	60%
Other								
Students with difficulties with Language of Instruction	18%	17%	26%	18%	16%	14%	22%	17%

The table above shows some interesting findings on barriers. Nearly a quarter of marginalised girls reported a high chore burden. Over a third of marginalised boys in the intervention area also reported a high chore burden. Between a quarter and a third of all children reported attending school less than 85% of the time but this was a higher percentage in the comparator group. Poor school facilities were

[29] Based on "60d. Are you able to move round school easily and safely?"

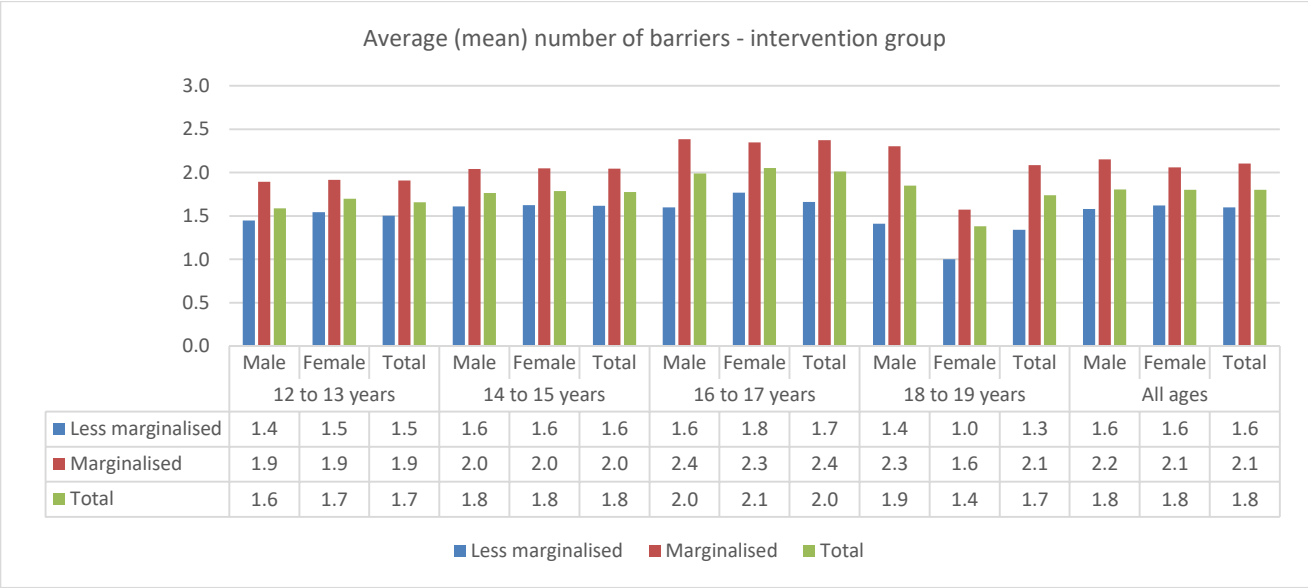
commonly reported as a barrier, notably no seats for all students and difficulty moving around the school. There was a greater difference in reporting between marginalised and less marginalised in the comparator group highlighting the different experiences in the school environment between these two groups.

Overall, between 11% and 19% of students disagreed that teachers make students similarly welcome, with a higher proportion among some marginalised groups in the comparison areas saying this, but there was less variation among the intervention groups. There was some evidence that marginalised students more commonly agreed that teachers treated girls and boys differently and that there was a lack of teachers but this is not consistent across the groups, and differences were too small to be significant. Finally, language of instruction was more commonly reported as a barrier by marginalised comparator girls (and boys in this group to a lesser extent) with less variation within the intervention groups.

To look at how students experience multiple barriers, the barriers related to safety, support and teaching were examined from the student survey. The score was derived from a total of 10 barriers, selected to cover student perceptions of safety (feeling unsafe travelling to school, feeling unsafe in school) parental support (high chore burden, reported lack of parental support, does not decide when to play) perceived availability of school resources (inadequate seats, not enough teachers, teacher absence) and perceptions of the learning environment (teacher not welcoming, teacher treating boys and girls differently). Attendance was excluded as this is explored separately in Section 4 and attendance was also felt to be so highly correlated with other indicators (e.g. chore burden, parental support) that it was useful to examine separately.

This was to enable an analysis of the overall level of other barriers with attendance later. The 'multiple barriers' indicator combined the following 10 barriers: feeling safe (travelling to and in school), chore burden, parental support and ability to decide when to play, school resources - there being enough seats and teachers, teacher attitudes – being welcoming, treating boys differently).

Figure 5: Average number of barriers (from 10 examined) experienced by the intervention group, by age and sex



	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	12 to 13 years			14 to 15 years			16 to 17 years			18 to 19 years			All ages		
Less marginalised	1.4	1.5	1.5	1.6	1.6	1.6	1.6	1.8	1.7	1.4	1.0	1.3	1.6	1.6	1.6
Marginalised	1.9	1.9	1.9	2.0	2.0	2.0	2.4	2.3	2.4	2.3	1.6	2.1	2.2	2.1	2.1
Total	1.6	1.7	1.7	1.8	1.8	1.8	2.0	2.1	2.0	1.9	1.4	1.7	1.8	1.8	1.8

Note: Excludes cohort members aged <12 (n=4) and 20+ (n=11)

The average number of barriers reported was 1.8 out of a possible score of 10 for boys and girls overall, but 2.2 for marginalised boys and 2.1 for marginalised girls, compared with 1.6 for less marginalised boys and girls. The number of reported barriers was greater among older marginalised pupils, compared with younger students, up to the age of 16-17 years, after which the number of reported barriers reduced.

The survey data indicates that older girls in school in the intervention areas reported facing fewer barriers than older boys in school did. These figures need to be considered in the light of pupil numbers, as qualitative insights suggest that girls are less commonly still in school at an older age than boys. Distance to school, coupled with harassment and fear of attack is a barrier that is prevalent amongst girls as they get older. The long journey to school and lack of public transport or bus fares means that most girls walk long distances to and from school each day. Interviews pointed to a common risk of sexual harassment on the way to school or male motor cycle drivers offering lifts for sex. Lateness is reportedly punishable by the stick and shortcuts to school through wooded areas or more remote paths increases girls' risk of attack and abuse. This led girls to ask for hostel accommodation, but also to praise the Camfed bus fare and/or bicycles as part of their bursary.

However, many girls mentioned that the amount of bus fare provided was not enough to cover all fares and they often had to miss school or accept lifts that endangered them. This is further explained in the section on Intermediate Outcome 1, Attendance.

Table 24: Average (mean) number of barriers by gender and age group (Intervention group)

Age	Gender	Mean	N	Std. Deviation
9 to 11 years	Female	1.00	3	1.732
	Total	**1.00**	**3**	**1.732**
12 to 13 years	Male	1.59	233	1.267
	Female	1.70	408	1.254
	Total	**1.66**	**641**	**1.259**
14 to 15 years	Male	1.76	1122	1.276
	Female	1.79	1282	1.296
	Total	**1.78**	**2404**	**1.286**
16 to 17 years	Male	1.99	484	1.359
	Female	2.05	280	1.347
	Total	**2.01**	**764**	**1.354**
18 to 19 years	Male	1.85	67	1.428
	Female	1.38	21	1.024
	Total	**1.74**	**88**	**1.352**
20+ years	Male	3.25	4	2.217
	Female	1.00	1	
	Total	**2.80**	**5**	**2.168**
All ages	**Male**	**1.81**	**1910**	**1.310**
	Female	**1.80**	**1995**	**1.297**
	Total	**1.80**	**3905**	**1.303**

Overall, boys and girls in the intervention area reported a similar number of barriers, an average of 1.8, across the 10 items listed above. Looking across the age groups, we see that at the age of 12 to 13 years, girls' scores on barriers were higher than boys. In the middle age groups, males and females had similar numbers of barriers, on average. The average number of barriers peaked among the 16-17 year old group before reducing among the 18-19 year old group. The oldest boys (aged 20+ years) experienced the very highest number of barriers, but were small in number. Girls were more prevalent in the younger age groups but on average face more barriers compared with boys. The reverse is true for older students in the cohort classes, with fewer girls than boys, and more barriers experienced on average by boys.

3.5 Intersection between key characteristics and barriers

The intersection between key characteristics and barriers explores the most prevalent barriers experienced by different sub groups of girls. Table 20 shows the reported prevalence of barriers and characteristics among marginalised and less marginalised girls in the intervention and comparison areas.

Marginalised girls more commonly reported a higher chore burden and lack of support to stay in school compared with less marginalised girls – across intervention and comparison areas. Marginalised girls living with a disability had a higher chore burden and less support to stay in school compared with less marginalised girls living with a disability. This is also the case for marginalised girls who were orphans, those with no regular household income or in households regularly skipping meals. Financial hardship, associated with disability and the lack of parents at home pose a significant challenge for marginalised girls, primarily through the need for them to work at home.

Particular barriers such as long distances to school and a heavy chore burden at home create time pressures for girls in that they have very limited time left to study. Bursary inputs can alleviate this such as bicycles and bus fares that reduce time taken commuting. An extra uniform that reduces the daily washing of a single uniform also opens up the potential for more study time and greater opportunities for learning. This means that financial support to alleviate poverty and the specific barriers that hardship creates, will continue to be a critical part of the required response.

What is interesting to note is that, while marginalised students generally experience greater barriers to education in a number of areas, marginalised girls in the comparison group more commonly reported barriers. For example, 43% of marginalised girls living with a disability in comparison areas reported a heavy chore burden compared with 31% of equivalent girls in the intervention group. This needs to be taken account of at the interim stage when looking at the progress of marginalised girls in the two areas.

Table 25: Examples of barriers to education by characteristic

Percentage of girls with a specific characteristic who are affected by the stated barrier																
Barrier faced by girl students	Students with one or more forms of disability				Single or double orphan				Household has no regular income				Household has skipped meals on some days			
	Female				Female				Female				Female			
	Intervention		Comparison		Intervention		Comparison		Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Does not feel safe at school	6%	4%	14%	11%	6%	4%	12%	5%	7%	5%	10%	7%	7%	6%	11%	7%
Has difficulties with language of instruction	19%	23%	29%	22%	19%	20%	26%	14%	21%	19%	27%	22%	19%	20%	29%	22%
Does not feel safe traveling to or from school	11%	7%	16%	7%	7%	5%	9%	4%	9%	6%	11%	5%	9%	7%	11%	6%
Has a high chore burden	31%	16%	43%	18%	25%	12%	29%	12%	29%	15%	37%	16%	28%	19%	38%	18%
Does not receive adequate support to stay in school	26%	12%	26%	13%	26%	13%	26%	9%	28%	14%	26%	15%	29%	18%	29%	15%
Does not decide when to play with friends	8%	10%	15%	10%	11%	8%	15%	12%	12%	9%	15%	9%	12%	10%	15%	7%
Not enough teachers for the number of students	59%	56%	56%	54%	56%	52%	59%	60%	58%	53%	56%	56%	59%	56%	62%	61%
Teachers often Absent from school	5%	4%	11%	9%	4%	3%	9%	10%	4%	4%	9%	6%	3%	3%	9%	6%
Teachers do not make student feel welcome	15%	18%	22%	15%	13%	12%	20%	11%	15%	16%	21%	15%	16%	17%	20%	12%
Teachers treat boys differently to girls	36%	31%	34%	29%	34%	26%	37%	28%	32%	30%	36%	27%	30%	30%	36%	31%

Given the relatively high number of girls and boys with disabilities in the project it is important to look more specifically at the particular barriers that this group face. The table below compares the experience of the barriers between girls and boys with disability and those without disability.

Table 26: Potential Barriers to Learning and Transition (by disability)

	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Disability	No disability	Disability	No disability	Disability	No disability	Disability	No disability
Home - community								
Safety:								
Doesn't feel safe travelling to/from school (student)	9%	5%	11%	5%	12%	7%	9%	4%
Parental/caregiver support:								
Sufficient time to study: High chore burden	23%	15%	32%	16%	29%	18%	37%	19%
Doesn't get support to stay in school and do well	19%	14%	20%	13%	24%	12%	21%	12%
Does not decide when to play with friends	9%	10%	13%	11%	8%	7%	11%	8%
School Level								
Attendance								
Attends school less than 85% of the time	24%	26%	35%	27%	28%	28%	33%	27%
Doesn't feel safe at school	5%	4%	13%	6%	12%	5%	11%	5%
School facilities:								
No seats for all students	29%	28%	28%	26%	33%	26%	33%	26%
Difficult to move around school [30]	18%	12%	20%	15%	20%	18%	11%	14%
Teachers:								
Disagrees teachers make them feel welcome	16%	14%	19%	14%	17%	10%	18%	13%
Agrees teachers treat boys and girls differently in the classroom	33%	26%	32%	30%	32%	26%	38%	31%
Agrees teachers often absent from class	5%	3%	10%	7%	6%	5%	9%	6%
Not enough teachers for the number of students	57%	53%	55%	55%	56%	56%	65%	59%
Other								
Students with difficulties with Language of Instruction	21%	17%	26%	20%	19%	14%	27%	17%

The data shows that students with disabilities tended to report more negative experiences across a numbers of key barriers, compared with those without any disabilities.

Disabled girls and boys tended to report:

- **Feeling less safe and supported**, with a higher chore burden (among disabled boys and girls in the comparator areas in particular).
- Around 1 in 5 disabled students reported having **difficulty moving around** their school, though disabled boys in the comparator group less commonly said this.

[30] Based on "60d. Are you able to move round school easily and safely?"

- **Lower attendance levels** were more commonly reported among young people with disabilities in the comparator areas, with more similar attendance among young people with and without disabilities in the intervention groups. A total of 35% of girls and 32% of boys in the comparator areas reporting a disability attended school less than 85% of the time as compared to 27% of young people not reporting a disability.
- More than 1 in 4 girls and boys with a disability in the comparator area said they had difficulties with the **language of learning**, compared with 14% of boys and 17% of girls without a disability in the intervention areas.
- Disabled students were more negative about **perceived teacher welcome** and the treatment of girls, but differences were very small between some groups e.g. girls in the intervention areas. There was also generally less variation by disability status in perceived teacher availability and absence.

3.6 Appropriateness of project activities to the characteristics and barriers identified

Lack of funds to pay school-going costs, distance and not living with mother or father appear to be the main reasons for girls being classified as marginalised. Girls are often pulled out of school by their families to help households meet immediate income-generation needs. Some girls take it upon themselves to work to fund their education before or after school, and in school holidays and this sometimes causes them to miss school or be too tired to concentrate well. Given that this is the case, then the project's approach to providing bursaries for the most marginalised girls provides a strong basis for moving forward.

The paragraphs below outline where additional activities or changing focus might strengthen the project's response to some of the key barriers and issues identified in the baseline. Many of these are further explored in *Section 5: Intermediate Outcomes* and recommendations are taken through to the *Recommendations* sub-section in Section 6.

1. Family poverty and hunger are major barriers to attendance. While secondary schools are fee-free, the non- fee school-related costs can be high. Even when the project pays the school-related costs for girls, chronic family poverty and 'no food on the table' is widespread for the most marginalised girls and may lead to girls attending irregularly or dropping out of school. Addressing this, for example by conditional cash transfers, may be outside the scope of the project directly but within its higher level advocacy role **it is recommended that Camfed identifies activities for gaining such social protection support for the families of marginalised girls in the districts within which it works or liaises with other agencies, including government agencies that may provide such support. Additionally, the project could strengthen its support to MSGs to enable them to provide more regular and more comprehensive school feeding.**

2. Twenty-nine countries in Africa have outlawed corporal punishment in schools (Human Rights Watch, 2017), but this is not the case in Tanzania. Corporal punishment is allowable under Article 13 of the Law of the Child Act 2009 in Mainland Tanzania which provides for "justifiable correction" and the National Education Act 1978. The widespread use of corporal punishment, mostly using the stick and in addition the compulsory pregnancy testing are a serious infringement of girls' human rights. Camfed's focus on child protection and Child Protection policies are progressive, but their success must be assessed within a context which legally and socially condones corporal punishment. Notwithstanding this, their work could be strengthened further by including their activities more centrally in their ToC and ensuring that schools understand the impact on children of these infringements and take steps to eradicate them. Corporal punishment in school is legal but only under

carefully controlled conditions as outlined earlier in the report. **It is therefore recommended that Camfed supports capacity development of teachers in alternative classroom behaviour management and knowledge of the law to reduce the 'culture of the stick. This could be achieved by ensuring that these topics are covered during the planned training of identified Maths and English subject teachers and Teacher Mentors and that all teachers are provided with the Camfed Training Pack.**

3. The high level of chores that girls are expected to do before and after school as well as the expectation that mostly girls will care for siblings and sick relatives were emphasised as major barriers to attendance during the qualitative research. Early pregnancy and early or forced marriage was also emphasised. These characteristics and barriers are underpinned by long-standing gender inequalities. While the project's intention is to bring about change in terms of attitudes to girls' education in communities through the alumnae association of CAMA members and mother/parent support groups, these barriers are deeply rooted and require additional direct activities to begin the transformation of gender norms in the communities with which they are working. **It is therefore recommended that Camfed includes some direct gender transformation activities in the project. These might include:**

- **Training of community leaders, SBC, MSG and FSG members in some key elements of the My Better World Programme or gender orientation and/or more in-depth training in how to address child protection and Sexual and Gender Based Violence (SGBV) issues**
- **Providing additional training for CAMA members to pro-actively engage in community discussions around gender roles and the importance of education for girls;**
- **Develop a range of strategies for involving men and boys, perhaps through school-based discussion groups, or training FSG members to conduct discussion groups with other men in their communities.**

4. According to the results, distance to school is a serious barrier to attendance for many marginalised girls. This results in girls arriving late for school, not attending on some days, being tired in class, receiving the stick for lateness, being sexually harassed or abused on the journey or 'bush boarding' sometimes in insecure or unsafe accommodation, in communities near the school. The responsive package of support CAMFED provides includes an opportunity for girls to select bicycles, bus fare or boarding fees, and beneficiaries report how valuable the bicycles have been in terms of accessing school. However, many girls report that the bus fare provided is sometimes not enough for the whole week. **It is recommended that the mechanisms for providing different levels of fare depending on distance from school be explored.**

5. The initial activities identified in project documentation for improving the quality of teaching were mostly limited to providing additional resources and training Teacher Mentors and LGs in more learner-centred methodologies and peer-to-peer sharing at a District Learning Resource Hubs. The EE was concerned that this would be insufficient to significantly raise the low literacy and numeracy results of marginalised girls by midline and endline. However, a change in activities has now included support for MoEST to provide training for literacy and numeracy tutors. It is hoped that this training will sufficiently focus on learner-centred methodologies, differentiated teaching and learning support for those students who need additional help. The activities identified in project documentation for improving the quality of teaching are mostly limited to providing additional resources and training Teacher Mentors and LGs in more learner-centred methodologies and peer-to-peer sharing at a District Learning Resource Hubs. The EE's experience of implementing and evaluating education projects in sub-Saharan Africa and resource restricted rural environments in other countries, suggests that this will be insufficient to significantly raise the low literacy and numeracy results of marginalised

girls by midline and endline. **It is therefore recommended that Camfed supports the provision of some form of whole school teacher training for all teachers in the programme.**

6. The differential attitudes of teachers towards girls and boys in which girls' potentials and abilities are under-valued and gender stereotyped were recorded in the quantitative surveys and explored in the qualitative interviews. **It is recommended that this is also addressed in the above training programme. A good starting point this could be inserted into the refresher training for the TMs and cascaded out through peer to peer learning.**

7. Furthermore, insufficient teachers for the number of students was identified as a problem by stakeholders especially the need for more science and maths teachers and teacher absenteeism was a serious problem in some schools. Although, there are more female teachers in peri-urban than rural schools, insufficient female role models was also emphasised, particularly during the qualitative interviews. **It is recommended that Camfed advocates for, and forms partnerships with other agencies advocating at district and at national level, to support a change in these areas.**

8. Using the Washington Group analysis, the baseline data shows that between 17.3% of marginalised girls in the intervention currently in school and 18.3% in the comparator group of girls are living with one or more disability. The most common problem is with sight, followed by hearing, sickness, walking, then memory. It is likely that there are many more girls living with disabilities, possibly more severe, out of school. While providing access for those children currently out of school is outside the scope of this project, keeping in school the existing girls living with a disability is within the project's scope. Currently there are no activities directly targeted specifically to support these girls. **It is recommended that Camfed includes such activities in the project. These might include training for teachers in inclusion methodologies; providing one-to-one support by training LGs or MSGs and special teaching assistants or training other learners as peer supporters.**

9. Key barriers of early pregnancy and marriage are addressed through targeting both girls and boys in school with the *My Better World* programme, wraparound psychosocial support and the peer support of LGs. However, two key concerns relating to gender-based violence are the widespread and indiscriminate use of the stick by teachers and compulsory pregnancy testing which need broad and multiple strands of intervention at different levels as previously discussed. Alternatives to corporal punishment is addressed in the Camfed child protection policy and has been included in the training of LGs. As identified above, this now needs to be disseminated to all teachers along with a more detailed understanding of the law. In a similar manner Camfed needs to address the issue of compulsory pregnancy testing, for which there is currently no law, nor policy to support this.

Overall, many of prevalent barriers identified by the baseline analysis correspond with the project's Theory of Change. The complexity of the barriers are addressed to some extent through the bursary which provides opportunities for those in receipt to select from a range of different possible support items to address their individual set of barriers. However, the majority of girls, as well as boys in the Camfed schools are marginalised to some extent and the boundary between those who receive a bursary and those who do not is very slim. While the overall Camfed programme is designed to institute some whole school activities, including an addition of teacher training, these may not be sufficient to make the kind of changes to the lives of the wider beneficiaries, as outlined in the Logframe.

The following section outlines the findings relating to the three outcomes of the project: learning (improvements in levels of literacy and numeracy), transition (progress through secondary school and on into a secure livelihood) and sustainability (the extent to which the changes brought about by the interventions are sustainable).

4.1 Learning Outcomes

The literacy (SeGRA) and numeracy tests (SeGMA) were developed in partnership with the National Examinations Council of Tanzania (NECTA). They were conducted on paper and invigilated by the trained enumerators under strict exam conditions. Once the tests were completed they were placed in sealed envelopes with all the students as witnesses and transported to the national examination council, NECTA, for marking. Each test comprised three sub-tasks with each sub-task increasing in degree of difficulty, resulting in the average score decreasing for each successive sub-task. In total, an hour was allocated to complete each test, with 20 minutes for each sub-task.

The tests were designed so that students would undertake tests comprising the same level of subtasks at midline and endline, in order to assess academic progress in literacy and numeracy. Form 1 and Form 2 students undertook the same tests based on the assumption that those in Form 2 would score higher marks on the more difficult subtasks.

In terms of any floor or ceiling effects, reveals that there were some concerns about the assessments, particularly for numeracy. These will be discussed with the FM so that any adaptations required will be implemented before the midline survey. The SEGRA and SEGRA tests used seemed to measure literacy and numeracy fairly well. The histograms below show that very few students scored zero; and there were clearly no ceiling effects. The data for SEGRA scores followed the normal (Gaussian) distribution more closely than that of SEGMA.

Table 27 below shows the sample sizes for the school based survey, the numbers that undertook the SeGRA and SeGMA test together with the sample sizes for the household survey used to measure the transition outcome. This is for both intervention and comparison districts.

Table 27: Survey sample sizes

	Girls				Boys			
	Form 1		Form 2		Form 1		Form 2	
Sample Size	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Intervention								
School Based Survey	446	576	389	636	381	591	387	582
Literacy (SeGRA)	446	576	389	634	381	590	387	582
Numeracy (SeGMA)	446	576	389	634	381	590	387	582
Transition (Household)	417	-	-	-	-	-	-	-
Comparison								
School Based Survey	432	607	419	621	404	554	410	550
Literacy (SeGRA)	432	607	418	619	404	554	405	548
Numeracy (SeGMA)	432	607	418	620	404	554	405	548
Transition (Household)	433	-	-	-	-	-	-	-

4.1.1 Literacy and numeracy outcomes

Table 28 shows the average (mean) SeGRA (literacy) and SeGMA (numeracy) scores for females and males, by Form 1 and Form 2 comparing marginalised and less marginalised groups. Scores are modest

overall (from a total possible score of 100) as might be expected at baseline. These scores measure attainment levels and will be tested again at midline and endline to assess improvement. Table 25 shows the average scores for all girls and boys sampled.

Table 28: Literacy (SeGRA) and Numeracy SeGMA for all boys and girls showing mean and standard deviation

		Form 1				Form 2				Both grades	
		Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised & Less Marginalised	
		Mean	Stand. Dev'n	Mean	Stand. Dev'n	Mean	Stand. Dev'n	Mean	Stand. Dev'n	Mean	Stand. Dev'n
SeGRA score out of 100											
Girls	Intervention	24.61	12.57	28.54	14.1	33.29	15.1	36.99	16.57	31.19	15.54
	Comparison	23.73	13.41	31.56	18.11	33.19	16.92	39.94	20.33	32.78	18.63
Boys	Intervention	23.21	13.07	29.13	15.08	32.66	16.19	35.96	16.28	30.68	15.96
	Comparison	23.45	12.7	29.25	16.52	36.23	20.56	39.14	19.77	32.4	18.75
SeGMA score out of 100											
Girls	Intervention	14.63	9.55	19.07	11.94	17.36	11.13	21.26	14.55	18.45	12.44
	Comparison	12.79	9.55	19.01	13.48	14.75	11.99	21.22	15.83	17.52	13.66
Boys	Intervention	16.54	11.17	20.93	12.07	20.85	14.16	23.32	14.44	20.78	13.29
	Comparison	15.98	10.46	20.06	12.41	20.24	15.07	23.88	16.5	20.33	14.18

Average literacy scores were lower for the intervention group of boys and girls combined (30.9) compared with the comparison group (32.6) while scores on numeracy were closer between the two groups (19.6 for the intervention group and 18.9 for the comparison group). Average combined literacy and numeracy scores were slightly higher for the comparison than for the intervention group.

Table 29: Average Literacy (SeGRA) and Numeracy SeGMA scores for all students

Sample Size	Female				Male				All Students
	Form 1		Form 2		Form 1		Form 2		
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	
Intervention									
Literacy (SeGRA)	24.6	28.5	33.3	37.0	23.2	29.1	32.7	36.0	30.9
Numeracy (SeGMA)	14.6	19.1	17.4	21.3	16.5	20.9	20.8	23.3	19.6
Aggregate Score	19.6	23.8	25.3	29.1	19.9	25.0	26.8	29.6	25.3
Comparison									
Literacy (SeGRA)	23.7	31.6	33.2	39.9	23.4	29.2	36.2	39.1	32.6
Numeracy (SeGMA)	12.8	19.0	14.7	21.2	16.0	20.1	20.2	23.9	18.9
Aggregate score	18.3	25.3	24.0	30.6	19.7	24.7	28.2	31.5	5.7

An aggregate score was calculated for literacy and numeracy and the results indicated that the marginalised students performed significantly badly in comparison to the less marginalised. Further analysis shows that although the marginalised girls performed better than marginalised boys in literacy, marginalised boys were much better in numeracy in comparison to girls (See Table above).

Table 30: Literacy and numeracy outcomes – comparison and intervention groups for all sampled students

	Form 1	Form 2

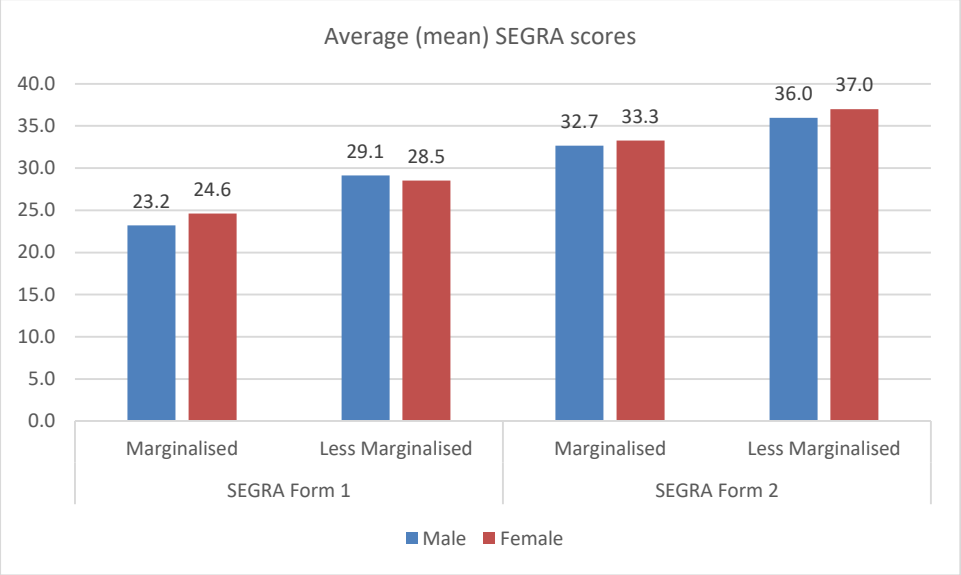
		Marginalised	Less Marginalised	Marginalised	Less Marginalised
SEGRA					
Comparison	**SEGRA score out of 100**	**23.6**	**30.5**	**34.7**	**39.6**
	SEGRA Subtask 1 (/100)	*43.59*	*52.08*	*54.40*	*59.41*
	SEGRA Subtask 2 (/100)	*22.92*	*30.01*	*34.14*	*39.31*
	SEGRA Subtask 3 (/100)	*4.28*	*9.28*	*15.50*	*19.98*
Intervention	**SEGRA score out of 100**	**24.0**	**28.8**	**33.0**	**36.5**
	SEGRA Subtask 1 (/100)	*45.72*	*51.57*	*54.51*	*57.48*
	SEGRA Subtask 2 (/100)	*20.03*	*26.24*	*30.93*	*34.94*
	SEGRA Subtask 3 (/100)	*6.15*	*8.70*	*13.49*	*17.07*
SEGMA					
Comparison	**SEGMA score out of 100**	**14.3**	**19.5**	**17.5**	**22.5**
	SEGMA Subtask 1 (/100)	*34.03*	*42.98*	*37.14*	*44.56*
	SEGMA Subtask 2 (/100)	*6.35*	*10.58*	*10.84*	*15.66*
	SEGMA Subtask 3 (/100)	*2.61*	*4.97*	*4.37*	*7.19*
Intervention	**SEGMA score out of 100**	**15.5**	**20.0**	**19.1**	**22.2**
	SEGMA Subtask 1 (/100)	*36.31*	*44.79*	*39.92*	*44.09*
	SEGMA Subtask 2 (/100)	*6.83*	*10.07*	*12.26*	*15.81*
	SEGMA Subtask 3 (/100)	*3.39*	*5.17*	*5.11*	*6.83*

In the comparison group, Form 1 SeGRA scores among marginalised students were 77% of those of the less marginalised students (23.6 v 30.5) while for the intervention group the ratio was 83% (24.0 v 28.8) between marginalised and less marginalised (so closer scores than in comparison group). In Form 2, however, there was little difference between the intervention and comparison groups in terms of the ratio of marginalised students' scores to less marginalised students' scores.'

Looking at numeracy, in Form 1 marginalised students scored 78% of the level of less marginalised students in the intervention areas (15.5 v 20.0) while in the comparison area the ratio was just 73%. So there is again more of a gap in scores of marginalised groups in the comparison area than in the intervention areas. This is wider by Form 2, with marginalised students scoring 78% of the average numeracy score of less marginalised students in the comparison area (17.5 v 22.5), and compared with 86% in the intervention area (19.1 v 22.2).

4.1.2 Literacy and numeracy outcomes and marginalisation

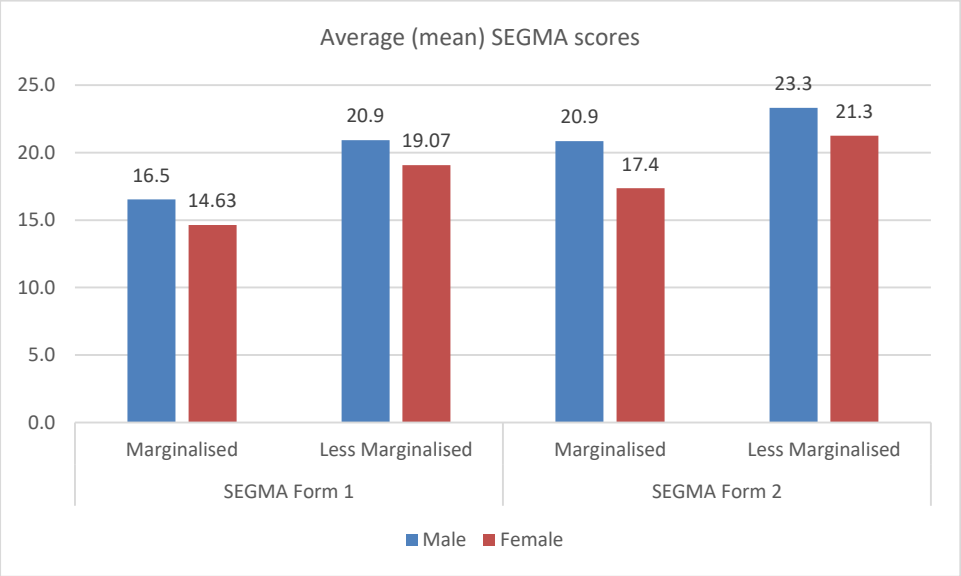
Figure 6: Average SEGRA scores for all marginalised and less marginalised males and females (intervention group)



Marginalisation is associated with lower attainment levels in literacy tests. In Form 1, marginalised girls' average scores in literacy are 86% of the scores of less marginalised girls in the intervention areas (24.6 compared with 28.5). In Form 2, this ratio is 90% (so the gap is less for the Form 2 cohort). The gap for numeracy is wider, with Form 1 marginalised girls in intervention areas scoring 76% that of less marginalised girls. In Form 2, this difference is again narrower, at 82%.

For boys in intervention areas, in Form 1 marginalised boys score on average 80% of the score of less marginalised boys on literacy. In Form 2, marginalised boys score on average 91% of the average scores of less marginalised boys. So, in literacy tests, marginalisation is associated with higher attainment levels in Form 1 for boys, compared with girls. There is less difference between marginalised boys and girls in Form 2.

Figure 7: Average SEGMA scores, marginalised and less marginalised males and females (intervention group)



For numeracy, marginalised girls in Form 1 in intervention areas score on average 76% of the scores of less marginalised girls (a bigger gap than for literacy). In Form 2 marginalised girls' scores were 82%

of the scores of less marginalised girls. For boys, the ratio of numeracy scores among marginalised compared with less marginalised were 79% in Form 1 and 89% in Form 2.

Marginalised boys were closer to less marginalised boys on their scores on numeracy tests in Form 1, and test scores were even closer in Form 2. Marginalised girls had lower scores, compared with less marginalised girl, in Form 1 and although they had better scores in Form 2, the gap between marginalised and less marginalised girls narrowed less.

Marginalised boys in the intervention areas on average scored better on numeracy tests as compared with marginalised girls. Marginalised girls' scores in the intervention areas were 88% of boys' in Form 1 but 84% by Form 2. **Form 2 girls still achieve lower scores than boys, but by a smaller margin in Form 2.**

In summary, girls tend to outperform boys on literacy, while the reverse is true for numeracy. In addition, marginalised students tend to perform worse in both literacy and numeracy than less marginalised students; this is the case for both girls and boys. However, the gap in performance associated with marginality is narrower in Form 2 than in Form 1. This may indicate a reduction in the gap among marginalised and less marginalised students as they progress through secondary school. Alternatively it may just be a characteristic of these particular cohorts. This will be worth exploring at the midline when the cohorts will have progressed to Forms 2 and 3.

Significantly poorer scores were found among marginalised students in the comparison groups compared with the intervention group at baseline, so it will be critical to look at the distance travelled within the groups (the difference of differences) at the midline.

4.1.3 Skills Gaps

The SeGRA and SeGMA subtasks have been designed to be appropriate for the foundational skills and difficulty levels that are to be achieved by students across primary and lower secondary school, following their national curriculum. A diagnosis of the learning scores by subtask aimed at identifying the gaps in literacy and numeracy skills, particularly the foundational ones, across the intervention group. As requested by the FM, to identify gaps, the subtask scores should be cut into bands of achievement on a scale of *Non-learner, Emergent Learner, Established Learner* and *Proficient Learner* for each of the subtasks they undertook as follows:

- Non-learner: 0% of items
- Emergent-learner: 1%-40% of items
- Established-learner: 41-80% of items
- Proficient learner: 81-100% of items

Once the scores were calculated, the distribution of students across the categories were computed. The following tables show the levels achieved in SeGMA and SeGRA subtasks for boys and girls in Form 1 and Form 2 for the intervention and comparison groups and the distribution across categories.

Table 31: Foundational numeracy skills gaps (SeGMA)

	Form 1				Form 2			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Female								
Category of student based on SeGMA Subtask 1								
Non-learner 0%	1%	0%	1%	0%	1%	0%	1%	1%
Emergent learner 1%-40%	59%	46%	67%	48%	57%	45%	60%	47%
Established learner 41%-80%	37%	47%	29%	44%	40%	50%	34%	42%
Proficient learner 81%-100%	3%	7%	3%	8%	3%	5%	4%	11%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGMA Subtask 2								
Non-learner 0%	48%	42%	54%	42%	37%	30%	51%	32%
Emergent learner 1%-40%	51%	56%	45%	53%	60%	61%	45%	59%
Established learner 41%-80%	0%	2%	1%	5%	3%	9%	4%	10%
Proficient learner 81%-100%	0%	0%	0%	0%	0%	1%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGMA Subtask 3								
Non-learner 0%	72%	65%	79%	67%	58%	57%	75%	58%
Emergent learner 1%-40%	28%	34%	21%	31%	41%	40%	24%	38%
Established learner 41%-80%	0%	1%	0%	3%	1%	4%	1%	4%
Proficient learner 81%-100%	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Male								
Category of student based on SeGMA Subtask 1								
Non-learner 0%	2%	0%	1%	0%	0%	1%	2%	1%
Emergent learner 1%-40%	52%	39%	53%	41%	47%	40%	47%	40%
Established learner 41%-80%	42%	52%	43%	52%	47%	51%	44%	47%
Proficient learner81%-100%	4%	9%	3%	7%	7%	9%	7%	12%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGMA Subtask 2								
Non-learner 0%	44%	32%	47%	29%	30%	24%	35%	27%
Emergent learner 1%-40%	56%	65%	52%	67%	59%	63%	56%	58%
Established learner 41%-80%	1%	3%	1%	3%	10%	13%	8%	15%
Proficient learner 81%-100%	0%	0%	0%	0%	0%	1%	1%	1%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGMA Subtask 3								
Non-learner 0%	69%	59%	70%	65%	59%	55%	62%	56%
Emergent learner 1%-40%	30%	40%	30%	34%	40%	42%	36%	41%
Established learner 41%-80%	1%	1%	0%	1%	1%	3%	2%	3%
Proficient learner 81%-100%	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%

The results for numeracy show that in task 1, most girls and boys were categorised as emergent and established learners. However, in subtasks 2 and 3 there are much lower scores for both girls and boys with a majority being categorised as non-learners or emergent learners for these 2 tasks. This trend is similar across Form 1 and Form 2.

Another notable finding is that girls in the comparison group were more commonly found in lower categories of learner compared to the intervention group. This is particularly acute in the comparison marginalised girls' group compared to their intervention equivalent. For example, in Form 1 the marginalised comparison girls had 6% and 7% more non-learners in subtasks 2 and 3 than their intervention equivalent. The percentage difference between intervention and comparison of non-learners increases in Form 2. In subtask 2 the comparison marginalised girls had 51% non-learners which was 14% higher than in the intervention group and this increases further in sub-task 3 with a total of 75% categorised as non-learners which is 17% higher than their intervention equivalent.

A similar relationship was observed among boys, with those in less marginalised groups having more established learners than emergent learners. On subtask 1 marginalised boys in Form 1 were more commonly emergent learners while less marginalised boys were more commonly established learners. This was the case in the intervention and comparison groups. In Form 2, the differences between the marginalised and less marginalised groups was narrower, with more similar proportions of emergent and established learners.

Table 32: Foundational Literacy skills gaps (SeGRA)

	Form 1				Form 2			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Female								
Category of student based on SeGRA Subtask 1								
Non-learner 0%	1%	1%	2%	1%	0%	0%	0%	0%
Emergent learner 1%-40%	33%	24%	40%	26%	19%	13%	23%	13%
Established learner 41%-80%	61%	66%	52%	59%	71%	74%	67%	68%
Proficient learner 81%-100%	6%	9%	5%	14%	10%	13%	11%	19%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGRA Subtask 2								
Non-learner 0%	8%	5%	7%	6%	4%	4%	6%	3%
Emergent learner 1%-40%	79%	72%	74%	61%	65%	53%	57%	50%
Established learner 41%-80%	13%	22%	17%	28%	28%	40%	33%	38%
Proficient learner 81%-100%	0%	1%	1%	5%	3%	4%	5%	10%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGRA Subtask 3								
Non-learner 0%	73%	66%	80%	64%	49%	44%	56%	45%
Emergent learner 1%-40%	23%	29%	17%	27%	41%	39%	31%	31%
Established learner 41%-80%	4%	5%	3%	9%	8%	17%	11%	20%
Proficient learner 81%-100%	0%	1%	1%	1%	1%	1%	2%	4%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Male								
Category of student based on SeGRA Subtask 1								
Non-learner 0%	2%	1%	2%	1%	0%	0%	1%	1%
Emergent learner 1%-40%	37%	24%	36%	29%	20%	16%	23%	16%
Established learner 41%-80%	56%	69%	55%	59%	68%	73%	60%	67%
Proficient learner 81%-100%	5%	7%	7%	11%	12%	11%	16%	16%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGRA Subtask 2								
Non-learner 0%	10%	9%	10%	8%	7%	4%	5%	5%
Emergent learner 1%-40%	76%	64%	71%	63%	58%	55%	53%	49%
Established learner41%-80%	13%	26%	19%	26%	34%	38%	34%	38%
Proficient learner 81%-100%	0%	2%	1%	3%	2%	3%	8%	8%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGRA Subtask 3								
Non-learner 0%	76%	63%	81%	70%	52%	46%	54%	47%
Emergent learner 1%-40%	19%	29%	17%	22%	34%	38%	26%	31%

Established learner 41%-80%	4%	8%	2%	7%	12%	15%	16%	18%
Proficient learner 81%-100%	0%	0%	0%	1%	1%	2%	4%	4%
Total	100%	100%	100%	100%	100%	100%	100%	100%

The results for literacy tests (SeGRA) reveal that while on subtask 1 both Form 1 and Form 2 most marginalised girls were 'established' learners, while on subtask 2, the majority were 'emergent' learners. Conversely, the majority of both Form 1 and Form 2 marginalised girls on subtask 3 were 'non-learners'.

In **Form 1** subtask 1, 61% of marginalised girls in the intervention group were 'established' learners compared with 66% of less marginalised girls. In subtask 2, 72% of less marginalised girls and 79% of marginalised girls were 'emergent' learners. In these tests, just 13% of marginalised girls were 'established learners', compared with 22% of less marginalised girls. In subtask 3, the most challenging part of the test, 73% of marginalised girls were 'non-learners', compared with 66% of less marginalised girls.

A similar pattern is also evident for girls in the comparator group, but with lower levels of achievement in all three sub-tasks. 52% of marginalised girls were 'established' learners in subtask 1, compared with 59% of less marginalised girls. 74% of marginalised girls were 'emergent learners' in subtask 2, and 17% were 'established' learners while 61% of less marginalised girls were 'emergent' learners (with 28% being 'established' learners). 80% of marginalised girls in the comparator group were 'non-learners' in subtask 3, compared with 64% of less marginalised girls.

In **Form 2** a similar relationship was observed on the SeGRA subtasks between the marginalised and less marginalised girls, but with a narrowing of the gap between marginalised and less marginalised groups. 71% of marginalised girls were 'emergent learners' in subtask 1 and 19% were 'established' learners, while 74% of less marginalised girls were 'emergent' and 13% 'established' learners. At subtasks 2 and 3, less marginalised girls were more commonly 'established' learners – 40% compared with 28% of marginalised girls in subtask 2 and 17% for subtask 3, compared with 8% of marginalised girls.

As with numeracy, boys showed similar results, with a greater gap between marginalised and less marginalised boys in Form 1 but a narrower gap in Form 2.

In summary, marginalised girls and boys were less likely to show progression through from emergent to established learner than less marginalised girls and boys. This was more pronounced in Form 1, with a narrower gap between marginalised and less marginalised groups observed in Form 2.

4.2 Subgroup analysis of the Learning Outcome

The following section explores the SeGMA and SeGRA scores for different subgroups based on the characteristics of marginalised girls compared with less marginalised girls.

Table 33 Marginalised and Less Marginalised Girls average SeGMA score for key subgroups (out of 100)

	Form 1				Form 2			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Students with one or more forms of disability	13.56	14.73	9.47	13.87	18.37	17.76	11.43	18.89
Not Disabled	14.92	19.76	14.06	19.76	17.11	21.93	15.85	21.58
Single or double orphan	13.14	15.78	11.35	15.51	15.39	19.40	12.97	18.39
Not an orphan	15.17	19.79	13.43	19.89	18.01	21.62	15.49	21.90
Not living with both parents	13.72	17.45	11.60	16.13	16.53	19.45	14.85	19.68
Living with both parents	16.34	20.60	14.62	21.93	19.27	23.25	14.55	22.86
Female headed household	13.36	17.92	11.16	17.64	16.73	19.35	14.94	19.93
Male headed household	15.62	19.59	13.88	19.66	17.94	22.25	14.58	21.94
Parents have difficulty with paying fees- child has been sent away more than once	16.21	19.32	14.45	24.79	16.20	19.18	16.49	27.81
Parents have little or no difficulty with paying fees	14.38	19.04	12.56	18.74	17.47	21.36	14.49	20.73
Students with little or no difficulties with LoI	14.99	19.76	13.38	19.74	17.70	21.76	15.34	21.71
Students with difficulties with LoI	13.00	15.31	11.31	15.40	15.93	18.91	12.99	19.08
NOT economically marginalised	14.61	19.07	13.04	19.01	17.34	21.26	14.90	21.22
Economically marginalised[31]	14.94	.	8.83	.	17.68	.	12.86	.
All girls	19.07	14.63	19.01	12.79	21.26	17.36	21.22	14.75

A comparison of the numeracy scores above highlights some of the key factors associated with learning outcomes. In both grades and across intervention and comparison areas, disabled girls tended to achieve lower scores than non-disabled girls. The lowest scores were observed for marginalised disabled girls in Form 1 in the comparison group (9.47). In Form 2, however, the average score of disabled marginalised girls (18.37) was higher than that for non-disabled marginalised girls (17.11). This was not the case for less marginalised girls, though, with an average score of 17.76 for disabled girls and 21.93 for not disabled girls.

Orphanhood was associated with lower numeracy scores, with marginalised orphan girls in Form 1 of the comparison areas scoring lowest on average, at 11.35. In the intervention areas, scores for orphaned girls were 13.14 among marginalised girls in Form 1, compared with 15.17 for non-orphans. In Form 2, marginalised orphans in the intervention group scored 15.39, compared with 18.01 for non-orphaned girls.

Not living with both parents and having a female-headed household (which is often related) are also associated with lower numeracy scores. The lowest scores were found again among Form 1 marginalised girls in the comparison area (11.60 among those not living with both parents and 11.16

[31] All economically marginalised girls are also classified under Camfed marginalised.

for those living with a female-headed household). In the intervention areas, girls in Form 1 and Form 2 scored consistently worse in numeracy where they lived in female-headed households or where they did not live with both parents.

It is interesting that the economically marginalised girls in the Form 1 and Form 2 intervention cohorts scored (very slightly) higher than those in the 'not economically marginalised' group. This will need further investigation at midline as there is currently no explanation provided for this in the quantitative or qualitative data.

Likewise, in the intervention areas in Form 1 marginalised girls whose parents had difficulties paying fees achieved a better score (16.21) compared with those who did not (14.38). The same is not the case for Form 2 girls. Again, this will need further investigation at midline to see how the experiences of these girls with more financial barriers in the early years of school progress.

As expected, difficulty with the language of learning is associated with lower scores, particularly among marginalised groups. Those with the lowest scores were (again) marginalised girls in Form 1 in the comparison areas (11.31) with difficulties with language. Among the girls in the intervention areas, marginalised girls in Form 1 scored 13.0 where they had language difficulties and 14.99 where they had no difficulties, with more similar scores in Form 2 of 17.47 (where no language difficulties) and 17.7 (where there were language difficulties).

Across all the characteristics above, economically marginalised Form 1 girls in the marginalised comparison group score the lowest (8.83) followed by Form 1 students with one or more forms of disability in the marginalised comparison group (9.47). The highest scores came from Form 2 girls living with both parents in the less marginalised intervention group (23.25).

Table 34: Marginalised and less marginalised girls average SeGRA scores

	Form 1				Form 2			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Students with one or more forms of disability	21.93	23.91	20.21	25.51	33.22	34.03	29.94	38.65
Not Disabled	25.34	29.28	25.07	32.44	33.31	37.56	34.26	40.14
Single or double orphan	20.89	25.78	22.20	27.59	31.07	36.00	30.56	37.07
Not an orphan	25.96	29.14	24.41	32.55	34.03	37.18	34.28	40.63
Not living with both parents	23.01	26.70	22.81	28.95	32.78	35.20	31.72	37.54
Living with both parents	27.60	30.28	25.15	34.20	34.46	38.96	36.09	42.48
Female headed household	23.53	26.77	21.97	29.17	33.36	35.12	30.99	38.68
Male headed household	25.46	29.34	24.91	32.69	33.22	37.97	35.14	40.65
Parents have difficulty with paying fees- child has been sent away more than once	26.28	27.83	29.48	43.83	34.51	34.68	35.81	49.61
Parents have little or no difficulty with paying fees	24.34	28.62	22.91	30.99	33.18	37.11	32.79	39.22
Students with little or no difficulties with LoI	25.14	29.37	24.73	32.58	34.08	37.56	33.70	41.57
Students with difficulties with LoI	22.19	23.97	21.23	26.53	29.98	34.33	31.67	32.80
NOT economically marginalised	25.00	28.54	23.9	31.56	33.65	36.99	33.08	39.94
Economically marginalised	18.97		21.00		27.27		34.50	
All girls	24.61	28.54	23.73	31.56	33.29	36.99	33.19	39.94

The lowest scores for literacy were found in the economically marginalised Form 1 girls in intervention group (18.97) and the Form 1 students who are single/double orphans in the marginalised intervention group (20.89).

Form 2 girls living with both parents in the less marginalised comparison group (42.48) have the highest scores along with Form 2 less marginalised girls in the comparison group with little or no difficulties with the language of Instruction (LoI) (41.57).

Disabled students scored lower on literacy than non-disabled students, ranging from a score of 40.14 for less marginalised non-disabled girls in Form 2 in the intervention area to 20.21 for marginalised girls in the Form 1 comparator group. The data in Tables 33 and 34 demonstrate performance between girls with and without disability but there are some interesting anomalies between Forms 1 and 2.

Table 33/34 (a): Average SeGRA and SeGMA scores among marginalised girls, by disability status

	Intervention Form 1		Intervention Form 2		Comparator Form 1		Comparator Form 2	
Disability Status	SeGRA	SeGMA	SeGRA	SeGMA	SeGRA	SeGMA	SeGRA	SeGMA
Not disabled	25.3	14.9	33.3	17.1	25.1	14.1	34.3	15.8
Disabled	21.9	13.6	33.2	18.4	20.2	9.5	29.9	11.4
Total	24.6	14.6	33.3	17.4	23.7	12.8	33.2	14.7
Sig. test	.018*	.214	.966	.380	.001**	.000**	.024*	.001**

Average scores on literacy were significantly higher among girls without a disability in the intervention areas in Form 1, but not in Form 2. In the comparator areas, girls without a disability scored significantly higher than girls with a disability in Form 1 and Form 2.

Table 33/34b: profile of disabilities reported by girls with a disability in Form 2 and Form 1.

Type of disability (multiple response possible)	Intervention Form 1 (%)	Intervention Form 2 (%)	Comparator Form 1 (%)	Comparator Form 2 (%)
Sight related disability	43.7	36.9	45.8	40.2
Hearing related disability	33.3	30.6	32.3	20.5
Walking related disability	31.8	26.5	36.9	37.8
Memory or cognitive disability	34.1	31.0	31.0	43.7
Selfcare related disability	27.0	27.0	27.7	31.3
Communication related disability	13.8	20.3	27.7	15.8
Students with sickness problem	4.2	6.6	2.5	2.9
N	**96**	**76**	**119**	**104**

The table above illustrates the profile of disabilities reported by girls with a disability in Form 2 and Form 1. One theory for there being less difference in average learning outcomes between girls with and without a disability in Form 2 in the intervention area is that some of the girls with disabilities that present the greatest barriers to learning, drop out.

In Form 2 in the intervention area, a smaller proportion of girls with disabilities reported sight, hearing or walking related disabilities (compared with disabled girls in Form 1). More of the disabled girls in Form 2 reported a communication related disability. It is not clear, however, how the shift in the profile of disabled girls, from physical to communication disabilities might impact on learning outcomes. The evidence to explain this result is not conclusive and this could be examined further using qualitative data at midline.

Looking at household type, the lowest scores were among marginalised orphan girls in Form 1 (20.89), Form 1 marginalised girls in the comparator areas with a female-headed household (21.97) and Form 1 marginalised girls in the comparator area not living with both parents (22.81). Highest scores were recorded for girls in Form 2 who were not orphans (40.63).

The language of learning impacted on literacy, as with numeracy, with scores ranging from 21.23 for marginalised Form 1 girls in the comparator areas with difficulties in the LoL to scores of 41.57 among less marginalised girls in Form 2 in the comparator group with little or no difficulties with the LoL. Again, the relationship with economic marginality is more complex, with higher scores reported where parents have difficulties paying fees and in some cases of economic marginality.

Barriers are less straightforward predictors compared with marginalisation elements as illustrated in Table 30. High scores are found in the Form 2 Less Marginalised comparison group where teachers do not make students welcome (21.89) and teachers treat boys and girls differently (22.42) and the student does not feel safe in school (23.71). Further work is needed at the midline to explore the complex relationship between feeling safe and learning.

Table 35: SeGMA and key barriers

	Form 1				Form 2			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Student DOES NOT feel safe traveling to or from school	14.21	19.61	9.72	14.31	19.39	20.57	15.07	15.43
Student has high chore burden and spends most free time on chores	13.58	17.68	10.41	17.91	15.80	19.44	15.29	21.29
Student does not receive adequate support to stay in school and do well	14.75	19.87	10.54	16.52	19.05	20.29	14.99	16.08
Students who attend school for less than 85% of the time	13.88	16.69	11.65	19.41	14.88	17.03	12.92	17.24
Students who DO NOT feel safe at school	12.78	16.15	11.60	21.06	19.78	22.97	15.89	23.71
Does not decide when to play with friends	14.00	18.17	12.2	15.73	16.4	20.93	13.56	21.21
Teachers often absent from school	22.74	22.04	11.08	13.28	15.08	22.92	11.02	18.77
Teachers DO NOT make students feel welcome in the classroom	12.5	17.45	10.26	18.19	16.9	17.96	13.36	21.89
Teachers treat boys differently to girls	15.01	20.02	13.06	19.70	17.46	22.32	15.70	22.42
All girls	**14.63**	**19.07**	**12.79**	**19.01**	**17.36**	**21.26**	**14.75**	**21.22**

Not feeling safe travelling to school, student chore burden and perceived support are barriers associated with lower numeracy scores. This is seen most starkly among marginalised comparison groups, with scores of just 9.72 on average where the student did not feel safe travelling to school, 10.41 where there was a heavy chore burden and 10.54 where the students does not receive adequate support to stay in school and do well.

Numeracy scores were lowest for those who did not feel safe on the way to school among the comparison marginalised Form 1 girls (9.72) and highest (among Form 1 girls) in the less marginalised intervention group (19.61). Differences in numeracy scores between marginalised and less marginalised girls in Form 2 who did not feel safe were less marked.

Where girls were commonly absent from school, numeracy scores were lower among marginalised girls compared with less marginalised girls, with the largest gap in the marginalised comparator Form 1 group (11.65, compared with 19.41 among the less marginalised girls who were also commonly absent). Marginalised girls reporting a high chore burden and n a lack of parental support to stay in school also achieved poorer scores than less marginalised girls facing these same barriers.

In Form 1 and Form 2, there was also quite a difference in numeracy scores among the marginalised and less marginalised groups who said teachers were not welcoming or treated girls and boys differently. Marginalised girls had poorer scores compared with less marginalised girls with these barriers. The difference in scores between Form 2 marginalised and less marginalised intervention students was less marked where they reported not feeling welcome.

Table 36: SeGRA and Key Barriers

	Form 1				Form 2			
	Intervention		Comparison		Intervention		Comparison	
SeGRA	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Student DOES NOT feel safe traveling to or from school	27.14	30.44	22.05	24.64	35.15	35.15	32.52	38.49
Student has high chore burden and spends most free time on chores	22.87	29.06	20.57	32.97	31.12	29.96	34.14	40.35
Student does not receive adequate support to stay in school and do well	24.28	29.59	22.26	31.19	35.72	34.49	33.44	34.89
Students who attend school for less than 85% of the time	23.83	26.88	23.98	34.33	30.46	31.54	30.74	35.85
Students who DO NOT feel safe at school	24.78	31.25	24.43	34.26	35.78	39.96	34.76	43.75
Does not decide when to play with friends	21.7	29.51	21.86	29.98	32.67	36.73	31.76	37.93
Teachers often absent from school	34.37	32.96	21.32	25.43	33.6	40.87	30.2	41.34
Teachers DO NOT make students feel welcome in the classroom	22.12	24.51	22.57	30.73	34.48	35.12	31.94	39.55
Teachers treat boys differently to girls	23.21	25.97	23.58	27.58	32.11	33.63	32.47	36.48
All girls	24.61	28.54	23.73	31.56	33.29	36.99	33.19	39.94

Lower scores were associated with teacher absence in the comparison schools more than intervention schools, for Form 1 in particular. So, the same negatively reported experience (teachers being absent

from school) is associated with poorer performance in literacy in comparison schools in Form 1 (scores of 21.32 and 25.43) compared with intervention schools (scores of 34.37 and 32.96). This was not found in Form 2, where marginalised girls who reported more teacher absence scored less compared with less marginalised in the intervention and comparison areas.

Lower scores were associated with having a heavy chore burden and perceived lack of support in Form 1. In Form 2, lower scores were associated with lower attendance rates and a heavier chore burden in the intervention group (while chore burden was not associated with lower scores among the comparison Form 2 group). Higher scores in Form 2 were associated with not feeling safe in school and teacher absence (for less marginalised students) and with lack of support among marginalised intervention groups. The statistical association between academic performance and the characteristics of students and their households, as well as barriers that students may face is further explored through the data presented in Table 32. This shows a comparison of the proportion of students with the best (lowest quintile) and worst performance (highest quintile) in combined test scores. The percentages show the share of the lowest and highest scoring quintile in each category. For example, 19.9% of girls in the intervention area with the lowest scores (those in the lowest performing quintile) were single orphans, while 13.5% of the highest scoring girls in in the intervention areas were.

The analysis of the impact that identified barriers were having on learning outcomes has been analysed more robustly through the use of correlation analysis. The table below shows the correlation between different potential barriers to learning and learning outcomes – SeGRA (literacy) and SeGMA (numeracy). Correlations are marked '**' where significant at the 1% confidence levels while those marked '*' are significant at the 5% confidence level. Higher values indicate a stronger (positive or negative) relationship.

Table 37: Potential Barriers to Learning and Transition (correlation with outcomes)

	SeGRA	SeGMA
Disability Status of Students	-.094**	-.114**
Orphan-hood status of students	.072**	.091**
Students living with both parents	.088**	.098**
Female headed households	-.054**	-.078**
Parents ability to pay school fees	.040**	.002
Household income status	**-.138****	**-.153****
Sex of head of household	.054**	.078**
Education Status of Head of Household	-.077**	-.078**
Education Status of the spouse of the head of household	-.068**	-.071**
Economic status of learner (whether economically marginalised)	-.022	-.039**
Students attending school for MORE THAN 85% of the time	**.086****	**.108****
Chore burden and use of free time	-.057**	-.056**
Adequacy of support received from home	-.009	-.035**
Whether student decides when to play with friends	-.041**	-.061**
Whether difficulties with English as the language of instruction	**-.134****	**-.094****
Use of language of instruction other than English	-.073**	-.086**
Difficulty with language of instruction	-.100**	-.085**
Adequacy of seats at school	.015	.016
Adequacy of teachers at school	.015	.011
Absence of teachers at school	-.012	-.049**
Effect of teachers on students (whether welcoming)	-.004	-.029*
Whether teachers treat of boys and girls differently in the classroom	-.079**	-.080**
Safety travelling to or from school (student perception)	-.001	-.014
Safety at school	.035**	.012
****. Correlation is significant at the 0.01 level (2-tailed).**		
***. Correlation is significant at the 0.05 level (2-tailed).**		

Although the analysis above shows a number of associations between barriers and learning outcomes, the individual indicators have a weak correlation with learning outcomes (values of 0.3 or below). A strong correlation would be values of 0.5 or more. The following analysis summarises the relative importance of factors (though they are all weak correlates) with the overall learning scores.

Higher scores were found where the household has a regular income, more so for literacy scores than for numeracy. Having a reported disability has a slightly stronger association with lower scores for literacy and numeracy than being orphaned, not living with both parents or living in a female-headed household.

The educational status of the householder and spouse is more associated with literacy and numeracy scores than whether the learner is economically marginalised, or their perception of the chore burden faced. The children of illiterate householders/spouses have lower scores, while learners who are economically marginalised score lower on numeracy (though not on literacy). Again, all these associations are weak correlations.

Good attendance rates are more strongly associated with students achieving higher scores for literacy and numeracy, compared with perceived chore burden, having a say on how free time is spent and the support received from home. Again, although this gives some sense of the relative importance of factors, these are all weak correlations.

In-school, difficulty with the language of instruction is more associated with literacy and numeracy scores, compared with teaching resources. Having difficulties with the language of instruction, and English in particular, is associated with negative scores (particularly in literacy where English is used).

Having enough seats in school and there being enough teachers were not significantly correlated with literacy and numeracy scores, but teacher absence from school is (weakly) associated with lower numeracy scores (though not in the case of literacy scores). On balance, the treatment of boys and girls by teachers is more related to learning outcomes than whether there are felt to be enough teachers and whether they are viewed as welcoming. Higher scores were (weakly) associated with the perceived equal treatment of boys and girls, across literacy and numeracy tests.

Perceived safety travelling to and in school are generally not significantly associated with learner outcomes, though not feeling safe at school is (weakly) associated with higher literacy scores. This is a lower level of association compared with language of learning or attendance. Table 38: Highest and lowest performing quintiles by performance in the literacy and numeracy assessments combined, marginalised girls, intervention and comparison combined.

Table 38: Highest and lowest performing quintiles in the literacy and numeracy assessments marginalised girls, intervention and comparison combined

	Intervention		Comparison		Overall	
Characteristics	Lowest performing quintile	Highest performing quintile	Lowest performing quintile	Highest performing quintile	Lowest performing quintile	Highest performing quintile
Single orphans	19.9%	13.5%	22.1%	15.8%	28.6%	18.2%
Double orphans	2.9%	2.4%	3.0%	2.3%	4.5%	3.0%
Living without both parents	59.1%	47.3%	57.8%	47.1%	70.2%	58.6%
Living in female headed household	37.8%	30.4%	38.4%	30.4%	48.2%	41.7%
Married	0.8%	0.0%	0.9%	0.0%	0.9%	0%
Mothers (any age)	0.0%	0.0%	0.9%	0.0%	0.4%	0%
Mothers under 18	0.0%	0.0%	0.9%	0.0%	0.4%	0%
Mothers under 16	0.0%	0.0%	0.9%	0.0%	0.4%	0%
Economically marginalised	1.9%	1.1%	1.9%	2.9%	6.5%	4.2%
Difficult to afford for girl to go to school (primary caregiver)	16.1%	29.1%	9.2%	13.3%	12.8%	22.0%
Parents have difficulty with paying fees- child has been sent home from school more than once	8.7%	9.6%	5.9%	12.1%	9.8%	14.0%
Household does not have regular income	50.6%	36.1%	55.1%	35.4%	68.8%	51.8%
Household doesn't own land for themselves	48.3%	38.2%	32.1%	26.7%	68.8%	51.8%
Material of the roof	7.0%	3.0%	5.3%	5.8%	12.1%	9.7%
Gone to sleep hungry for many days in past year	32.2%	27.3%	22.9%	24.4%	27.8%	26.0%
Household has skipped meals on some days	48.9%	39.2%	50.9%	36.9%	72.9%	60.1%
LoI different from mother tongue (primary caregiver)	89.8%	87.3%	80.7%	82.2%	85.5%	85.0%

Characteristics	Intervention		Comparison		Overall	
	Lowest performing quintile	Highest performing quintile	Lowest performing quintile	Highest performing quintile	Lowest performing quintile	Highest performing quintile
Girl doesn't speak LoI (primary caregiver)	16.9%	3.6%	27.5%	6.7%	22.0%	5.0%
Students with difficulties with language of instruction	19.6%	9.9%	22.5%	14.0%	24.1%	14.6%
Have difficulties learning in English	56.1%	37.1%	55.3%	38.8%	53.6%	39.3%
Primary caregiver has no education	13.5%	4.4%	16.0%	3.4%	16.3%	9.0%
Head of household is illiterate (student)	4.4%	2.5%	5.4%	3.0%	8.9%	4.8%
Missed school to be with partner	0.0%	0.3%	0.4%	0.0%	0.3%	0.0%

The most significant difference in the profile of the highest and lowest performers in the combined tests was that 56.1% of girls with the lowest scores in the intervention areas and 55.3% in the comparator areas had difficulties learning in English while 37.1% of those with the highest scores in the intervention areas and 38.8% in the comparison areas did.

Income was the next most distinctive difference, with 50.6% of those with low scores in intervention areas having no regular income, compared with 36.1% of those with highest scores. In the comparison group, this was 55.1% with no regular income in the lower scoring group and 35.4% in the higher scoring group.

Another interesting result is on the primary care-givers assessment of the difficulty being able to afford the girl going to school, with 29.1% of the highest performing intervention girls' primary care giver saying this, compared with 16.1% of the lowest performing girls. This might also be because the analysis above is of marginalised girls, so those who do not describe themselves as having financial difficulties are still marginalised and so have other challenges. This may need further exploration at the midline, as it may be an indicator that performance is higher where financial assistance has been received.

Other relationships are similar to that seen elsewhere, with lower performance associated with orphanhood, female-headed households and skipping meals as well as the primary care giver having no education (the case for 13.5% of those with the lowest scores and 4.4% with the highest scores in the intervention areas).

Table 39: Highest and lowest performing quintiles by performance in the literacy and numeracy assessments combined, by barrier, intervention and comparison combined

Barriers	Intervention		Comparison		Overall	
	Lowest performing quintile	Highest performing quintile	Lowest performing quintile	Highest performing quintile	Lowest performing quintile	Highest performing quintile
Fairly or very unsafe travel to schools in the area (primary caregiver)	32.2%	27.3%	42.2%	51.1%	37.0%	38.0%
Doesn't feel safe travelling to/from school (student)	5.8%	6.2%	4.9%	5.0%	7.7%	8.9%
Sufficient time to study: High chore burden	21.8%	16.2%	21.0%	21.1%	31.0%	24.4%
Doesn't get support to stay in school and do well	12.8%	17.2%	14.9%	13.5%	22.0%	25.6%
Does not decide when to play with friends	11.4%	8.6%	14.1%	8.3%	19.0%	11.9%
Attends school less than 85% of the time	34.1%	18.0%	33.0%	25.0%	39%	24.1%
Attend school less than half of the time	0.8%	0.4%	0.3%	0.1%	0%	0%
Doesn't feel safe at school	4.2%	6.2%	5.1%	7.5%	5.7%	7.7%
No seats for all students	26.5%	31.7%	23.4%	25.6%	28%	35.1%
Difficult to move around school [32]	12.4%	12.8%	13.8%	14.6%	13.7%	19.6%
Disagrees teachers make them feel welcome	12.2%	11.3%	13.5%	14.1%	18.2%	15.2%
Agrees teachers treat boys and girls differently in the classroom	34.5%	22.3%	35.5%	23.8%	35.7%	27.7%
Agrees teachers often absent from class	4.90%	5.30%	8.40%	5.50%	6.80%	6.30%
Not enough teachers for the number of students	49.3%	54.8%	53.8%	57.3%	50.0%	61.3%

Table 39 shows that the lower scoring quintile is associated with having poorer school attendance and a heavy chore burden, as well as disagreement that teachers make the pupil feel welcome and agreeing that teachers treat boys differently from girls in the classroom.

The biggest differences between those with the highest and lowest scores in the intervention areas were on attendance – 34.1% of the lowest performing girls and just 18.0% of the highest performing girls had attended less than 85% of school. Views on gendered treatment was also significant, with 34.5% of the lowest performing girls agreeing that teachers treat boys and girls differently in the classroom, compared with 22.3% of the highest performing girls.

On chore burden, 21.8% of the lowest performers had a high chore burden, compared with 16.2% of the highest performers. Perceived safety travelling to and from school was also an issue for 32.2% of the lowest performing girls, compared with 27.3% of the highest performing. The highest performing students were more likely to say that there were too few teachers (54.8%, compared with 49.3% of the lowest performing girls).

The comparison group showed similar results, with one notable exception: the highest performing girls in the comparison schools were more likely to have agreed that they did not feel safe travelling to or from school (51.1%, compared with 42.2% of the lowest performers).

Appendix 2 shows further scores.

[32] Based on "60d. Are you able to move round school easily and safely?"

4.3 Transition Outcome

Table 40 shows the transition pathways that the beneficiary population of marginalised girls in Tanzania may take, dividing the pathways into those categorised as 'successful' and 'unsuccessful'. The rate of successful transition among the beneficiary population will be estimated based on the younger of the two cohorts tracked through the evaluation i.e. those whose families take part in the household survey.

Table 40: Transition pathways

	Baseline point	Successful Transition	Unsuccessful Transition
Secondary school	Enrolled in Form 1 and Form 2	In-school progression Post-School Life Skills Training Programme Enrols into technical & vocational education & training (TVET) Enrols into tertiary education Gainful employment	Drops out of school Repeats Form Moves into employment, but is paid below minimum wage Moves into unemployment
Out of school	Dropped out	Re-enrol in appropriate Grade level in basic education	Remains out of school

The tables below show the transition rates of girls from the Benchmarking survey data. The overall successful transition rate in the benchmarking sample is 63%, ranging from 82% at age 14 and 100% at age 15 through to 45% at age 16 and 38% at age 20. The age 15 to 16 would appear to be a pivotal stage, with transition rates falling considerably at this age threshold among the benchmarking sample Interviews with parents and community members referred to young adolescent girls being a target for sexual harassment on their journeys to school. This combined with additional barriers of dealing with menstruation without adequate provision of hygiene products and poor facilities at school lead to reduced attendance and for some, drop out. In addition adolescent girls start to take on more of the chore burden at home as well as being involved in household income generating activities. This creates push factors from schools and pull factors to home which could be why at this particularly age there are higher non-transition rates through education.

Table 41: Benchmarking for the Transition Outcome

		Benchmark transition pathway									**Transition rates**
Age	Sample size (#)	In-school progression	In-school grade repetition[33]	Tertiary education	Vocational Education	Non-formal education	Running own business	In employment	At Home	Other *	Successful transition rate per age (%)
14	11	1	6	0	0	0	1	0	3	0	18%
15	13	6	5	0	0	0	1	0	1	0	54%
16	11	2	1	0	1	0	0	0	7	0	27%
17	14	2	2	1	1	0	0	1	7	0	36%
18	25	3	0	0	1	0	4	0	15	2	40%
19	18	3	1	0	1	0	2	1	10	0	39%
20	13	0	0	1	0	0	0	1	11	0	15%
21	17	0	0	0	1	0	2	3	11	0	35%
Total	122	17	15	2	5	0	10	6	65	2	34%

* 'Other' here captures women/girls who were either waiting for exam results or had been accepted to go to tertiary education, but had not yet started. They have been included as 'successful transition'.

[33] Benchmarking Survey did not include any girls repeating.

Transition rates among girls in the Form 1 intervention group appear to be greater than in the Benchmarking survey, ranging from 100% at age 11 to 82% among those aged 12 and 83% among those aged 17 years. This is expected in that those in the intervention groups in Form 1 have automatically transitioned from primary to secondary. Those that have not transitioned for whatever reason; failure of exams, parent's in ability to meet secondary school costs etc.) will either be repeating in Grade 7 of primary or be at home having dropped out. The benchmarking girls are taken from a sample of girls/young women with ages ranging 14 – 24 " *in communities and not in schools and should consist of girls who are not 'enrolled' in a project intervention"(MEL Framework)* so will have many more varied experiences including transition rates.

A comparison of these transition rates will be repeated at midline and endline, against the benchmarking transition rates to provide a full point of reference for the various intervention and comparison cohorts.

Table 42 Intervention group (girls)

	Intervention Group (Girls)										
		Transition pathway									Transition rates
Age	Sample size (#)	In-school progression	In-school grade repetition	Tertiary education	Vocational Education	Non-formal education	Running own business	In employment	At Home	Other	Successful transition rate per age (%)
11	2	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**100%**
12	17	14	3	0	0	0	0	0	0	0	82%
13	140	122	18	0	0	0	0	0	0	0	87%
14	155	135	20	0	0	0	0	0	0	0	87%
15	83	70	13	0	0	0	0	0	0	0	84%
16	27	24	3	0	0	0	0	0	0	0	89%
17	6	5	1	0	0	0	0	0	0	0	83%
18	3	3	0	0	0	0	0	0	0	0	100%
Total	**433**	**375**	**58**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**87%**

Among the intervention group of marginalised girls, a high proportion (87%) had transitioned successfully in the year previous to the baseline. The only cause of unsuccessful transition was grade repetition, which accounted for the remaining 13%. At 15 a slightly greater proportion of girls are repeating a grade, with a lower transition rate of 84% at age 15 but higher transition rates at age 16. As the benchmarking data indicate, the 15 to 16 year threshold may be particularly important to compare in future.

Table 43: Comparison group (girls)

	Comparison Group (Girls)										
	Transition pathway										Transition rates
Age	Sample size (#)	In-school progression	In-school grade repetition	Tertiary education	Vocational Education	Non-formal education	Running own business	In employment	At Home	Other	Successful transition rate per age (%)
11	1	1	0	0	0	0	0	0	0	0	100%
12	11	10	1	0	0	0	0	0	0	0	91%
13	91	87	4	0	0	0	0	0	0	0	96%
14	151	147	4	0	0	0	0	0	0	0	97%
15	109	105	4	0	0	0	0	0	0	0	96%
16	38	35	3	0	0	0	0	0	0	0	92%

17	15	13	2	0	0	0	0	0	0	0	87%
18	1	1	0	0	0	0	0	0	0	0	100%
Total	**417**	**399**	**18**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**96%**

Among the comparison group, transition rates at age 12 were 91%, but improved among the 13 to 15 year olds, to 96%-97% before falling again at age 16 to 92%, with a further drop for the age 17 cohort.

Overall, then, transition among the comparison group is 96% overall, compared with 87% among the intervention group. This means that, at baseline, the intervention group is significantly less likely to have transitioned successfully compared with the comparator group, despite the small numbers involved.

The following section analyses the impact of characteristics and barriers on grade repetition.

4.4 Sub-group analysis of the transition outcome

At this baseline stage, the only cause of unsuccessful transition was repeating a grade (the survey targeted students in school). Data on whether a student was repeating a grade or not, was collected during the household survey, and is, therefore, available for the Form 1 cohort only. In this section, we analyse the characteristics and barriers associated with girls who were likely to repeat a grade.

Table 44: Characteristics and barriers impacting on those repeating grade

	Is girl currently repeating her class from the previous year?			
	Intervention		Comparison	
	Repeating	Not repeating	Repeating	Not repeating
Characteristics	n 58	375	18	399
Girls with one or more forms of disability	22.4%	21.9%	16.7%	28.3%
Double Orphan	0.0%	3.7%	0.0%	4.8%
Single Orphan	33.3%	23.5%	100.0%	27.5%
Not living with both parents	72.7%	65.2%	100.0%	61.1%
Living in a female headed household	63.6%	43.8%	100.0%	40.1%
Married	0.0%	0.5%	0.0%	0.2%
A child who is a mother under the age of 18	0.0%	0.2%	0.0%	0.5%
A child who is a mother under the age of 16	0.0%	0.2%	0.0%	0.5%
Difficult to afford for girl to go to school	45.5%	13.3%	100.0%	12.0%
Household does not own land for themselves	18.2%	45.3%	0.0%	31.7%
Household house material depicts poverty i.e. mud grass leaves etc.	9.1%	10.9%	0.0%	10.3%
Household house wall material depicts poverty i.e. earth and wood	72.7%	36.7%	0.0%	42.5%
Household has skipped meals on some days	63.6%	69.2%	100.0%	62.0%
Have difficulties learning in English	18.2%	48.3%	100.0%	52.0%
Teacher does not use other LoI other than English	36.4%	33.4%	100.0%	43.9%
Students with difficulties learning in English and Teacher does not use another LoI	18.2%	17.8%	100.0%	27.2%
Primary caregiver has no education	18.2%	14.7%	0.0%	18.5%
Head of household has little or no literacy	0.0%	12.4%	0.0%	17.4%

In the intervention and comparison areas, single orphan-hood, not living with both parents and living in a female headed household were more common among girls who were repeating, compared with those not repeating. Having difficulty being able to afford to go to school was also more common among repeating girls.

Repeating girls and non-repeating girls in intervention areas tended to report similar difficulties learning in English, including where the teacher does not use another language.

Table 45 Impact of characteristics and barriers on grade repetition

Barriers				
Fairly or very unsafe travel to schools in the area	15.5%	33.9%	22.2%	43.6%
Doesn't feel safe travelling to/from school (student)	8.6%	7.7%	5.6%	8.0%
Sufficient time to study: High chore burden	25.9%	25.6%	38.9%	29.1%
Doesn't get support to stay in school and do well	20.7%	20.3%	16.7%	18.8%
Does not decide when to play with friends	13.8%	10.7%	16.7%	13.5%
Attends school less than 85% of the time	22.4%	34.7%	44.4%	30.1%
Attend school less than half of the time	0.0%	0.0%	0.0%	0.5%
Doesn't feel safe at school	5.2%	5.3%	5.6%	8.0%
No seats for all students	25.9%	26.7%	16.7%	32.3%
Difficult to move around school [34]	8.6%	15.7%	11.1%	19.8%
Disagrees teachers make them feel welcome	15.5%	12.0%	16.7%	14.8%
Agrees teachers treat boys and girls differently in the classroom	32.8%	28.5%	38.9%	36.8%
Agrees teachers often absent from class	0.0%	2.1%	22.2%	9.5%
Not enough teachers for the number of students	51.7%	53.3%	72.2%	50.9%
Students with difficulties with Language of Instruction	19.0%	17.6%	11.1%	28.1%

However notable or interesting these differences, with sample sizes of just 58 and 18 repeating, none of these differences are statistically significant.

4.5 Cohort Tracking and Target Setting for the Transition Outcome

A 'tracking school to home' approach was pursued by first selecting the cohort sample at selected schools and then at baseline establishing the marginalised status of girls at the school baseline. Only girls identified as marginalised were then 'followed home' to take part in the household survey. This process took place in both the intervention and comparison groups.

At the girls' homes, a small number of questions were asked of a male sibling of the marginalised female cohort member (where available) in order to explore questions such as the roles of boys and girls in the home and variations in access to education based on gender. These male siblings will not be tracked over time. They will provide a convenience sample only which will be cross-sectional (rather than longitudinal) at each evaluation point.

Information about the home location of the cohort members was collected from all individuals who participated in the school based survey. Using this information, community members, such as PSG members, CAMA members and village leaders, from those villages, assisted enumerators in locating the marginalised girls' households.

[34] Based on: 60d. Are you able to move round school easily and safely?

The 'school to home' approach means we will not be tracking a cohort for transition purposes additional to the learning cohort. Girls were sampled at the school and then provisions followed to be able to re-contact the girl in her household. The household survey will provide all necessary information about the transition status of the girl. At the midline and endline, both schools and households will be re-contacted. However, for post-school or dropped out girls, only the household will be used for re-contacting participants.

When it comes to endline, many young women will have left school and become mobile in search of work and education opportunities. Clearly this adds to the challenge of tracking them over time. For GECT-5276 beneficiaries who are part of the tracked cohort, there are two strategies for tracking them: (1) through the household survey on the expectation that their family will in most cases know where they are located – it may be that a phone survey is required for young women living away from home at the midline or endline; (2) CAMA is an alumnae network of young women supported by Camfed and thereby can be used to locate individuals where they have maintained connections with their fellow CAMA members. This may include social media applications, such as WhatsApp, which are widely used by CAMA members, often linking in Camfed staff, many of whom are themselves CAMA members (ex-Camfed beneficiaries). CAMA is constituted at local, district, national and international levels through a series of dedicated committees and structures, which provides a very effective route to locate members.

Table 46: Target Setting

	Evaluation point 2	Evaluation point 3
Alternative target proposed by project (if applicable)		
Suggestion by EE	2 percentage points over baseline	8 percentage points over baseline

4.6 Sustainability Outcome

GEC-T is focused on achieving outcomes for beneficiary girls in terms of improved learning and transition. The third sustainability outcome, that the *Project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable*, is crucial for determining whether these improvements can be sustained for future generations of girls in these communities and schools, and in the education system more broadly.

Targets for the sustainability indicators have been set in the Log frame. Data for the baseline assessment of these indicators will come from the monitoring process to produce the baseline sustainability score. The GEC-T Sustainability Scorecard aims to measure the key characteristics of sustainability at a given point in the project. At baseline the evaluator assessed the extent to which the project is achieving its sustainability indicators for *Community, School* and *Systems* levels. Each sustainability indicator is scored on a scale of 1 to 4 in which 0= Negligible (change); 1= Latent (Changes in attitude); 2= Emergent (Changes in behaviour) 3= Becoming established (A critical mass of stakeholders change behaviour); 4= Established (Changes are institutionalised). The same process will be undertaken at midline and endline to assess essential progress in terms of sustainability.

Understandably at baseline level there is very little evidence of sustainability being achieved at this stage but a number of project actions are designed with the purpose of moving towards a sustainable impact from the start. While some project activities are underway others are only gradually being introduced. For this reason, many of the indicators are currently at 1 overall.

The sustainability baseline results are summarised in the table 47 below followed by a narrative for each individual indicator.

Table 47 Sustainability indicators (template table 23)

	Community	School	System
Indicator 1:	Proportion of Learner Guides with increased visibility in their communities through, for example, representation on local decision-making bodies, to be able to influence the support provided to marginalised girls. Disaggregated by district. 0	Proportion of schools with an enabling learning environment which is safe, female-friendly and promotes active participation and learning among the most marginalised children. 1	Learner Guide programme [or components of the programme] is/are officially recognised by Ministries (national and district levels) and teacher training 0
Indicator 2:	Number of school communities implementing a cost-share approach to meet the associated wraparound costs for the most marginalised girls to attend school, including through school-community financing models 0	Proportion of schools where the Learner Guide sessions are formally integrated into the school timetable 2	Number of districts implementing a cross-sectoral approach, anchored by the district education office, to mobilise and coordinate reciprocal support from other line ministries (e.g. health, social welfare) to address girls' welfare 2 (CDC's in place)
Indicator 3	No 3rd Indicator	Number of schools that integrate a targeted, needs-based financing mechanism through which resources are managed effectively and accountably to identify and meet the needs of the most marginalised children **0** (Not yet begun)	No 3rd Indicator
Baseline Sustainability Score (0-4)	**0**	**1**	**1**
Overall Sustainability Score (0-4, average of the three level scores)	**1**		

Community level

Unlike in the 5101 project, Camfed does not have an existing relationship with the school communities on which to draw and are having to establish these relationships from scratch. At the time of the baseline this was in a very nascent stage.

Indicator 1 - Proportion of Learner Guides with increased visibility in their communities through, for example, representation on local decision-making bodies, to be able to influence the support provided to marginalised girls.

Camfed aims to achieve the increased visibility of young women as role models and mentors, and their representation on local decision-making bodies. This will include Learner Guides being elected into school management committees, and from this position being able to influence the support provided to marginalised girls going forward. In addition, Camfed expects to see an increase in local contributions to support Learner Guide activities, for example in resources for extra study groups.

This indicator will be assessed through interviews with LGs to explore the level of confidence and life skills improvement, as well as their contribution to the district, their community and to marginalised girls. This will be triangulated through interviews with CDCs and community members. At the time of the baseline, LGs had only recently been appointed and trained. They are only just beginning their work and so an increase in their visibility in the community cannot yet be assessed (scoring a 0). The CDCs are aware of them and they are known in the schools, as they were appointed by the head, but they are not yet known in their new role in the community.

Indicator 2: Number of school communities implementing a cost-share approach to meet the associated wraparound costs for the most marginalised girls to attend school, including through school-community financing models

This indicator will be assessed by triangulating Camfed monitoring data with Head of School and PSG qualitative interviews. At the time of the baseline, schools were just in the process of establishing PSGs, hence the score of zero. The qualitative interviews indicated that no school visited has such support pre-existing the project.

School Level

Indicator 1: Proportion of schools with an enabling learning environment which is safe, female-friendly and promotes active participation and learning among the most marginalised children.

This indicator contains multiple elements; quality of teaching/active participation and learning will be assessed by the responses to the teacher questionnaire TALIS questions, triangulated with results from student questionnaires and qualitative interviews with students, TMs and teachers.

In terms of girl friendly classrooms, at school level some teachers are beginning to understand the need for classrooms to be girl-friendly and to be safe spaces where girls feel secure, but interviews and FGDs with girls spoke particularly of excessive use of corporal punishment all schools visited during the qualitative research. However, in the quantitative student survey the majority of girls stated that they feel safe in school. There are two possible reasons for this. One is that they accept corporal punishment as 'normal'. The other could be that, in spite of re-assurances that teachers would not see the girls' answers in the surveys, they still may have been unsure, whereas in the secure environment of the FGD with an 'outsider' they felt safe enough to open up.

In the Teachers Questionnaire, teachers indicated that they use a range of teaching and learning methods in their responses to the TALIS questions. This was borne out to the same extent by students in their questionnaire and in the qualitative interviews. During the qualitative interviews, the majority of teachers interviewed knew the importance of more learner-centred methodologies and had been trained in them, but most admitted that they resorted to didactic approaches. because of lack of resources, time and classroom and class size. At this stage this indicator scores a 1. Further information on this can be found at 5.4.2.

Indicator 2: Proportion of schools where the Learner Guide sessions are formally integrated into the school timetable

This indicator will be assessed by Intervention Heads of School responses to the direct question: *Are the Learner Guides Sessions integrated into the regular school curriculum?* This will be triangulated by qualitative interviews with students, TMs and Heads of School.

47 out of the 49 HoS who completed the HoS questionnaire stated that the Learner Guide sessions are integrating into the regular school curriculum. Moreover in the majority of schools visited during the qualitative research, the My Better World sessions had been integrated into the formal school timetable. However, in some schools the researchers found that students sometimes had other options to choose from and that staff did not yet perceive it as part of the official school curriculum. For this reason, the indicator scores a 2 at this stage.

Indicator 3: Number of schools that integrate a targeted, needs-based financing mechanism through which resources are managed effectively and accountably to identify and meet the needs of the most marginalised children.

This indicator will be assessed by a combination of Camfed monitoring data; HoS survey, triangulated with qualitative interviews. This activity has not yet begun, hence the score of zero.

Systems Level

Indicator 1: Learner Guide programme [or components of the programme] is/are officially recognised by Ministries (national and district levels) and teacher training

Camfed is beginning to work towards the Learner Guide programme being sanctioned by district education management, and actively supported through the district level resourcing of training workshops. At midline and endline this indicator will be assessed by the number of districts supporting the programme and considering spreading the programme throughout the district.

At national level Camfed is currently working towards the Learner Guide role and BTEC qualification being recognised by teacher training institutions to provide pathways for Learner Guides to improve learning and transition at school and post-school level. As a step towards this Camfed has invited representation of teaching training institutions and schools of education on the project's National Advisory Committee (NAC).

At baseline in July 2018, these actions had only just begun, so for now this indicator scores a zero.

Indicator 2: Number of districts implementing a cross-sectoral approach, anchored by the district education office, to mobilise and coordinate reciprocal support from other line ministries (e.g. health, social welfare) to address girls' welfare.

The CDCs are a cornerstone of Camfed's girls' education programmes. These were established in each of the Camfed partner districts early in the project. In interviews, CDC members indicated that, although the Committee had recently been inaugurated, they could already see the benefit of such a group and when questioned stated that they would try to continue such a group after the end of the project. As the project progresses it is likely that the benefit of the such a cross-sectoral group will be even better appreciated. For now the indicator scores a 2.

Table 48 provides the project's view of the changes needed to ensure that the project is sustainable.

Table 48 Changes needed for sustainability (template table 24)

	Community	School	System
Change: what change should happen by the end of the implementation period	By end-line Camfed anticipates that school communities are actively implementing a cost-share approach to meet the associated wraparound costs to support the most marginalised girls to attend and complete school. Learner Guides have increased visibility in their communities in order to be able to influence the support provided to marginalised girls. By the end of the project, a large number of marginalised girls and young women are supported by CAMA and community initiatives to attend and complete school	Schools offer an enabling learning environment which is safe, female friendly and promotes active participation and learning among the most marginalised children. The Learner Guide programme is formally integrated as part of the school timetables. Learner Guides are able to work in schools, including during school hours, and enjoy a positive relationship with school staff. Active learning practices are transferable through a facilitated peer-to-peer approach among school staff, with the involvement of Teacher Mentors. Camfed Partner schools have integrated needs-based financing mechanism through which resources are managed effectively and accountably to identify and meet the needs of the most marginalised children. School and community leaders have increased capacity to better target resources to meet girls' needs.	The district education office in each partner district mobilises and coordinates reciprocal support from other line ministries (e.g. Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGE) to address girls' welfare. The Learner Guide programme, or components of it, is officially recognised by the Ministry of Education, Science and Technology (MoEST) at national and district levels
Activities: What activities are aimed at this change?	Actively engage with Traditional, Ward, Village and community leaders and working in synergy to raise awareness in the importance of education especially for girls and young women in the communities… enlisting their support to mobilise communities to seek opportunities for cost-sharing initiatives to meet the school costs of the most vulnerable and marginalised girls Learner Guides are trained on SRH, MBW curriculum and to use active teaching practices. They give advice and provide guidance to students in school on health, studies and careers guidance.	School Board Committees, and Head Teachers are supported to develop and implement school improvement action plans through a Whole School Approach. Learner Guides and Teacher Mentors are trained on SRH, MBW & child protection CAMA receive on-going capacity building through peer support sharing platforms, district and	Creation of National Advisory Committee (NAC) which draws together senior representative from government bodies. At district level, position delivery of project within existing government infrastructure. CDCs are chaired by District Education Office and include representation of other line ministries in order to embed a joined-up cross-sectoral approach to tackle the issues impeding the education of marginalised girls.

	CAMA will raise the profile of the work of LGs in their communities through their work with key stakeholders including Traditional, village and ward leaders. School-going costs are met by CAMA and community members of identified marginalised girls. Camfed will continue to build capacity of CAMA and community members to take leadership and start community initiatives that support girls' enrolment and attendance to school. (I.e. business training).	national level training and meetings.	Advocacy with National Governments to reduce school-going costs for the most marginalised children or to provide financing mechanisms for them. Advocacy to ensure Learner Guide programme in schools is officially recognised at national and district levels Advocacy to raise the profile of LGs in their communities Negotiations with Teacher Training Institutions to accept the Learner Guide BTEC qualification for admission to their courses.
Stakeholders: Who are the relevant stakeholders?	School leaders, community leaders, community members and support groups, parent support groups, (including men), CAMA leaders and members, Learner Guides and Transition Guides & Camfed Tanzania's national teams.	School Based Committees, Head teachers and teachers, Learner Guides, CAMA and Community development committees, parent support groups and the Camfed Tanzania national team	Ministry of Education at national and district level other line ministries, Teachers training institutions officials, CAMA leaders & Camfed Tanzania national team
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	One of the enabling factors that will support Camfed Tanzania to achieve the project changes at community level is in their establishment of proven and well-known Camfed structures, procedures and relationships with key stakeholders (especially the CDC) in each district. There is a possibility of cultural resistance to increasing access to education for girls. However, Camfed's our mitigation strategy is to engage with Traditional, Ward and Village leaders and work in synergy with them to raise awareness in the importance of education especially for girls and young women in the communities. Funding for education programmes for Learner Guides is inadequate / not sufficient to raise their levels of performance in Literacy and Numeracy	One of the enabling factors that will support Camfed Tanzania to achieve the project changes at school level is that the GECT-5276 will build on the newly established school structures, procedures, policies and relationships with key stakeholders in each Camfed partner school	One of the enabling factors that will support Camfed Tanzania to achieve the project changes at system level is that Camfed Tanzania has a well-established relationship, a signed Memorandum of Understanding (MoU) and collaboration with the MoEST, other relevant ministries, cooperating partners and CSOs etc. Limited funding at National and district level may hinder adoption and integration of the Learner Guides programme in school. Teacher training institutions may be reluctant to ensure training pathways to Learner Guides

			and/or have limited training places to offer.

Over the past 13 years, Camfed Tanzania has built a powerful infrastructure and strong relationships to support the most marginalised girls in Tanzania to access a quality education. This support for girls to transition to and through secondary school, and in the post-secondary school transition, is built on Camfed's sustainable, community-led governance model. Camfed adopts a power sharing approach whereby the programme is underpinned by an inclusive local partnership infrastructure through which they bring together all those constituencies that influence a girl's life to ensure her right to education. These partnerships dovetail with existing government and community structures, which reinforces capacity of these structures to respond to the needs of vulnerable children, and underpins a joined-up, multi-sectoral approach to tackle problems, one that is integrated with and complementary to other local programmes. Camfed's model therefore encourages community involvement as part of a cost effective and sustainable approach that builds on and enhances existing systems, as opposed to duplicating efforts or structures.

For Camfed, sustainability is premised on identifying what works in girls' education, and embedding and scaling it within national systems, in tandem with local initiatives to address the context-specific needs of marginalised girls, and strengthening local leadership to drive these forward, including among Girls' Education Challenge (GEC) alumnae. Key enablers of this outcome are the strong and collaborative partnerships between Camfed and the President's Office- Regional Administration and Local Government (PO-RALG), the Ministry of Education, Science and Technology (MoEST) and the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC), and, through CAMA, the empowered network of GEC graduates who have unrivalled understanding of the context for marginalised girls and are positioned to advocate for and lead initiatives that work for girls.

The targeted support of Camfed's 'Girls Learn, Succeed and Lead' project in Tanzania provides a safety net to girls who may be vulnerable to drop out between grades as follows:

- CAMA network: On graduation from secondary school, girls will benefit from the structure and support of CAMA – the alumnae association for Camfed-supported school graduates. For the past 20 years, CAMA members have been 'ploughing back' the benefits of their education into their local communities. In addition to supporting the next generation of children to remain and succeed in school (19,860 children were supported by CAMA to go to primary and secondary school in 2016 alone), CAMA members provide vital community services such as training in health, financial literacy and entrepreneurship, work with Camfed's community structures to monitor the progress and entitlements of supported girls, deliver life skills programmes to young people inside and outside of school, and run rural businesses. Under this project, CAMA will provide an additional support system to girls in school, as well as critical support to young women in the vulnerable post-school transition period, and provide a gateway of opportunity to entrepreneurship, employment or further education. We expect to see school graduates connected as a regional 'GEC alumnae network' of committed activists who are working together with other young women in the CAMA network, and joining forces with local communities and government authorities to reset the context for future generations of girls

- Learner Guide programme: As one of the core components of this project, the scalable and replicable Learner Guide programme will be offered as a secure post-transition solution to girls graduating secondary school. Through the programme, the girls graduating under this project will become mentors and role models for other girls coming through school, as a self-sustaining virtuous cycle whereby young women gain socio-economic status while simultaneously

supporting the educational outcomes of younger girls. The education pathways of Learner Guides themselves will also be an important priority under the project. Our experience from the first phase of the GEC is that a large number of Learner Guides have decided to re-sit exams during their commitment as Learner Guides. Learner Guides are required to have taken Form 4 exams, but a small proportion of Learner Guides are deciding to go back to school after their commitment to complete Form 5 and Form 6. As part of the incentives offered to Learner Guides, they can earn a transferable, vocational Business and Technology Education Council (BTEC) qualification, which provides a stepping stone into formal higher education and teacher training.

- Learner Guide outreach: Learner Guides will be instrumental in supporting marginalised girls who have dropped out of school or have absenteeism issues. Learner Guides are tackling this through their community outreach activities, namely mentoring, role-modelling and support sessions focused on alternative pathways to formal education. An important aspect of a Learner Guide's role is to trace girls that have dropped out and encourage them to go back to school. As part of their initial training, Learner Guides are provided with a list of students who dropped out of the school. They are made aware of the mechanisms employed by Camfed, and the opportunities available to the girls that have dropped out, to support the girls to return to education. As a result of this training, Learner Guides understand the costs associated with different pathways available to the girls, including awareness of the necessary timelines for enrolling girls in the various institutions/centres so as to avoid price increments.

- Transition Programme: By the end of the project Camfed will have trained a number of girls who have successfully transitioned out of secondary school as 'Transition Guides', who will be able to support their peers in the vulnerable post-secondary school transition period. Transition Guides deliver a series of sessions with school graduates over the course of six months to help them acquire critical skills in the post-school phase, including financial education and core business skills alongside sexual and reproductive health (SRH) awareness. These sessions will also be available to young women who dropped out of school under GEC1 and require support in the above-mentioned areas. In December 2017 Camfed successfully trained Transition Guides who had completed secondary school under the Pearson grant that enabled Camfed's expansion (and expansion of the Learner Guide programme) to four new districts in 2016.

- Non-formal education: Reflecting the goal of the GEC to ensure that all children supported under the first phase of the GEC (even those who dropped out) transition successfully to the next stage of learning or a secure livelihood, CAMFED Tanzania will replicate mechanisms being implemented under their existing GEC-T 5101 project to support girls who were unsuccessful in taking Form 2 and Form 4 exams to re-sit their exams. For girls who fail form 2 exams, they have an opportunity to repeat a class in the same Government schools and CAMFED supports them to repeat. This includes liaising with them to encourage them, through CAMA, LGs, TM and PSG members. Girls supported to re-sit exams are Form four graduates who fail exams and want to re-sit to gain their results and achieve a certificate. CAMFED is also supporting girls from GEC1 who did not sit their Form 2 exams to take Qualifying Tests so they can then qualify to take Form 4 exams. In providing this support, CAMFED has learnt that these examination centres are typically found in areas that are not easily accessible for rurally-based girls, therefore CAMFED is working with partners to understand the process and requirements for schools to qualify as examination centres themselves, in order to introduce more viable options for students. A related strategy under the existing GEC-T project in Morogoro and Iringa districts, to be replicated under 'Girls Learn, Succeed and Lead', relates to secondary school graduates who want to resit exams but live far away from training centres. With their safety and security in mind, and as a more cost-effective solution, CAMFED will link these girls to their former secondary schools so that they can use educational resources and facilities (e.g. libraries) and link with teachers for mentoring.

- Tertiary institution partnerships: For young women graduating Form 6 during the course of the project, Camfed is investigating the possibility of developing, on a case-by-case basis, partnerships with tertiary institutions, to offer innovative, cost-effective and sustainable mechanisms to support CAMA members to tertiary level study; this could include facilitating access to information and minimum cost-share opportunities, while ensuring that they do not overcommit resources to this mechanism. Since the decentralisation of the application process in Tanzania in 2017, meaning that students are now applying directly to universities, universities are having to effectively compete in an open market to attract students. Camfed therefore anticipates that universities will be open to forming mutually beneficial partnerships to support CAMA members to enrol and remain in their studies. Linked to this, and recognising the difficulty that students have in accessing government loans in Tanzania, Camfed has been advocating at Ministry level for CAMA members to be able to secure full government student loans for each year of tertiary study. Camfed's renewed Memorandum of Understanding (MoU) with the MoEST makes explicit mention that the MoEST will work with Camfed to achieve this, recognising that girls and young women supported by Camfed have been identified by their communities as vulnerable, and that without the loan they could not enrol in tertiary education. This relationship with MoEST is designed to lead to sustainable cost-share mechanisms for support to girls and young women which can be replicated and scaled across both of our GEC-T projects (explored further in section 3), and which can continue beyond the life of the project. This mechanism has already proved successful under our other GEC-T project in Tanzania. Out of the 80 young women supported to go to university by the end of December 2017, 21 were financially supported by Camfed while 59 managed to secure direct support from Tanzania's Higher Education Students' Loan Board (HESLB), including 10 students with 100% loans and nine students with 75% or above loans; a significant increase compared with previous years. This uplift is due to strong collaboration between Camfed and the loan board and proactive support from Camfed Tanzania's National Advisory Committee (NAC), enabling a greater number of applications, backed up by referral letters from Camfed which give the HESLB reassurance that due diligence has been applied to the process.

Figure 8: Camfed's 'virtuous cycle' of girls' education

Camfed's approach to the sustainability of this project builds on the project Theory of Change and the evidence from the GEC1 evaluation, to identify the changes that will need to be sustained to ensure learning and transition outcomes continue in future for girls in the target schools, communities and beyond.

On the demand side, the associated direct and indirect costs of schooling are major constraints on the opportunity for the most marginalised girls to progress to secondary school and to higher levels of education. This means that, for the foreseeable future, the most marginalised girls will continue to need a level of financial support to attend school and learn at secondary and higher education. These costs include school/college/exam fees and, even where these are capped or removed, the associated costs of accommodation, stationery and, clothing can be prohibitive for the poorest families. The **changes that will need to be sustained** therefore relate to ***cost reduction*** in minimising the financial burden on poor families, in tandem with *cost-share* to leverage additional resources to ensure the most marginalised girls have the necessary support to attend school and learn at post-primary levels.

The project has identified **two key drivers of change** that anchor a holistic approach to address these critical demand and supply side factors, and sustain improvements in girls' learning and transition:

On the demand side – the key driver of change is the **provision of targeted, needs-based support to meet school-going costs for the most marginalised girls**. This is positioned alongside measures to achieve cost reduction (through advocacy to lower fees and better targeting of resources to meet girls' needs) while increasing the level of cost-share (including in-kind) that can be generated to meet these costs.

On the supply side, **the poor quality of the learning environment in under-resourced rural secondary schools is a serious limiting factor on young people's learning and development**, and has a particular impact on the participation, learning and retention of the most marginalised girls. The changes that will need to be sustained relate to the provision of an enabling learning environment for marginalised girls that addresses their low academic self-esteem in tandem with the lack of learning resources and lack of sufficient qualified teachers. The safety of the school environment also plays a critical role in the provision of an enabling learning environment. The Teacher Mentor and Learner Guide role in each school is pivotal in ensuring that marginalised girls are protected from gender based violence and are able to learn in a safe environment. The Whole School Approach initiative will ensure that communities will be actively engaged in school improvement and are empowered to make demands of district and national authorities in order to enhance the learning environment for children. The Whole School Approach will address the disjuncture between policy intention and practice, giving schools and communities the opportunity to discuss the needs of the most marginalised girls and how the school environment can be improved to support their attendance, progression and safe transition from Secondary school to post-school prospects.

The key drivers of **sustainable change** that the project is hoping to achieve at **school, community and system** level are:

- **At the school level** – Camfed is actively working with the MoEST to ensure that Learner Guide sessions are formally integrated into the school timetable, and that active learning practices are transferable through a facilitated peer-to-peer approach among school staff, with the involvement of Teacher Mentors. The result will be a change in the school environment and classroom dynamics that promotes active participation and learning among the most marginalised children.
- **At the community level** – Camfed aims to achieve the increased visibility of young women as role models and mentors, and their representation on local decision-making bodies. This will include Learner Guides being elected into school management committees, and from this position being able to influence the support provided to marginalised girls going forward. In addition, Camfed expects to see an increase in local contributions to support Learner Guide activities, for example in resources for extra study groups.
- **At the system level** – Camfed is working towards the Learner Guide programme being sanctioned by district education management, and actively supported through the district level resourcing of training workshops for Learner Guides and the housing of resource centres for teachers and Learner Guides in district government offices.
- **At national level** -Camfed is currently working towards the Learner Guide role and BTEC qualification being recognised by teacher training institutions to provide pathways for Learner Guides to improve learning and transition at school and post-school level. In this way, the Learner Guide programme will provide a pipeline for trained teachers from marginalised rural communities who are sensitised to the barriers to transition and learning among marginalised girls. Towards this end, Camfed has secured representation on the project's National Advisory Committee (NAC) from among schools of education and teacher training institutions.

Cross-cutting activities, stakeholder engagement and mechanisms for sustainability

Camfed has intentionally positioned project delivery at **school, community and system level** within existing government and community infrastructure at district/local level where possible from the project outset, in order to reinforce prospects for components of the intervention to be embedded and mainstreamed going forward.

- **Learner Guides**, a critical role under this project in their support for girls in schools, are drawn from existing cohorts of school-leavers in rural communities, and GEC graduates provide the opportunity for continued renewal of this mechanism. The incentive scheme for Learner Guides is designed to be sustainable, and the Learner Guide programme is positioned within the CAMA network which is itself inherently sustainable.
- **At district level,** the delivery of project is positioned within existing district level government infrastructure of the **Community Development Committees (CDCs). The CDC** is designed to embed a **multi sectoral approach to** tackle the barriers to girls' education, and Camfed will build capacity under this project around referral and child protection policies and procedures.
- **At school level,** capacitated school level committees will continue to administer the needs-based financing mechanism to support marginalised girls.
- Young women who are graduating from school under the GEC will increasingly take up **an influential role on key committees at local, district and national level**, to lead the drive for continued support for marginalised girls beyond the GEC. **The CAMA network** will provide the sustainable, regional framework to support their growing leadership and activism.

- **National level**: Camfed will continue its advocacy with National Governments with the key aim of reducing school-going costs for the most marginalised children positioned within a drive for more

equitable allocation of resources to benefit the most marginalised schools/communities in line with inclusive education policies.

5. Intermediate outcomes

This section presents the key findings on the Intermediate Outcome (IO) indicators. The selection of IOs is well-founded as the stepping stone towards achieving the Outcomes. The project intends to be gender transformative, i.e. actively seeking to transform inequalities in the long term for all children despite gender, disability or other characteristics. However, results from the baseline indicate that the achievement of the outcomes and greater gender transformation will be strengthened and achieved if more direct action is taken to:

- Address issues of corporal punishment and compulsory pregnancy testing in school
- Improve the quality of teaching and learning for marginalised girls[35]
- Greater inclusion of girls living with disabilities
- Involve community members more directly to address some of the underlying gender norms

The evidence provided for the Intermediate Outcomes is drawn from a cross section of quantitative tool results and qualitative interviews with the range of different stakeholders. The surveys and interviews from which the evidence is drawn are identified in relation to each indicator in the information box at the start of each IO section. The number of respondents for each quantitative survey by district are outlined in the table below.

Tools by District	Head Teacher	Teacher	PCG	HH Head	Male Sibling	Marginality	Student	ATL	SeGRA	SeGMA	Benchmark SeGRA	Benchmark SeGMA
Ilala Municipal Council	16	80	56	48	11	640	640	640	640	640	96	96
Nyamagana Municipal Council (Intervention)	10	50	99	96	9	799	800	800	800	800	57	61
Shinyanga Municipal Council	6	30	118	84	31	1279	1279	1279	1282	1282	34	34
Singida Municipal Council	8	38	62	43	4	480	479	480	486	486	47	48
Tabora Municipal Council	10	50	76	33	12	798	799	800	804	804	60	60
Temeke Municipal Council	13	64	88	62	4	796	797	795	797	797	0	0
Dodoma Municipal Council	8	40	69	67	57	475	475	473	480	480	0	0
Geita Town Council	10	50	58	47	32	638	639	639	640	640	0	0
Musoma Municipal Council	5	30	100	77	13	800	800	798	800	800	0	0
Nyamagana Municipal Council (Comparison)	10	50	93	62	9	1040	1038	1038	1042	1042	0	0
Ubungo Municipal Council	3	15	31	13	3	240	239	240	241	241	0	0
Total	**99**	**497**	**850**	**632**	**185**	**7985**	**7985**	**7982**	**8012**	**8012**	**303**	**299**

The number of respondents for qualitative interviews by district are outlined in the table below.

[35] When the baseline evaluation began, the project contained no activities to improve the quality of teaching for other than the Teaching Mentor. Since that time, some funding has been allocated to supporting the MoEST to train 288 subject teachers.

	Heads of School	Teachers	Girls in School	PCGs	Community Leaders	CDC Members	Learner Guides
Nyamagana Municipal Council (Intervention)	2	12	16	6	4	5	3
Shinyanga Municipal Council	2	11	17	7	6	4	3
Singida Municipal Council	2	10	16	8	4	3	2
Tabora Municipal Council	2	13	16	6	6	5	3
Ilala Municipal Council	2	14	17	5	4	4	4
Total	**10**	**60**	**82**	**32**	**24**	**21**	**15**

5.1 Intermediate Outcome 1 - Attendance In-school

Indicators	Baseline	Midline Target	Endline Target
IO Indicator 1.1 Proportion of marginalised girls attending school regularly. (Measured as the proportion of the cohort with an attendance rate at or above 85% across the school year.) Disaggregated by age, gender, district and disability. Source: Data gathered from school registers during baseline, midline and endline surveys	71.9%	80%	85%
IO Indicator 1.2 Beneficiaries', teachers' and parents/guardians' perceptions on the barriers to regular attendance and what has led to improvements in attendance (Qualitative). Source: Interviews and/or focus group discussions with beneficiaries, teachers and parents/guardians on their perceptions on barriers to regular attendance and what has led to improvements (baseline, midline and endline surveys)	Major barriers include cost, family poverty, distance to school, need for income, early marriage and pregnancy	Reduction in financial barriers and reported early pregnancy	Further reduction reported as well as reduction in barriers created by distance
IO Indicator 1.3 Proportion of young women school graduates with regular attendance at non-formal education. (Measured as the proportion of the cohort with an attendance rate at or above 85 %.) Disaggregated by age, district and disability (by type and severity). Source: Attendance registers kept by Transition Guides for participants in the Post-School Life Skills Training Programme, checked at monitoring visits by Core Trainers and Camfed staff	Not yet applicable	Not yet applicable	50%

Selection of the IO

Regular school attendance is a pre-requisite, although not sufficient on its own, for learning. An increase in attendance will indicate that the project has overcome some of the barriers to girls' education (as set out at 1.1, in the MEL framework and in the findings of this section) and increased access for girls. Achieving this intermediate output will therefore contribute to achieving the learning outcome, but it requires a corresponding improvement in the supply side factors such as regular teacher attendance, improved quality of teaching, improved school resources and infrastructure and in the longer term, more schools and/or affordable secure boarding facilities.

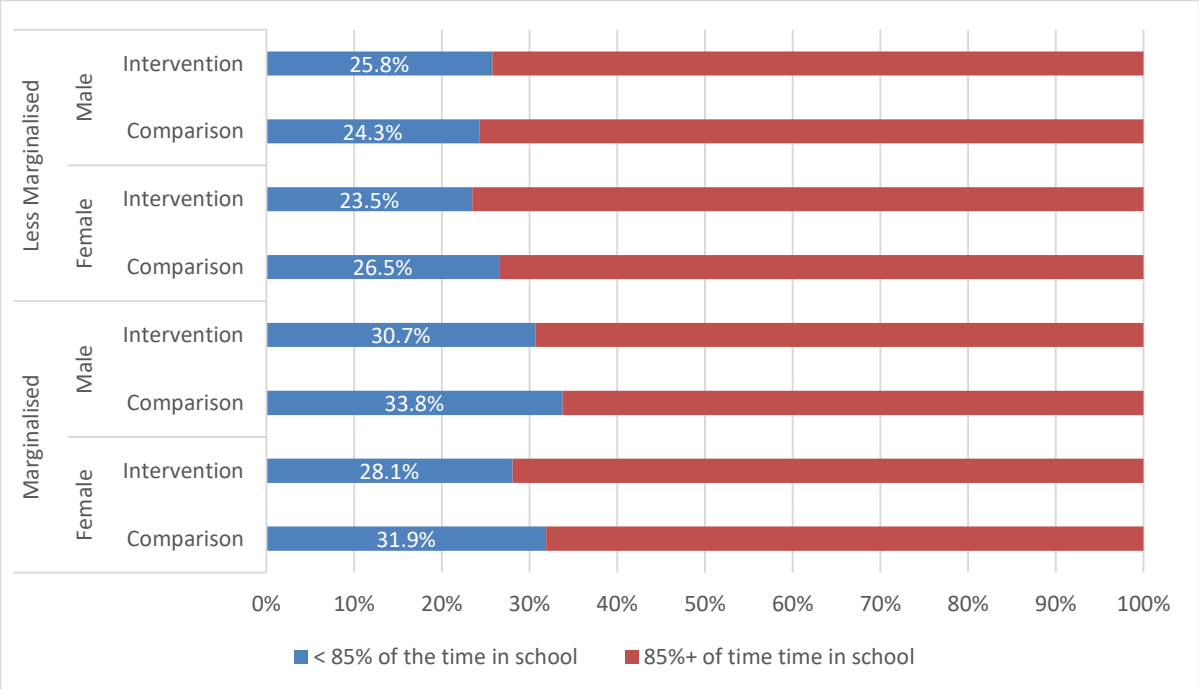
Method for measuring the Attendance IO

The attendance data reported in this baseline is taken from official school registers in cohort schools and triangulated using spot checks on three specific dates spread across the previous school year. The spot-checking was undertaken by the enumerators when the school-based survey was carried out. Attendance is measured in terms of the proportion of girls with an attendance rate at or above 85% across the school year. Baseline attendance data were collected for the most recent 12 months at the time of the baseline – Term 2, 2017 and Term 1, 2018, with the exception of Form 1 cohort members for whom only Term 1 2018 was applicable. Data were available for 99% of cohort members (7,911 out of 7985). The measurement of attendance rates under GEC1 demonstrated that attendance rates in secondary schools in Tanzania when averaged across a cohort tend to be high, with little scope for registering an increase. Based on this experience, under GECT-5276, the focus is on the girls with low (or irregular) attendance, measured as below 85%, with the objective of reducing the prevalence of poor attendance in the partner schools. The students', teachers', HoS and primary care-givers' questionnaires included questions relating to barriers to attendance as did the semi-structured interview and FGD thematic checklists for the qualitative research. The qualitative interviews and FGDs provide a much deeper understanding of the barriers to attendance and the potential mechanisms for addressing them.

Proportion of marginalised girls attending school regularly

Rates of regular attendance at baseline ranged from just 66.3% of marginalised boys in the comparison group attending school at least 85% of the time to 76.5% of less marginalised girl in the intervention group, which was the group most likely to attend 85% of the time. 71.9% of marginalised girls in the intervention schools attended more than 85% of the time, compared with 68.1% of marginalised girls in the comparison group.

Figure 9 Attendance among marginalised and less marginalised groups



Note: excludes missing cases

Attendance rates were generally poorer for marginalised students compared with less marginalised students and girls' attendance was generally better than boys.

The Camfed package of financial and material support was only introduced at the start of the academic year in January 2018. While the beneficiaries were extremely grateful for the support, they mentioned a number of issues. The support addresses distance to school and safety directly by offering bus fares and bicycles to girls to commute to school and attend more easily. However some girls interviewed said that the bus fares offered were not enough to cover transport every day. Teachers in one focus group discussion made the point that the girls coming the furthest distances had to pay more and that the bus fare allowance does not take this in to consideration.

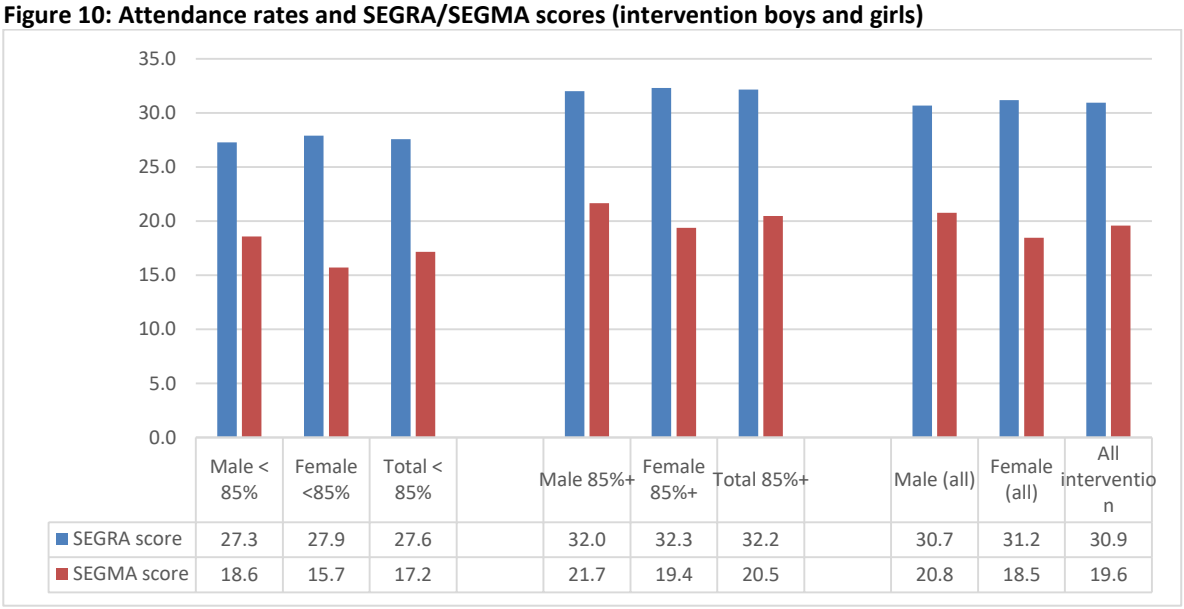
Another common problem emerged through the qualitative interviews which was that children including girls on their way to school, are commonly not picked up at the road side by buses or are "pushed off' the bus by conductors insisting on higher fares which the girls cannot pay. This undermines the Camfed bursary system of bus fares. Camfed could consider raising this issue through the Community Ward structures and with the Bus operators in order to set up systems for raising awareness/training conductors and of local monitoring to prevent this from happening.

5.1.1 Learning and attendance

The figure below shows higher test scores where boys and girls have better attendance, with SeGRA (literacy) scores of around 32 for boys and girls with an attendance rate of 85%+ compared with around 27-28 for those with poorer attendance. That means that better attendance is associated with 17% higher scores, on average. These results are statistically significant.

SeGMA scores were also about 20% higher among those boys and girls with better attendance rates, with average scores of 20.5 among those attending at least 85% of the time, compared with just 17.2 among those attending less often. The impact was greater on girls than boys, with 23% SeGMA scores for better attending girls and 17% higher scores for better attending boys. Again, these results are statistically significant.

Figure 10: Attendance rates and SEGRA/SEGMA scores (intervention boys and girls)



	Male < 85%	Female <85%	Total < 85%		Male 85%+	Female 85%+	Total 85%+		Male (all)	Female (all)	All intervention
SEGRA score	27.3	27.9	27.6		32.0	32.3	32.2		30.7	31.2	30.9
SEGMA score	18.6	15.7	17.2		21.7	19.4	20.5		20.8	18.5	19.6

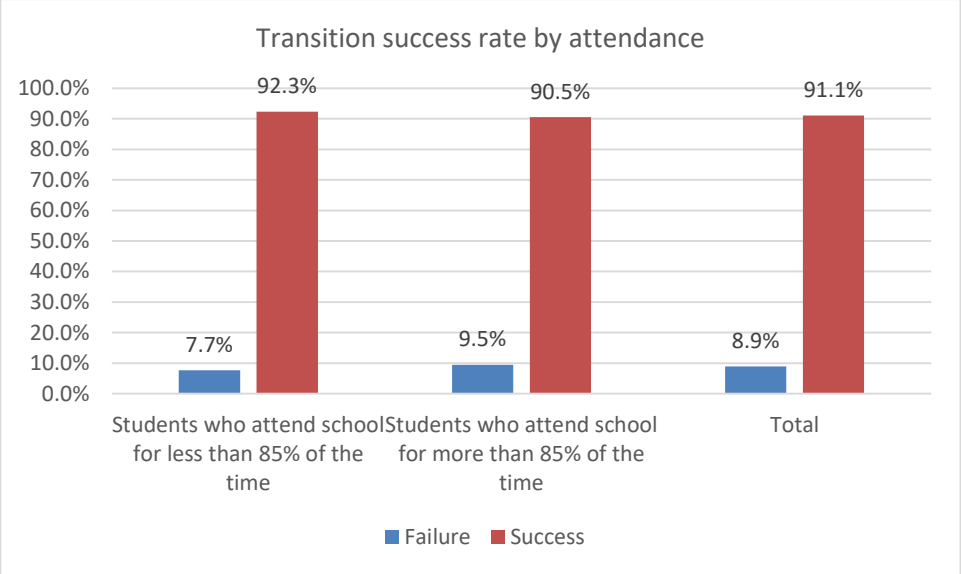
Low school attendance in education is a serious problem for girls and boys in many areas of Tanzania. [36]. The respondents from SSI and focus group participants mentioned many factors that affect school attendance and academic performance among girls, such as pregnancies, long distances from schools,

[36] https://www.unicef.org/tanzania/Tanzania_Country_Report_V4.pdf

cultural practices and family poverty. They also mentioned factors that can support better attendance and academic performance, such as building a hostel for girls, feeding programmes as well as cooperation and education among / between teachers, students and parents. Girls attending school face gender-specific challenges; increased vulnerability to sexual assault, unwanted pregnancies, gender violence in classrooms and lack of space and time to complete school tasks due to household duties and caring responsibilities. The discussion below explores some of the issues highlighted above in depth and illustrate how they act as barriers to girls' attendance and what can be done to mitigate them.

5.1.2 Attendance and Transition

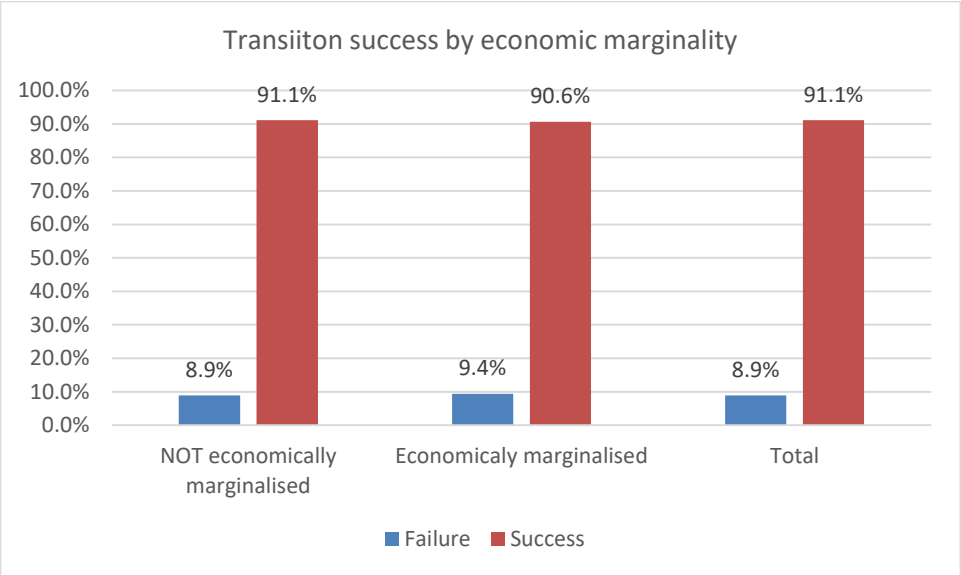
Figure 11: Attendance and transition rate



N=849 cases for whom transition data is available

There is a high transition rate among students with lower and higher attendance rates, with a 91% successful transition rate overall. Students who attend school for less than 85% have a lower transition rate but this is not statistically significant.

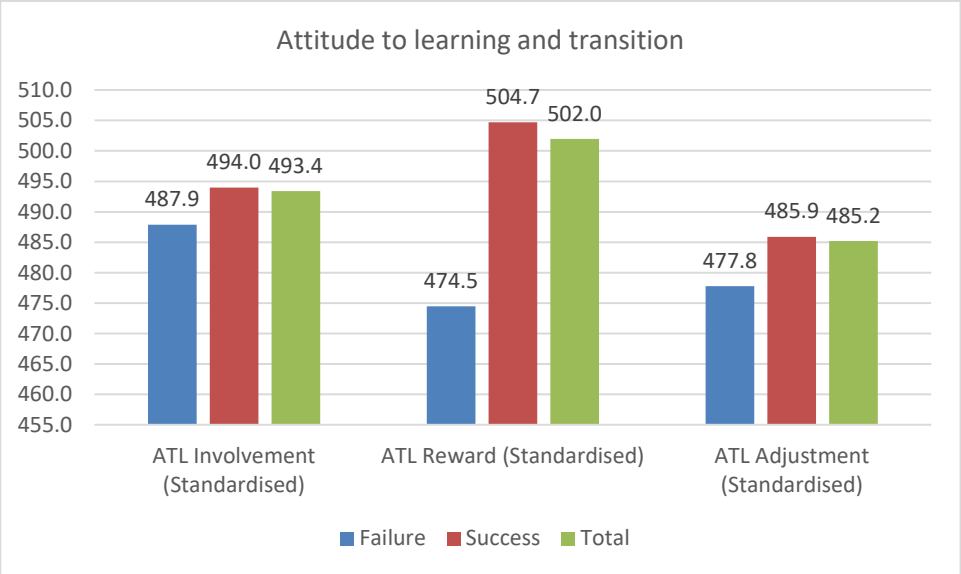
Figure 12: Economic marginality and transition rate



N=849 cases for whom transition data is available

Students at baseline who were economically marginalised had very similar rates of transition, compared to students who were not marginalised.

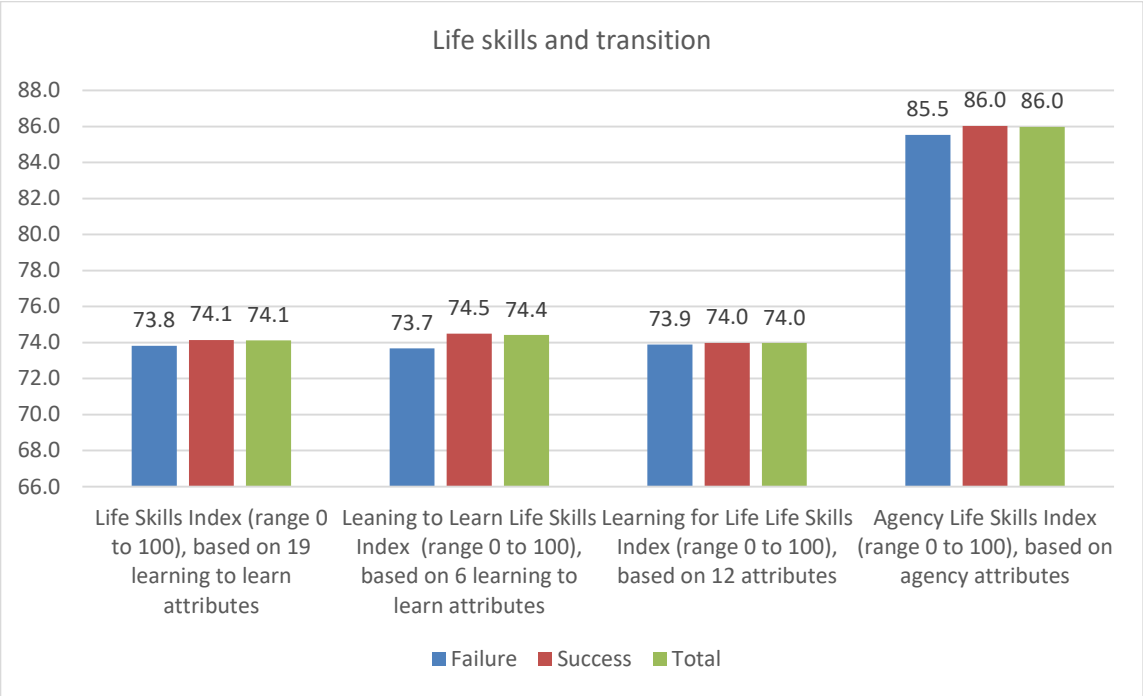
Figure 13: Attitudes to learning and transition rate



N=849 cases for whom transition data is available

Attitude to learning scores were higher among students who had successfully transitioned at the baseline stage, but only significantly so in relation to the attitude to learning score based on reward, where scores for the successfully transitioning students were far higher (504.7, compared with 474.5 for those not transitioning).

Figure 14: Attitudes to learning and transition rate



N=849 cases for whom transition data is available

The scores across all four life skills indices are not significantly different between young people achieving a successful transition, compared with those who have not transitioned successfully.

5.1.3 Drivers of attendance – correlation analysis

The table below shows the significance of the correlation between various potential barriers to learning and attendance. Correlations are marked '**' where significant at the 1% confidence interval while those marked '*' are significant at the 5% confidence interval. Higher values indicate a stronger (positive or negative) relationship.

Table 49: Barriers that are significantly associated with Learning and Transition

	% of time attends school
Disability Status of Students	-.032**
Orphan-hood status of students	-.002
Students living with both parents	-.001
Female headed households	.007
Parents ability to pay school fees	-.034**
Household income status	-.047**
Sex of head of household	-.007
Education Status of Head of Household	-.069**
Education Status of the spouse of the head of household	-.027
Whether Economically marginalised	-.053**
Chore burden and use of free time	-.060**
Support received from home (to stay in school/do well)	-.026*
Adequacy of seats at school	-.008
Whether student decides when to play with friends	-.028*
Adequacy of teachers at school	-.010
Absence of teachers at school	-.011
Effect of teachers on students (whether welcoming)	-.016

Teacher treatment of boys and girls	-.021
Difficulty with English as the language of instruction	.004
Use of language of instruction other than English	-.007
Difficulty with language of instruction	-.013
Safety travelling to or from school (student perception)	-.033**
Safety at school	.001
**. Correlation is significant at the 0.01 level (2-tailed).	
*. Correlation is significant at the 0.05 level (2-tailed).	

As noted earlier, correlation coefficients of less than 0.3 show a weak correlation so, although statistically significant, the indicators above are only weakly associated with attendance rates.

The strongest association with attendance rates (although weakly correlated) are the **education status of the household head** (with illiteracy associated with lower attendance) and **chore burden** (with higher burden associated with lower attendance) and **economic marginality** (associated with lower attendance). As noted, these are still weak correlations.

It follows that **parental ability to pay** school-going costs and household income status was also (weakly) correlated with attendance, with financial difficulty and insecure income associated with lower attendance. Similarly, a **lack of perceived support** to stay in school from home and the student saying they did not decide when to play with friends was associated with lower attendance.

Students with a **disability had significantly lower attendance** than students without a disability.

The perceived safety of young people **travelling to school** was significantly related to attendance rates, with the perception that travel to school is not safe associated with **lower attendance**.

School resources, the perceived attitudes of teachers and the language of learning were not significantly associated with attendance. Orphan-hood, living with both parents and the sex of the household head was not significantly correlated with attendance. Perceived safety in school is not significantly correlated with attendance rates.

The sections below expand on the experience of the barriers to learning and attendance drawing on the qualitative data.

5.1.4 Cost

Barriers relating to school-going costs of schooling have consistently been shown to be the most significant barrier to girls' education. Poverty, lack of employment and low income were mentioned as key challenges preventing girls from attending school. Despite secondary school fees being abolished, field research shows that households are expected to contribute in some form; parents, guardians and girls reported that they are expected to purchase many non-discretionary items such as uniforms, exercise books, and stationery. There are also other additional costs such as lunch money and transport fees. For instance, one HoS in Mwanza, asserted "*Girls coming from poor families with no or low income would not be able to get transport to get to school."* Discussions with Primary Care Givers revealed that the daily costs of sending the girls to schools is far beyond the monthly or weekly income of the parents. Students echoed these sentiments; "*The distance is too far so I miss a day if I can't afford bus fare, it's 800 shillings a day so if don't have cash I stay at home"* (FGD, Form 2, Dar).

A Ward Executive and street leaders in Singida spoke of the effects of poverty on girls:

"Poor families and most of the children are being raised by guardians. You find that most of the parents have died so they are being looked after by their grandparents or any other relatives. So, the capacity of taking care of all of them is difficult. So, most of the girls are being sent either to sell vegetables or other items so that they can get some money to save for home."

Qualitative data further reveals that some secondary schools are charging fees for school resources; in some secondary schools in Mwanza parents have been told they must contribute towards the printing costs of textbooks for their child:

*"In June 2018 when we went to school, they said to every parent in the parents meeting that every child must bring mathematics text book, if you do not bring this textbook your child will be chased from school. They have told us we must contribute one thousand shillings from each parent so that they can type the text books and give the students them." (*FGD with PSG in Mwanza).

Similarly, in Shinyanga, PSGs mentioned that they were sometimes asked to pay money for the teachers and for food. Students who are unable to raise the initial and ongoing costs for secondary school face substantial challenges going to school, and some, as indicated by the PSGs, are '*chased out*' by the schools until they can contribute to the school or class materials.

Box 2: SII with Form 1 in Tabora: Effects of Distance

I live with mother who has a job in school as a cook, but all salary goes to rent and so I often miss school due to distance and I can't afford bus fare. But I have a bicycle now from Camfed and can attend more school. But I still miss evening classes as we finish at 6pm. I lack concentration in class due to worrying over distance and going back home. Once school is finished I can't stay and do study groups or ask for help with homework as I have housework and can't go and come back to school due to distance.

5.1.3 Distance to School

Although the issue of distance is not as great in peri-urban areas as in rural areas, girls identified distance as one of the key barriers to attendance; long distance walks from home to school cause many girls to arrive late, and in some cases to miss school altogether. The schools surveyed are Ward schools, which means that students are meant to live in relatively close proximity, but some schools are sited near the boundary of the Ward, others, like Capri Point, Mwanza are sited more than 8 km outside the ward and in some cases students, especially girls are sent away to relatives who have more money to support the student through secondary school. Moreover, in these peri-urban environments, parents, especially single mothers, may move frequently from one rented room to another and family disruption is frequent, resulting in families splitting and moving away. All of these result in many girls travelling significant distances too school (10 km or more).

Stakeholders from various schools in Tabora stressed how '*distance was the greatest barrier with some students having to walk more that 5km from home to school,*' (HoS, Secondary school in Tabora). Another HoS succinctly summed up the issues associated with long distance walks to school:

"Distance to school is the biggest problem. The school is very far, for some almost 9km away from school - it's about 2/3-hour walk for most and one of third of the school population live away. The effect of distance is lateness, absenteeism and teen pregnancies. Last year two girls became pregnant, not Camfed girls, but they were seduced by motorcycle boys. Distance also makes students tired they can't concentrate in classes and performance is reduced. In 2016 we were the last performing school in 87 schools in terms of exam scores across the region and nationally we are 3244 out of 3280. This is because of where the school is situated!"

A significant number of girls said that it takes two or more hours to get to school and for them to return home, that means that four or more hours of the student's day is spent in travel. In Singida and Shinyanga it was reported by teachers and girls that this often leads to girls not attending on every day of the week.

"*After three days of walking, we are sometimes too tired to make it on the next day. Sometimes we start out but have to return home."* (Form 2 girl, Shinyanga)

Long distance walks are a contributing factor to girls' low performance, see Box 2. During FGDs and evaluation activities, girls reported the impact that distance is having on their learning. In one secondary school, in Dar es Salaam, girls spoke of how worry over bus fare and the long distance back home gave rise to fear '*on how to get back home once in school*.' Other girls mentioned how they are always tired once they are in school. The lack of concentration resulting from tiredness, may not necessarily result in absences, but it does significantly reduce girls' motivation to stay in school.

5.1.5 Transportation

Transport issues are closely linked to challenges around distance to school in peri-urban areas. The ability to pay transportation expenses affects a girl's attendance at school. On many occasions, where girls missed school, it was because they, or their parents or guardians, did not have the bus fare. One HoS of a secondary school in Mwanza, remarked "*some children never start Form 1; if they fail to get the money for transport some of them will not come to secondary school."* Similar findings were reported across the project districts visited during the field work; one girl from Ipuli district mentioned, "I often miss school due to distance and I can't afford bus-fare," (SSI, Tabora). Overall, the majority of girls interviewed reported taking at least one *dala dala* (local buses) to get to school. Overall, a significant number of the girls interviewed, reported taking at least one *dala dala* (local buses) to get to school.

It was widely reported by many of the stakeholders in the household and school-based interviews that *dala dalas* are reluctant to board students because students pay a significantly lower fare. To encourage school attendance and overcome some of the costs associated with going to schools, the Tanzania government had recently passed a policy where students pay half of the bus fare. While this reduces the transportation costs, it has led to further problems for students travelling to and from school; not only is there an issue of affordability but now when they board the *dala dalas*, they face harassment. Demand for seats in the *dala dalas* is high in peri-urban areas and bus conductors make their money based on the number of full fare passengers, thus drivers are less economically incentivised to pick up students. In cases where they do pick up school girls, some girls reported facing verbal and physical abuse. In every FGD conducted with Form 1 and Form 2 girls, girls reported facing verbal and physical abuse (this is discussed in detailed further below in the sub-section entitled *Route to School*).

This challenge was severe for girls in all districts, including those in the Dar es Salaam region. This was surprising given that these are Ward schools in peri-urban areas. However, some of the Wards are large, with secondary schools up to 10 km from the boundary and girls' families may have relocated or been sent to live with relatives outside of the Ward.

In FGDs conducted with Form 1 and Form 2 girls in Dar es Salaam, they said "*when we are waiting for the dala dala they often go past us because they know we will pay less, or the driver will swear at us and call us names, sometimes throw us out*…". Bus drivers will make more money off non-student passengers therefore they are often put a limit on the number of students allowed to board daily (FGDs with Form 1 and Form 2 Girls, CDCs, Parents and Teachers in Ilala District, Dar and in Mwanza). During an FGD in Dar es Salaam, parents reported that the behaviour of bus conductors is one of the biggest challenges facing girls:

"They are getting a lot of challenges because of the bus conductors, they are pushing them out. They just come to school very late and in the evening at 7 because of the transport. The bus conductors are chasing them out. Sometimes they want them to pay 400 Shillings instead of 200 Shillings, life is difficult because of the bus conductors."

Due to the behaviour of some bus drivers, girls miss valuable time at school and arrive late which impacts on their performance in school.

Box 3: Snapshot of the life of Form 1 Secondary School Girl from Ilala District in Dar es Salaam

"I am the only girl in my household. My mother fell ill and was taken to Iringa and she died, my grandmother looked after me, but she also died, so my aunty took me in from the Iringa region, but she then too died and then I was taken in by my aunt's son who brought me to Dar es Salaam. Everyone I lived with has died. I have been living with my cousin and his wife, but they have no money. I leave at 5am and come back at 5pm home with no food - not eating anything all day. My cousin doesn't give me any personal items and they give me 'brutal words'. I have no time for revision, no time for studies, no time for homework. When I come back after school I have a lot of housework waiting for me; washing, cleaning, cooking. But after completing standard 7 my cousin divorced, and the landlord chased them out. I then shared one room with my cousin and felt uncomfortable, so I slept at the church in the night and back to my cousin's room in the morning. I was 14 then. I wanted to join secondary school, but my cousin refused to buy me school items to join or do the paperwork. There were forms to complete for secondary school which the cousin refused to so I went to church instead. I ate, slept and stayed in the church. A woman from the church found me there and took me in, she completed the enrolment form and brought my school items and sent me to school. I stay with the woman now in Tabata which is very far from school, so I leave at 5am and walk 3 hours to school for 8am and sometimes it takes 4 hours if bus conductors tell me to get off. Camfed provide 2000 shillings a week for bus-fare but its 800tsh a day and I use two buses each way so 4 buses a day. 2000tsh is not enough so my foster mother has to help a lot. The Teacher Mentor has also helped a lot and helped me to complete the Camfed form. I was given everything; solar, clothes, shoes and bus-fare. but the bus-fare goes in two days. But I'm happier now and improving in my studies.

The cost of bus fares was a primary concern for all stakeholders visited during the qualitative research period. Camfed have managed to mitigate some of the challenges associated with transport to and from school by including bus-fare in their bursary support package. However, costs associated with transportation to and from school are well above the amount provided in the bursary package. Box 3 highlights that the support provided for bus fare is spent in two days; *"Camfed provide 2000 shillings a week for bus-fare but it's 800tsh a day and I use two buses each way so 4 buses a day. 2000tsh is not enough".* This echoed the concern of teachers in Dar es Salaam, who argued that "*of course bus fare in the Camfed Bursary is helpful but it is not enough; students are coming from very far and Camfed thinks students are coming from nearby, so bus fare is not enough...girls need around 75,200 shillings a year for bus fare."* Moreover, the cost of transport in peri-urban areas fluctuates depending on the length of the route, so some students are charged more, as is evident in Box 3. Some students take more than one dala dala, with some girls taking up to three buses each way just to get to school (FGD, Form 2 girls in Tabora, HoS in Ipuli). Considering these factors, going to school can become a very costly journey. For families living in poverty, this is an additional expense they can ill afford.

Key findings on distance and transportation suggests a need for a more tailored bursary package. Despite the impression that most students attending peri-urban areas are from the local communities, teachers and headteachers interviewed stated *'a lot of these students are coming from furthest district in Dar region'* (FGD with Teachers, Dar). Many of the school staff interviewed commented that the location of the secondary schools in peri urban areas are not easily accessible; in Tabora, both HoS in Lwanzali and Ipuli district commented that students in secondary schools are not drawn from local primary schools but come around the region some 'even from Dar'. Likewise, in Dar es Salaam one HoS commented: *"most students live far and as it's a national school most students come from all districts around Dar and some leave at 4am more than 15km away to start walking and some need 3 buses to get here."* Thus, there were calls for Camfed to come down to the schools and identify Camfed beneficiaries and request information on transport and distance to and from school. Subsequently, payment for bus-fares could be tailored and

based upon the need of each bursary recipient. This innovation could be monitored by the CDCs, to verify the distance from home to school and the mode of travel required.

Another recommendation proposed by parents in Mwanza/Dar and CDCs in Dar es Salaam is to request for government transportation. Districts with their own school buses would overcome issues of affordability and harassment of girls by drivers on the journey to school. CDCs in Dar es Salaam supported this idea and proposed *"even schools should organise a school bus; so, the bus will be taking the children from each bus stop. They can then plan to get to that area where the students could meet and get to school."* As a school bus, it would be compulsory to only pick up students and ensures students are not thrown off the bus. Finally, bearing in mind that local transport is beyond the remit of the Camfed programme, one suggestion could be to work with local governments to consider methods of remunerating the dala dala drivers or further subsidising the costs of students' travel, so drivers are more motivated to board and carry students on their buses.

5.1.6 Route to School

The distance and route to school has serious implications for the safety and security of girls going to and from school. Many of the stakeholders, including PCG's, CDC's and HoS from the household and school field interviews reported that girls in some cases would offer sex in exchange for lifts from bus drivers and boys on motorcycles. As previously mentioned in this report, girls and parents have reported that dala dala drivers sometimes refuse to allow students to board and there have been several stories of girls being sexually harassed, abused and exploited whilst travelling to school. At least two girls in FGDs in Dar and Tabora said they were refused access to dala dala in the past week and at least one girl in FGDs had been mistreated by dala dala drivers or male passengers on board (FGDs with Form 1 and Form 2 girls in Ilala and Ipuli Districts). Similar cases were found in Mwanza where girls were being verbally and sexually harassed on the way to school and in some cases, girls mentioned that there were instances where their classmates were developing relationships with bus drivers. This was confirmed by parents in Mwanza: one parent stated, *"My child who walks gets a lot of challenges, for example being seduced, she is getting seduced a lot"*. The stakeholders and girls' responses to these queries are quite disturbing and indicate that there is a high level of harassment and mistreatment of female students, some of whom are also victims of gender based violence (GBV). Harassment and mistreatment of this kind not only erodes girls' fundamental right and access to education but also affects their self-esteem, mental and physical health and significantly impacts on girls' motivation to attend school.

Distance and the unavailability of transport is also among the factors contributing to school girls' pregnancy: girls can easily be tricked by bus conductors or drivers into entering sexual relations in return for the 'favour' of giving them transport to school. In Mwanza, CDCs explained *"transport to school is a problem so girls are now involved in love relationship because the distance to school is very long, so they end up involved in the relationships with the drivers because they must walk all the way to school"* (FGD with CDCs, Mwanza). During an FGD with girls in Tabora it was stressed that the *"path to school is long and many girls meet motorcycle drivers who seduce them by offering cash; it happened to one of the Form 2 girl in class because most of the girls come from poor families; no school items shoes, bags, books"* (Form 2, Girls, Tabora). They all confirmed that they had been approached at least once by 'motorcycle men'. Similar findings were reported in Dar Es Salaam, due to one school being in the 'centre of Dar', girls would have more opportunities and encounters with men who will 'approach girls who come from poor families and say they will buy them things' in return for certain favours (Deputy HoS, Dar es Salaam).

This is a worrying trend and can have some serious implications. Teachers in Tabora spoke of girls '*giving in to temptations and being convinced by older men at public transport, so girls now have love affairs at young age'* leading to two girls becoming pregnant and dropping last year after being 'seduced by men on the motorcycles' (HoS, Tabora). Likewise, in Shinyanga, one HoS commented that girls faced serious challenges when traveling lengthy journeys to school due to 'motor cycle drivers that seduce girls and impregnate them,' eventually leading them to them dropping out. The consequences for school girls who fall pregnant goes far beyond them just 'dropping out', this will be discussed in section 5.5.

Temptations, seductions, and sexual favours are not the only challenges facing vulnerable secondary school girls. Exposure to sexual and physical violence is a greater risk for girls commuting longer distances. In Shinyanga district, Ward and street leaders told how on average two girls per month are raped on their way to school. Physical violence has also been reported during the qualitative research interviews for this report; in Dar es Salaam girls travelling to school have had their belongings stolen or men and boys have attempted to 'grab their school bag' (FGD, Form 2 girls, Dar) and some have had their school items stolen (SSI, HoS, Ilala). As a result, many stakeholders recommended for Camfed to build girls' hostels and boarding schools. This was aimed at addressing the problem of girls having to walk long distances to school and overcoming some of the safety concerns.

Box 4: FGD with Teachers in Mwanza on Girls and Household Chores

"Most of the girls they do not get time for study. They have a lot of home activities. They face that home activity at their places so most of them even if you give them an assignment, they don't do it at home. So, most of them they never complete their homework because at their home they always concentrate on their home and duties. Most of the parents are working and so when the girls come from school, it's when the parents expect the girls now to begin with the home activities, washing the utensils, clean the house and fetch water from maybe the wells so most of the times the girls after school they are busy cleaning the house."

The building of hostels is of course beyond the Camfed programme, however Camfed can encourage and work with local government, district offices and school stakeholders to establish hostels on school grounds. For teachers, parents and girls, challenges associated with distance, such as being tired, lack of concentration, physical safety, sexual violence, exploitation of vulnerable girls due to lack of transport and being unable to study once at home, can be overcome if girls stay on the school site. In Mwanza teachers argued *"they need the building the hostels so that the girls can avoid the situation of working a lot at home and they can study to do their homework."* The dual and triple labour burden facing school girls who have caring responsibilities, household duties and studies is discussed further below.

5.1.7 Household Chores

High levels of child labour both paid and unpaid can have a negative effect on the attendance of boys and girls. In Dar es Salaam, teachers explained how household chores strongly affect school attendance. '*When household tasks are considered, girls' work burden may be heavier than boys'*. In many of the districts visited, there are greater obligations for girls to perform domestic chores and agricultural activities, whilst parents or guardians themselves are away trying to find or do small income generating activities to sustain the family. This is strongly evident in single female headed households; Teachers in Ipuli reported that *"families headed by single mothers is very common in this area and it is likely you find girls and boys helping in the household and doing household chores, cooking, cleaning so they come late to school. Household allocation of labour affects the girls more."* Discussions with Form 1 and Form 2 girls in Mwanza revealed that household chores were priority before they could eat or study. Similar issues were highlighted in Box 3 above. Due to their domestic responsibilities, teachers, headteachers and CDCs agreed that girls may not be able to attend school regularly thus leading to poor academic performance on national exams (See Box 4). One school in Singida, took an innovative approach to stop parents and guardians over burdening girls with chores by making them pay a fine of 6000 Tanzanian shillings (Ward Education Officer, Singida). The burden of household labour intensifies where there is child headed households which effectively places parental responsibilities on predominantly the girls (discussed below).

5.1.8 Disrupted Family/Household Structures

A key finding from the field research shows an increasing number of boys and girls come from broken/disrupted families which poses serious challenges when it comes to regular attendance and the academic achievement of girls. Stakeholders from all districts referred to students coming from separated families, divorced parents, single-parent families, in many cases girls were being brought up by extended families such as aunts, uncles and grandfathers and in a few examples by strangers. The economic challenges brought about by changing family structures often results in girls not being able to attend school (Box 3). This is particularly true where girls are single or double orphans. One Ward leader and a street leader in Singida commented that in the communities *"most of the children they are being raised by the guardians. You find that most of the parents have died so they are being looked after by their grandparents or any other relatives. So, the capacity of taking care of all of them is difficult. So, most of the girls are being sent either to sell vegetables or other items so that they can get some money to send home".* In one SSI, a mother in Mwanza explained that she lives in a rented room in a bar and is unable to have her daughter live with her, due to safety implications as she shares her room with other bar maids (See Box 5). Therefore, her daughter is placed with relatives quite a distance away from her mother and the school she attends.

Box 5: Challenges of a Single Female Parent

I am an orphan. This work I'm doing in [this] bar, I'm selling beers and crates. Some other time I'm working but the bosses are not paying my money. Some other time I'm working to this bar, they are chasing me, so I must find another bar and work to get some money. It is very dangerous sometimes because they abuse and insult you. They are beating me. Even the boss or a customer can beat you. I'm just living there in the bar, because I can't rent. If I rent, I won't get some money to help my child. So, I'm living as a ghetto life. In the bar there is a room where I stay, we are living like…. We are many in one room. I can't rent a place. You will be told to pay electricity bills, water bills, to the room itself. I will not be able to help my child. My child….my child is living with my relative. I can't live with my relative and my child. It is, it would be a huge load on him. Sometimes the head of school gives her bus fare, but to be honest, even relatives they are not helping me. If I don't have bus fare, my daughter or if she doesn't have bus fare, she doesn't go to school?

The Child-headed household (CHH) is another trend in peri-urban areas identified during the field interviews; these are households composed of and headed by children who find themselves taking up the responsibilities of providing and caring for their sibling, where parents maybe either too ill or in many cases they live away from the area. In these cases, it was found girls are leading the households, taking up household work, caring for younger siblings at the expense of their education and other life goals. In one school in Tabora, teachers identified that an increasing number of girls heading households as unique to Tabora (See Case Study 6). In Dar es Salaam, one HoS reported on the challenges of child-headed households:

"We discovered that the father is staying away with another new wife and he left the children. He supports them. He brings food sometimes but then they must take care of making sure that they cook, they go to fetch water and they must go to school. The impact is that the girl cannot perform well because she's having a lot to do at home and she's having a lot to do at school."

Being the head of a CHH places an enormous amount of responsibility and pressure on boys and girls. Teachers argued that they have special needs that must be taken in to account. Such students need extra support and guidance. For instance, on many occasions where girls or boys heading families attend class late, they would not be punished but they would lose valuable instruction time or leave school early due to household and caring responsibilities.

Box 6: Teachers discuss Child Headed Families in Tabora

It is common to find students living alone in Tabora so students are independent and do not care about coming to school and parents give huge responsibilities to children to manage households and look after siblings on their own; this is unique to Tabora. Mostly it is girls living alone; parents who can afford it rent out a room nearby the school and just place the girl or children there to live and go school. In one case three students from one family rented a small place and it was headed by the eldest girl Form 2 and she is responsible for her 2 brothers in nursery and standard 3. The girl is unable to come to school until the younger siblings are ready for school; she must prepare and provide for meals. Girls in this situation often get into affairs and some live alone because of family conflict and divorce. This is a real big problem here.

The lack of community engagement or spirit in peri-urban settings was highlighted in field interviews (Ward leaders, CDCs in Mwanza, Shinyanga, Dar es Salaam and Tabora). The lack of extended family networks or community support for CHH and other broken families, means the onus is on the individual to fulfil all economic, emotional, household and caring responsibilities. This undoubtedly has a toll on their emotional and psychosocial wellbeing as well as leading to poor educational outcomes and affects their wellbeing. **It is therefore recommended that Camfed works with TMs to identify girls who are responsible for CHH and tailor support to their needs. This may involve psychological support and additional learning support.**

5.1.9 Lack of Feeding Programmes

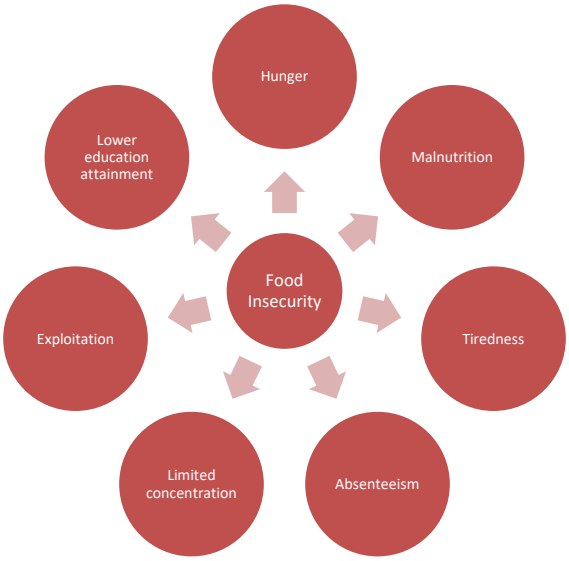
Qualitative research reveals a strong association between food insecurity and absenteeism. Several factors including food insecurity, poverty, distance between home and school make the parents involved unable to provide meals for their children, which is a cause of irregular school attendance. Hunger is among the factors that contribute to the increased students' dropout rate, poor performance, truancy and gender disparity among school-age children in the districts visited. Evidence in Tanzania shows that high absenteeism, lack of concentration in class and early dropouts are the results of hunger (HoS, Teachers, Parents and CDCs in Dar, Tabora, Singida, Shinyanga and Mwanza). Most stakeholders and girls from Form 1 and Form 2 identified hunger and food insecurity as a serious challenge to attending and performing well in school. Nearly all the girls met with during the field research reported they had missed breakfast and would rarely eat lunch or dinner. Most have one meal a day, and even then, it may not be a full meal, depending on the financial situation at home. In fact, most of the students, one HoS asserted, *'go to school without breakfast and they do not get any meal during school hours…girls stay in school without food for 8 hours and sometimes fall asleep in class"* (Lwanzali, Tabora). When asked what the greatest obstacle is to attending school, Form 1 girls stated: "lack of food in schools is a barrier to staying in school, we have no food at home as well". They continued and praised the Camfed bursary support but said that there is a "need for food to keep us in school" (FGD, Form 1 Girls in Tabora).

The problem of hunger is further expounded by issues of distance and lack of transport. As discussed previously, students may walk from 4 to 6 hours a day to and from school. Many parents, however, cannot afford to pay even the minimal cost of a daily meal of maize porridge. *"My problem is the money for lunch. My daughter goes to school at 7am and returns at 5pm, so she is going to school without any money because I cannot afford to give her any money since the father is not working,"* (FGD, PGC, Mwanza – Islamio and Nygamana Ward). Teachers in Tabora emphasised that "poverty and hunger is a big issue. Students are starving, they are walking one and half or two hours and no money to even buy cassava" so often you find students just do not turn up to school. "No food in homes or schools, so I walk back home

and to school on empty stomach; lack of food affects concentration in class and I always have to ask my friends for food and they often say no, (FGD Form 2, Dar es Salaam). As evident here, lack of food can lead to many other challenges such as malnutrition, tiredness and affect cognitive abilities of students: "a student when hungry can't concentrate on studies," (HoS, Ilala district).

Hunger also makes girls vulnerable to exploitation; girls are regularly getting into sexual relationships because they are being offered money and food. PSG's in Mwanza mentioned how boys and men provide girls walking to school with food, which in some cases results in transactional sex or forced sex and has led to girls becoming pregnant, causing them to drop out of school. Consequently, food poverty magnifies the risks girl face daily.

Figure 16: The impact of food insecurity



To alleviate this problem, interventions in the education sector, such as a school feeding programme is needed not only to help the disadvantaged boys and girls to attend school regularly but also to uplift educational outcomes, improve nutritional status and in turn contribute to the overarching goal of reducing gender disparity in education. Camfed's current model for GECT 5276 does not include feeding programmes, but the programme works with PSGs which can be encouraged to engage in community feeding programmes. Whilst in discussions with parents from the Islamio and Nyamagana ward, the lack of feeding programmes was identified as a major obstacle, so parents asserted they would be willing to group together and organise a feeding programme. Beans, maize or porridge for breakfast, were some of the ideas listed, but the parents would require support in establishing the feeding programme. Ideally this involves a start-up capital and cooking instruments, but they recognise the need for feeding programmes to be community led and locally owned to be sustainable. Therefore, once up and running parents insisted they would contribute 2 kilos of rice and some would contribute vegetables depending on what they have at that time.

Feeding programmes have recently been rolled out in a few primary schools in the Islamio Ward. Mothers of students at Nyakabungo primary school have been called upon to group together and are paid for their

labour. The mothers are cooking and distributing breakfast porridge in the schools. As a result of this feeding programme, attendance has improved and there is a notable difference in students' behaviour; "they are no longer sleeping in class," (Ward Education Officer, Islamio Ward). The programme is funded by the local district office, using government funds. The success of this intervention will lead the Ward Education Officer to pilot the feeding programme, later this year, at Lake secondary school. The benefits of such an intervention are not just about meeting dietary needs, but it may relieve financial pressure on households which can encourage parents to send girls to school, provides girls and boys an opportunity to attain life goals and boosts their educational opportunities. **It is suggested that Camfed engages with the local district offices, supports PSGs and schools to create feeding programmes. They can also help schools and ward officer, identify the most marginalised girls and boys in need of food.**

5.1.10 Child Marriage and Teen pregnancies

A high prevalence of early-child marriages and teenage pregnancies was cited by community members and teachers as causes of reduced attendance and drop-out in Tanzania. Teachers, CDCs and several Ward Offices explained that forced early marriage was the result of longstanding and discriminatory cultural and religious practices. However, parents explained it as an opportunity to lessen the household financial burden by marrying off girls early. In Mwanza parents explained that:

"Child marriage is a problem, because a girl doesn't get anything, so she gets married. it is like this, they meet on their way to school, and they buy them food and offer transport. The cause of child marriage is not related to religion but with culture. Life difficulties contribute more; no work, no food..."

Echoing these sentiments, the Ward Education Officer of Nyamagana Ward explained that early marriage remains a problem and, in some cases, she has followed up on reports of missing girls from school and found them to be married. The Ward Education Officer removes the girl from her husband and takes her back to school. Similarly to parents, the officer attributed child marriage to poverty and family breakdown; SHH and separated parents present numerous challenges and difficulties for the girls which encourages them to look for a pathway out, like marriage.

Teenage pregnancy among secondary school girls was reported by many stakeholders as another big challenge to attendance and academic performance in secondary education. According to one HoS in Dar es Salaam, early pregnancy is not just a major obstacle to girls' attendance in school but is also the largest contributor to drop outs. Teenage pregnancy was also attributed to family breakdown and household structures, the most vulnerable were orphans and "*Girls that lack parental love. Some stay with their guardians or stay with their mother but with a stepfather. So sometimes you find that they lack some parental love. So, they then think of getting love or relieving their stress somewhere else. That's why is child pregnancy.'* In all schools when girls are known to be pregnant they are expelled; therefore, many girls stay at home during their pregnancies or in many cases move to another area where they may lack a support network. (The issues around teenage pregnancy is discussed further below in IO5).

5.1.11 Cultural and Gender Norms

Gender norms and roles affecting how a girl should behave at home and in the community were cited as challenges to regular attendance. Girls explained how they are often expected to undertake household chores, such as child caring, cooking, laundry, fetching of wood, fetching of water (sometimes several kilometres away) and washing dishes, both before and after school or made to stay at home to look after younger siblings. Traditional customs, such as girls getting married young or not being expected to attend school and to stay at home and conduct house work, were cited as contributing factor to girls' lack of attendance at school. In Dar es Salaam, many school girls come from the Coastal region which has different cultural customs that do not prioritise education: "*education is not a priority for parents, they don't attend school meetings*," (FGD, Teachers in Ilala). Qualitative data indicates that parental attitude has a profound influence on girls' education; gendered beliefs and low expectations of the potential rewards from educating their daughters has a negative impact on girls learning and motivation in school. Traditional and

cultural norms in addition to parental attitudes encourage girls to drop out of school and get married because there is an expectation girls' should be married at a certain age.

5.1.12 Lack of role models

The lack of positive role models is another challenge to attendance and academic performance of girls in secondary schools. Qualitative data highlights the inadequate number of female compared to male teachers in the schools visited. This disparity increases in core subjects such as maths and sciences. This provides girls with limited positive female role models in academic fields such as maths. As one HoS stated: "*female students are inspired by female teachers*" (HoS, Ilala, Dar es Salaam). In peri-urban areas most female role models in peri-urban districts are conducting simple jobs such as selling in markets, cooking or serving food. As a result, teachers in Tabora argued: *"Girls lack awareness of future opportunities; they have no self-motivation and lack of future opportunities affects this and them. They lack role models - some girls say, 'why should I got to school when I can just get married' this is more influenced by family attitudes - in Tabora many girls get married after Form 4".* Thus, lack of role models and lack of awareness of future opportunities contributes to poor educational outcomes and drop out, as girls may get disheartened and become less motivated to succeed in and attend school.

Therefore, it is recommended Camfed capitalises on the CAMA network and encourage them to fulfil the lack of female role model gap in project schools. This may involve inspirational and motivational talks, mentoring workshops and to support exchange or field visits where secondary school girls are able to interact with strong female role models and leaders. This has already proven to be a success; in one example given by a HoS of a secondary school in Dar es Salaam, "*CAMA members came in on February 2018 and did a talk and acted as role models and inspired the girls; students said 'because of these sisters we promise to work hard' their behaviour is different now and they study harder. Girls are now assured that there's something in the future and they don't have to worry about family problems"* (SSI, Ilala, Dar es Salaam).

5.1.13 Barriers to Education for the Extremely Marginalised Girls with Disabilities

Disability is strongly linked with poverty and marginalization. Children, particularly girls living with disabilities are among the most marginalised in Tanzania such as the case in Box 1 epitomises. Despite a lack of willingness from many stakeholders to discuss or acknowledge children living with disabilities, as an issue in the education sector, two interviews were conducted with girls living with disabilities which provided the EE an understanding of some the key challenges and barriers they face going to and staying in school. These girls attended a special unit attached to a mainstream school.

As indicated in the case studies in Box 7, children living with disabilities are at a distinct educational disadvantage at an individual level as they may have missed most or nearly all their primary education. This is further exacerbated by family circumstances and environmental and structural factors. The girls identified here, live in poverty, with little or no financial support for their personal needs, the lack of resources, the school infrastructure, the lack of sanitation and the lack of teacher training to support students with special needs, means the schools are unable to fully support these girls. Many of these girls who have disabilities or health needs have experienced certain traumas and challenges' and so require psychosocial intervention and support.

All these elements, either separately or in combination result in an education system that is lacking in effectiveness in terms of real learning for these children. Box 7 Case Study 1 highlights how some students with disabilities, transitioning from primary school to secondary school have insufficient knowledge and life skills before entering secondary school, and therefore may require an alternative or additional education programme which allows them to obtain basic numeracy and literacy skills and social skills. This allows for students with special needs as in Case Studies 1 and 2 to learn at a similar level as their peers

and considers the varied needs and experiences of the bursary recipients. The girls in the case studies below attended a special unit at Jagwani school in Dar es Salaam.

Box 7: Case Studies from Jagwani Secondary School

Case Study 1

Her mother died when she was young, she has 5 siblings and she is disabled – she had her legs removed when she was two months old and the family had to buy plastic legs every year for her. Her father has no more money for operations on her legs. She sometimes has to miss school because of hospital visits. In primary school she was away a lot due to health and hospitals. The toilets are not good for her as she cannot use them properly to bend down. When she told teachers they need new toilets they dug one (a hole) for her. She stays at the hostel and it's not great, but she gets by it is not specific enough to her needs though. Challenges in the classroom are lack of understanding from peers and support from classmates. She often feels alone. She doesn't have time to socialise as much as friends and because of her situation is often late. Camfed resources have helped; books, skirt, shirt and pads. But during the stays at the hostels during holidays she is alone and can't afford bus fare to go home (crying) In June, Camfed paid her bus fare to go home to Mwanza for her school holiday but often she is alone.

Case Study 2

Her parents are separated, she lives with mother and has two younger siblings, she was born with only upper arms. Her life is very difficult because of her situation she is unable to do little alone. she was transferred to Jagwani and was alone, but her friend eventually transferred from another school to look after her. She uses her legs to write. Teachers help her out when she doesn't understand, and she is given extra time in examinations as she is unable to write the same amount as her classmates/ she can't write for too long as it hurts and so she needs textbooks to study. She can't do anything alone;, can't put her clothes on or go toilet her friend helps her out (crying and upset through most of the interview) though she can eat with her feet. The lack of assistance from the school is overcome from having her close friend who helps with everything even when she is on her period. The teachers are understanding but what else can they do. the classes toilets and school environment are not made for her.. She doesn't have anyone apart from her friend to talk to. The Camfed bursary has helped her but she only has one skirt all week so would like to have another skirt. she stays with her friend at the hostel. she wants to be a medical doctor; and knows this is will difficult as she needs to study a lot more and requires the use of hands.

A critical finding arising from the case studies is the need to provide the psychological, psychosocial and physical space for effective learning. In the case studies the girls refer to feelings of loneliness and isolation. in Case Study 1, the girl becomes visibly upset when she describes how alone she is, especially during the holidays when she is 'by herself in hostels as there is no bus fare to go home'; there is also a lack of understanding and compassion from her peers consequently she does not have the social network to meet her emotional needs. The emotional distress of the students underscores the importance of promoting mental health. The GECT-5276 programme and Camfed bursaries within this context, can be regarded as meeting more of the physical needs to attendance and learning.. The indignity and embarrassment demonstrated by Case Study 2 was clear as she described the effect of her disability on her personal life and in school; in classes she writes with her feet and eats sometimes with her feet. As a Camfed bursary recipient her needs are beyond the typical five item bursary and perhaps call for a more nuanced approach to the financing. in certain schools that have students with such special needs. In these instances, improvements to the school environment should also place a heavy emphasis on the psychological learning environment. In addition, supporting schools and MoEST to improve hygiene and sanitation facilities, teaching resources and infrastructure, teachers training in at least the basics of supporting children living with disabilities, school policies (child protection policies) as well as a need to promote the mental health of students, would be a positive step towards meeting the needs of the girls in the case studies.

The stigma surrounding HIV/AIDs persists in many communities in Tanzania; people still do not talk about. However, it was clear that it was impacting on a number of girls met during the qualitative research. to date the Tanzanian government does little to highlight the negative impacts of HIV/AIDs on education and learning because of the persisting taboo's surrounding HIV/Aids. Existing literature and research demonstrates the gendered impact HIV/AIDs has on education across African countries, including Tanzania. In 2016, 1.4 million people were living with HIV in Tanzania.[37] Statistics show women and girls over the age of 15 are disproportionately affected by HIV. The SSI with a Form 1 pupil from a secondary school in Dar es Salaam illuminates how much of these taboos and negative beliefs around HIV still exist. The case study (Box 1) highlights the lack of information and awareness around HIV, for example she did not know why she was given medicine until she was in standard 5, 13 years of age ' *I was given medicine every day, but I did not know what it was for*.' Her remarks that she was unsure how she got HIV and 'why', further illustrate a need to strengthen information dissemination around HIV, as well as SRH education on HIV prevention.

Importantly, the girl's emphasis on the need for *'no - one to know'* as otherwise she would be deemed different and neglected at school by friends and teachers reveals the bias and perceptions in the communities about women and men living with HIV. The emotional impact this has, was evident through the girl's behaviour; and the feeling of being isolated and the need to be secretive about her health means she is unable to fully 'concentrate in classes.'. Her health situation is further exacerbated by her family circumstances; both parents have died, and she has lived with various aunts and uncles. Thus, she is unable to have the emotional or psychological support that she requires, especially when extended family members feel burdened and extra financial pressure, resulting in her aunt *'giving her abusive words'*. TMs, CAMA members and other stakeholders in the GECT-5276 programme are well placed to foster awareness around HIV/AIDS in schools, through various life skill sessions, clubs and counselling sessions.

5.2 Intermediate Outcome 2 - Economic empowerment

Indicators	Baseline	Midline Target	Endline Target
IO Indicator 2.1 Annual progression rate of marginalised girls receiving financial support. Disaggregated by age, district and disability (by type and severity). Source: monitoring data collected by teacher mentors and submitted to Camfed's Programme Database	None as yet but programme is in early stages.	TBC after baseline	TBC after baseline
IO Indicator 2.2 Annual dropout rate of girls in Camfed partner schools attributed to pregnancy and/or early marriage. Source: School and Government statistics	This will be collected for the first time in Term 1 2019 at which point the baseline position in the logframe will be updated.	Reduction by 10% over baseline (TBC after baseline has been collected)	Reduction by 15% over baseline (TBC after baseline has been collected)
IO Indicator 2.3 Engagement of community stakeholders in tackling early pregnancy and marriage (Qualitative)	Community members express concern about teenage pregnancy and early pregnancy. Some Ward and Street Leaders encourage students to avoid pregnancy and advocate to parents to	Qualitative research is completed to assess the engagement of community stakeholders to tackle early	Qualitative research is completed to assess the engagement of community stakeholders to tackle early

[37] https://www.avert.org/professionals/hiv-around-world/sub-saharan-africa/tanzania

	leave girls in school but most did not know what to do about teenage pregnancy and early marriage.	pregnancy and marriage	pregnancy and marriage
IO Indicator 2.4 Beneficiaries' views on how the support received impacted on their likelihood of completing school (Qualitative)	Beneficiary marginalised girls state that Camfed support has made a significant difference to their life and life chances. All marginalised girls in receipt of bursaries stated how the bursary had not only enabled them to stay in school but had significantly increased their determination to do so.	Qualitative research is completed to assess the impact of the support received on their likelihood of completing school	Qualitative research is completed to assess the impact of the support received on their likelihood of completing school
IO Indicator 2.5 Beneficiaries' views on how the support received (Transition Programme) impacted on their economic security (Qualitative). Disaggregated by age, district, gender and disability (by type and severity Source: Interviews and focus group discussion with beneficiaries receiving support (Transition Programme), including Most Significant Change stories (midline and endline surveys)	Not yet applicable as the Transition Programme has not yet begun	Not yet applicable	Qualitative research is completed to assess the impact of the support received on their economic security

Selection of the IO

Achieving economic empowerment through the project is mostly focused on the receipt of bursary by students and improvements in learning outcomes which lead to improved prospects towards economic empowerment. This Intermediate outcome is a key link between Output 2: *Girls continue to the completion of junior secondary school and progress to upper secondary, further education, entrepreneurship or employment,* which includes activities, such as bursary support to enable girls to remain in school, and the **Transition** Outcome: *Girls from marginalised peri-urban communities benefit from a relevant, quality secondary education and progress from school to a secure and productive young adulthood.* This will contribute to the transition outcome, but less so to the learning outcome without additional interventions.

Assessment of the IO

This IO will be assessed quantitatively by the annual progression rate of those marginalised girls who receive financial support and the dropout rate of girls in Camfed partner schools attributed to pregnancy and/or early marriage; and qualitatively through the girls' reflections on the various ways in which the financial/bursary support has improved their life and life chances as well as the nature of community stakeholders' engagement in tackling early pregnancy and marriage. In the final year of the project, the impact of GEC support on the economic security of girls who have completed secondary school will also be assessed.

The annual progression rate, IO indicator 2.1, will be calculated as the proportion of the girls receiving financial/material support from CAMFED who do not drop out and who progress to the next grade in the following academic year. By definition, a baseline position is not possible for this indicator until the first year of support has been completed, i.e. early 2019. However, some measure of benchmarking can be provided. First, as is reported in Section 4.3, 87% of the cohort of Form 1 marginalised girls progressed to the next grade (i.e. from Standard 7 to Form 1) in the year prior to the baseline, while the remainder of the cohort repeated the grade. Note that this is not a baseline because it does not account for girls in the same schools who dropped out of school during Standard 7 or who completed Standard 7 but did not progress to Form 1. A second benchmark is available from EMIS data for the intervention cohort schools, which indicate that, on average, the female drop out rate was 2.3% for Form 1s and 2.8% for Form 2s in these schools. This is also not a baseline because it is the rate for *all* girls in the school, not only the most marginalised, and also because it does not take into account the step of progressing to the next grade in the following academic year.

The annual dropout rate of girls in Camfed partner schools attributed to pregnancy and/or early marriage, IO indicator 2.2, will be based on school-level data and is therefore part of the monitoring data to be collected from schools by CDCs, which is the body that has the authority to collect it from government schools. Such data is collected on an annual data from schools in Term 1 about the previous academic year and will be collected for the first time in Term 1 2019 at which point the baseline position in the logframe will be updated.

The following section first explores the impact of economic marginalisation on learning and then the effect of economic empowerment on those girls receiving bursaries.

5.2.1 Economic marginalisation, other barriers and learning

The theory of change for this component is that girls' rates of transition through stages of education will result from their increased retention and attendance at school (which is in turn linked to improved learning). To achieve this Camfed offer locally-administered financial support to meet girls' school-going costs at secondary level. This mechanism was developed under Camfed's GEC1 and has been assessed through external audits as highly effective in targeting support to the most marginalised girls. This is combined with in-school support from Teacher Mentors trained to monitor girls' welfare, alongside school and community support systems to reinforce girls' safety and wellbeing.

Camfed's strategy is to deploy needs-based financing mechanisms that target the most marginalised girls to address the cost barriers to their attendance and retention in secondary school. These barriers pose increased risks as girls reach adolescence as the associated costs rise (e.g. accommodation, clothing, sanitary protection) as does their vulnerability to abuse in transactional sex to meet these costs. These needs-based financing mechanisms are locally managed and operate in tandem with measures to reinforce girls' safety and welfare in school, and to address the social, cultural and psychological factors that inhibit their retention and success.

The lowest scores on numeracy (SeGMA) were found among economically marginalised Form 1 girls in the marginalised comparison group (8.83). Form 1 students with one or more forms of disability in the marginalised comparison group also had very low scores on the numeracy tests (9.47). Among the intervention group of girls, those in Form 1 with difficulties with the language of learning had among the lowest average scores (13.00) as did orphan girls (13.14).

The highest numeracy scores were found among Form 2 girls living with both parents in the intervention group (23.25) and less marginalised girls in the comparison group who had been sent away from home (27.81).

Table 50: Marginalised and less marginalised girls average SeGMA score for key subgroups of girls

SeGMA (Tanzania)	Form 1				Form 2			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Students with one or more forms of disability	13.56	14.73	**9.47**	13.87	18.37	17.76	11.43	18.89
Not Disabled	14.92	19.76	14.06	19.76	17.11	21.93	15.85	21.58
Single or double orphan	**13.14**	**15.78**	**11.35**	**15.51**	**15.39**	**19.4**	**12.97**	**18.39**
Not an orphan	15.17	19.79	13.43	19.89	18.01	21.62	15.49	21.9
Not living with both parents	13.72	17.45	11.6	16.13	16.53	19.45	14.85	19.68
Living with both parents	16.34	20.6	14.62	21.93	19.27	**23.25**	14.55	22.86
Female headed household	13.36	17.92	11.16	17.64	16.73	19.35	14.94	19.93
Male headed household	15.62	19.59	13.88	19.66	17.94	22.25	14.58	21.94
Parents have difficulty with paying fees- child has been sent away more than once	16.21	19.32	14.45	**24.79**	16.2	19.18	16.49	**27.81**
Parents have little or no difficulty with paying fees	14.38	19.04	12.56	18.74	17.47	21.36	14.49	20.73
Students with little or no difficulties with LoI	14.99	19.76	13.38	19.74	17.7	21.76	15.34	21.71
Students with difficulties with LoI	**13.00**	15.31	11.31	15.4	15.93	18.91	12.99	19.08
NOT economically marginalised	14.61	19.07	13.04	19.01	17.34	21.26	14.9	21.22
Economically marginalised	14.94	.	**8.83**	.	17.68	.	12.86	.
All girls	14.63	19.07	12.79	19.01	17.36	21.26	14.75	21.22

Literacy scores show similar patterns, with the lowest literacy (SeGRA) scores on average found in economically marginalised Form 1 girls in the marginalised intervention group (18.97). The lowest scores in the comparison group were found among Form 1 students with a disability. Form 1 students who were single/double orphans in the marginalised intervention group also achieved low scores (20.89).

At the other end of the scale on literacy, highest scores were found among Form 2 girls living with both parents in the less marginalised comparison group (42.48) and in Form 2 less marginalised comparison girls with little or no difficulties with the language of learning (41.57).

Table 51: Marginalised and less marginalised girls average SeGRA score for key subgroups of girls

SeGRA (Tanzania)	Form 1				Form 2			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Students with one or more forms of disability	21.93	23.91	**20.21**	25.51	33.22	34.03	29.94	38.65
Not Disabled	25.34	29.28	25.07	32.44	33.31	37.56	34.26	40.14
Single or double orphan	**20.89**	25.78	22.20	27.59	31.07	36	30.56	37.07
Not an orphan	25.96	29.14	24.41	32.55	34.03	37.18	34.28	40.63
Not living with both parents	23.01	26.7	22.81	28.95	32.78	35.2	31.72	37.54
Living with both parents	27.60	30.28	25.15	34.2	34.46	38.96	36.09	**42.48**
Female headed household	23.53	26.77	21.97	29.17	33.36	35.12	30.99	38.68

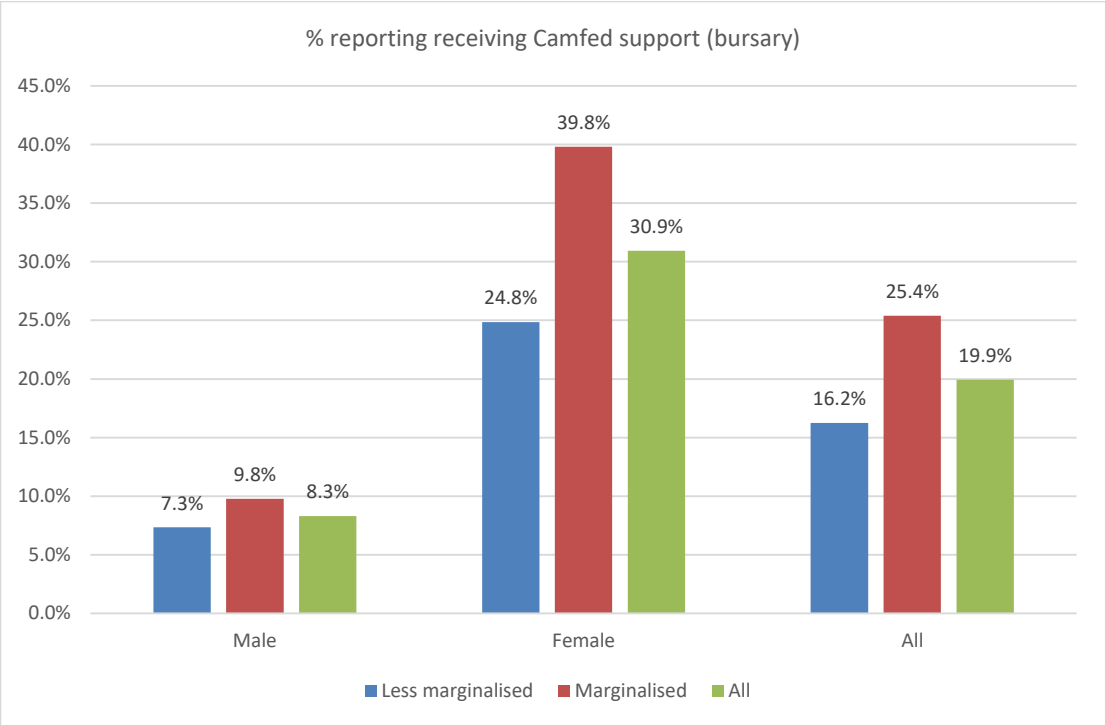
Male headed household	25.46	29.34	24.91	32.69	33.22	37.97	35.14	40.65
Parents have difficulty with paying fees- child has been sent away more than once	26.28	27.83	29.48	43.83	34.51	34.68	35.81	49.61
Parents have little or no difficulty with paying fees	24.34	28.62	22.91	30.99	33.18	37.11	32.79	39.22
Students with little or no difficulties with LoI	25.14	29.37	24.73	32.58	34.08	37.56	33.7	41.57
Students with difficulties with LoI	22.19	23.97	21.23	26.53	29.98	34.33	31.67	32.80
NOT economically marginalised	25.00	28.54	23.90	31.56	33.65	36.99	33.08	39.94
Economically marginalised	**18.97**	.	21.00	.	27.27	.	34.5	.
All girls	24.61	28.54	23.73	31.56	33.29	36.99	33.19	39.94

Targeting the Economic Empowerment Component

Camfed took over the project under GEC-T in 2017 which had been previously delivered by BRAC. Importantly the project cohort was inherited under this transition of management. The terms of reference for this GEC-T project stipulated a cohort of 7009 in-school beneficiaries. BRAC was previously unable to identify individual girls and so Camfed used its community-led approach to identify the most marginalised girls and the recipients of the bursaries. The following figure and table below give some insight in to the characteristics of the bursary recipients.

The figure below shows the proportion of marginalised and less marginalised boys and girls in the intervention areas who reported receiving CAMFED support through a bursary. The EE has chosen to include this preliminary bursary information in the absence of any other information on financial targeting. There are likely to be errors in this self-reporting of bursary receipt. For example, boys are not intended to be the recipients of financial assistance, but 8% report receiving a bursary. It will be important to review the data on bursary receipt at the mid-line to explore how administrative data on bursary receipt compares with this baseline data.

Figure 16: Reported receipt of Camfed Bursary by gender and marginality status



Overall, 19.9% of those in the intervention areas – 8.3% of boys and 30.9% of girls – reported receiving a bursary from Camfed, with almost 40% of marginalised girls saying they received a bursary compared with 24.8% of less marginalised girls in intervention areas. So, marginalised girls more commonly said that they received financial support.

The table below shows the overall marginality profile of (self-reported) bursary recipients and non-recipients in the intervention areas. As shown below, the majority of those reporting receiving the Camfed bursary (56.4%) were identified as 'marginalised' according to the Camfed marginalisation scale while 43.6% were less marginalised. This profile is more marginalised than the profile of students in the intervention area (44.2% of whom were marginalised).

Table 52: Marginalisation amongst girls receiving Camfed bursaries

Camfed Marginality Criteria	Reported bursary receipt	No bursary receipt	Total
Less marginalised	43.6%	58.8%	55.8%
Marginalised	56.4%	41.2%	44.2%
	100.00%	100.00%	100.00%

This is largely in proportion to marginality profile of students generally, but suggests that more could be done to target financial support to those in greater need overall. This analysis suggests that marginalised students were more likely to report receiving a bursary, with marginalised girls in particular more likely to report receiving a bursary than less marginalised girls. Although the majority of bursary recipients were marginalised, a significant proportion were less marginalised. This may relate to the historical delivery of the programme, focused on schools/communities rather than households. It is also important to note that the 'less marginalised' students are also still living in poor circumstances. For example, 46% of 'less marginalised' young people live in households with no regular income.

There are also caveats that need to be considered – the self-reporting of bursary receipt is subject to error. At the mid-line stage more detailed analysis will be provided based on programme management data alongside data on student characteristics and outcomes.

Bursary Assets Available and their Impact on Girls

The previous correlation analysis on Drivers of Attendance clearly profile a correlation between education status of the household, the chore burden, economic marginalisation, parental ability to pay school-going costs and household income. Therefore the economic empowerment component does form an important aspect within CAMFED's ToC. The assumption is that the most marginalised girls are targeted. The following section describes how the girls themselves and those around them have articulated the benefit of the individual assets received.

The Camfed bursary offers a range of assets aimed at easing girls' economic hardship which includes bicycles, uniform, stationery and female hygiene products.

Girls choosing uniforms then have a uniform and sometimes have a spare skirt and blouse. They find that they do not have to wash the school uniform daily easing their chore burden when they get home. One mother from Tabora commented,

"*My daughter used to have no uniform.. but Camfed provided everything ..she does not have to wash her uniform every day and she now has extra time for studies".*

During the qualitative interviews, many of the girls in receipt of a Camfed bursary, emphasised how it had changed their life. They now '*felt the same as others';* a positive point made by many bursary recipients and they no longer had to worry about meeting school-related costs, nor being 'chased from school'. However, a minority of girls mentioned being stigmatised for receiving support, but even these explained that, while it was annoying, they could certainly manage it, as the bursary had made so much difference to their life and family. A reduction in worry meant that they were now able to concentrate on their studies.

Moreover the bursary provides an opportunity for future economic empowerment because the girls are more likely to remain in school, this in turn increases their chances of gaining employment or starting their own businesses. All marginalised girls in receipt of bursaries stated how the bursary had not only enabled them to stay in school but had significantly increased their determination to do so.

However, for some, lack of food remained a significant issue; they may have uniform, books and means of transport and therefore able to attend school '*but when you get home there is still no food on the table"* (HT, Mwanza). Hunger remained a significant challenge for many of the girls (See IO 1).

Being entrusted to select the items for their bursary had a major empowering impact on the girls. They had rarely been entrusted to make any such decisions previously in their lives. For many, having new items that belong to them and them alone to look after and keep increased that sense of empowerment. Moreover, selecting items up to a certain amount of money assisted the girls to develop the skills of prioritisation and to make real-life financial calculations.

The provision of the bursaries has had a profound impact on the family in which the girl resides and, if there was any money in the household, it releases funds to help feed the family or send siblings to school.

5.3 Intermediate Outcome 3: Life skills

Indicators	Baseline	Midline Target	Endline Target

IO Indicator 3.1 Change in self-esteem, self-efficacy and self-confidence among marginalised girls (Attitudes to Learning tool and FM's Life Skills Index). Source: FM Life Skills Index and Camfed's Attitudes to Learning assessment tool, administered to the tracked cohort during the baseline, midline and endline surveys	Life Skills Learning to Learn 75% Learning for Life 74% Agency 90% Total 80% **Attitudes to Learning** scores for marginalised girls on Involvement, Reward and Adjustment Involvement :496.25 Reward :492.44 Adjustment :494.62	FM's Life Skills Index: Targets tbc ATL: Baseline +20 points + change measured in the comparison group	FM's Life Skills Index: Targets tbc ATL: Baseline +30 points + change measured in the comparison group
IO Indicator 3.2 Changes in marginalised girls' perceptions of their ability to succeed in the next stage of their transition (Qualitative). Disaggregated by age, district and disability (by type and severity Source: Focus group discussions and/or interviews with marginalised girls on their perceptions on their ability to succeed in the next stage of their transition	Camfed bursary girls interviewed were clear that they were determined to remain in school and complete. Other marginalised girls stated that they want to but were unsure whether their parents could continue to avoid it.	Marginalised girls have increased and realistic perceptions of their ability to succeed in the next stage of their transition.	Marginalised girls have increased and realistic perceptions of their ability to succeed in the next stage of their transition.

Selection of the IO

Improved levels of confidence and self-esteem are important but not sufficient on their own for marginalised girls' academic achievement, as well as for their protection, wellbeing and transitioning through school and on to future career/income generation. Achievement of this IO is therefore essential as a stepping stone towards achieving the transition, learning and sustainability outcomes.

Assessment of the IO

The data source for this Intermediate Outcome indicator 3.1 (change in self-esteem, self-efficacy and self-confidence among marginalised girls) was the life skills and self-esteem questions in the students' survey (collected for 7982 out of the cohort of 7985) and the qualitative interviews with girls and LGs.

This IO will be assessed quantitatively by changes in the life skills index and the attitudes to learning assessment and qualitatively through marginalised girls' perception of their increased self-efficacy and self-esteem, as well as their aspirations for the future,

Camfed aims to achieve improvements in the self-esteem, self-efficacy and self-confidence of marginalised girls and young women – both those in school and those who have left school. Within Camfed's Theory of Change, a life skills programme focused on non-cognitive skills (Camfed's bespoke My Better World Programme), delivered by the LGs to in-school students, is intended to increase self-esteem, confidence and agency of marginalised girls and improve their academic performance. Moreover, the whole programme for the direct beneficiaries, and shifts in the life and social status that it brings and improved aspirations for the future, further strengthens the confidence and agency of the recipients.

The data source for Intermediate Outcome indicator 3.1 (change in self-esteem, self-efficacy and self-confidence among marginalised girls) was the life skills and self-esteem questions in the students' survey and the qualitative interviews with girls and LGs.

5.3.1 Learning to learn

Table 52 shows strong agreement among intervention girls on wanting to do well, being confident and focusing on goals but a lack of confidence in reading out loud or doing maths in front of class-mates.

Results on confidence about learning appear similar between marginalised and less marginalised girls.

5.3.2 Life skills index

The table below shows similar agreement between those with the highest and lowest scores on SEGMA and SEGRA on some things – wanting to do well in school, sticking to a plan, communicating and working well but some responses differ.

Table 53: Learning and life skills for marginalised girls (Highest and lowest performing quintiles)

Life skills statement		Highest 20%	Lowest 20%
1.I am able to do things just as well as my friends	Strongly agree or agree	82.5%	88.6%
2. I want to do well in school	Strongly agree or agree	98.2%	95.2%
3. I get nervous when I have to read out loud to others	Strongly agree or agree	**30.1%**	**52.1%**
4. I get nervous when I have to do Maths in front of others	Strongly agree or agree	**36.7%**	**52.1%**
5. I feel confident answering questions in class	Strongly agree or agree	90.4%	89.8%
6. I can stay focused on a goal despite things getting in the way	Strongly agree or agree	91.6%	92.2%
7. I would like to continue studying/attending school after this year	Strongly agree or agree	96.4%	91.0%
8. I can put a plan in place and stick with it	Strongly agree or agree	91.6%	93.4%
9. I recognise that choices I make today about my studies can affect my future	Strongly agree or agree	**15.1%**	**24.6%**
10. I can describe my thoughts to others when I speak	Strongly agree or agree	81.9%	79.6%
11. If someone doesn't understand me I try to find a different way of saying what's	Strongly agree or agree	92.8%	87.4%
12. When others talk I pay attention to their body language, gestures and facial expressions	Strongly agree or agree	88.0%	86.2%
13. I work well in a group with other people	Strongly agree or agree	96.4%	96.4%
14. When I have the opportunity, I can organize my peers or friends to do an activity	Strongly agree or agree	94.6%	91.0%
15. I often feel lonely in school	Strongly agree or agree	16.3%	21.0%
16. I ask the teacher if I don't understand something	Strongly agree or agree	88.6%	91.0%
17. When I succeed at school it is because I worked hard	Strongly agree or agree	100.0%	97.0%
18. When I do well in a test it is because I am lucky	Strongly agree or agree	**7.8%**	**26.3%**
19. I get the support I need from my family to stay in school and perform well	Strongly agree or agree	70.5%	80.8%

Note: combined scores across SeGRA and SeGMA

Those girls with the highest test scores less commonly agreed that they were nervous in front of classmates or were lonely in school, with very few agreeing that they did well in tests because they were lucky. However, those with the highest scores on the tests less commonly agreed that the choices they made about their studies could affect their future.

An important issue that was raised by a HoS was that students were fearful about entering examinations and thus drop-out. More investigation is needed around behaviours around exam preparation and exam taking to understand how this drives transition and/or drop-out.

The majority of the intervention girls interviewed (typically 85% or more) said that they were involved in decision-making about different aspects of their lives. However, fewer girls said that they would be involved in the decision about staying on in school (20.6%) than said they were involved in the decision of whether or not to go to school (14.4%).

Table 54: Agency

		Less Marginalised		Marginalised		Overall	
		n	%	n	%	n	%
1. Whether or not you go to school	My family decides for me	163	13.4%	132	15.8%	295	14.4%
	I decide, or I decide jointly with my family	1049	86.6%	702	84.1%	1751	85.5%
2. Whether or not you will continue in school after this year	My family decides for me	247	20.4%	174	20.8%	421	20.6%
	I decide, or I decide jointly with my family	965	79.6%	660	79.0%	1625	79.4%
3. When/ at what age you will get married	My family decides for me	131	10.8%	133	15.9%	264	12.9%
	I decide, or I decide jointly with my family	1081	89.2%	701	84.0%	1782	87.1%
4. If you will work after you finish your studies	My family decides for me	61	5.0%	61	7.3%	122	6.0%
	I decide, or I decide jointly with my family	1151	95.0%	773	92.6%	1924	94.0%
5. What type of work you will do after you finish your studies	My family decides for me	39	3.2%	46	5.5%	85	4.2%
	I decide, or I decide jointly with my family	1173	96.8%	788	94.4%	1961	95.8%
6. How you spend your free time	My family decides for me	58	4.8%	52	6.2%	110	5.4%
	I decide, or I decide jointly with my family	1154	95.2%	782	93.7%	1936	94.6%
7. How often you spend time with your friends	My family decides for me	103	8.5%	90	10.8%	193	9.4%
	I decide, or I decide jointly with my family	1109	91.5%	744	89.1%	1853	90.5%

Source: School based survey, student questionnaire. Intervention only. All female students. Tanzania (n=2047)

Response patterns were generally similar between marginalised and less marginalised girls, though marginalised girls were more likely to say that their family decides when they will get married (15.9%, compared with 10.8% of less marginalised girls).

Table 46 below shows the % reporting involvement in decisions in the intervention and comparison groups, and between girls of different ages.

Table 55: Agency among girls in intervention/comparison group of different ages

	Intervention	Comparison	Total	Under 12 years (Intervention only)	12 years and over (Intervention only)
Whether or not you will go to school	85.6%	81.9%	83.7%	100.0%	85.6%
Whether or not you will continue in school past this year	79.4%	78.2%	78.8%	66.7%	79.4%
When/ at what age you will get married	87.1%	85.9%	86.5%	33.3%	87.2%
If you will work after you finish your studies	94.0%	92.3%	93.2%	100.0%	94.0%
What type of work you will do after you finish your studies	95.8%	93.4%	94.6%	100.0%	95.8%
How you spend your free time	94.6%	94.5%	94.5%	100.0%	94.6%
How often you spend time with your friends	90.6%	88.7%	89.6%	100.0%	90.6%

Note: Reported as percentage stating 'I decide' or 'I decide jointly with my family'

Intervention and comparison girls report similar levels of involvement in decisions, with some variation by age within the intervention group. Younger girls report more involvement in decisions about going to school and how they spend their time but little involvement in decisions about continuing in school and marriage. Older girls reported slightly less involvement in decisions about staying on in school past this year compared with decisions about whether or not to go to school and when to get married. Most agency is reported in decisions about work and how to spend time.

5.3.3 Attitudes to learning

Scores on attitudes to learning are derived from a series of questions in the Attitudes to Learning survey. This survey provides

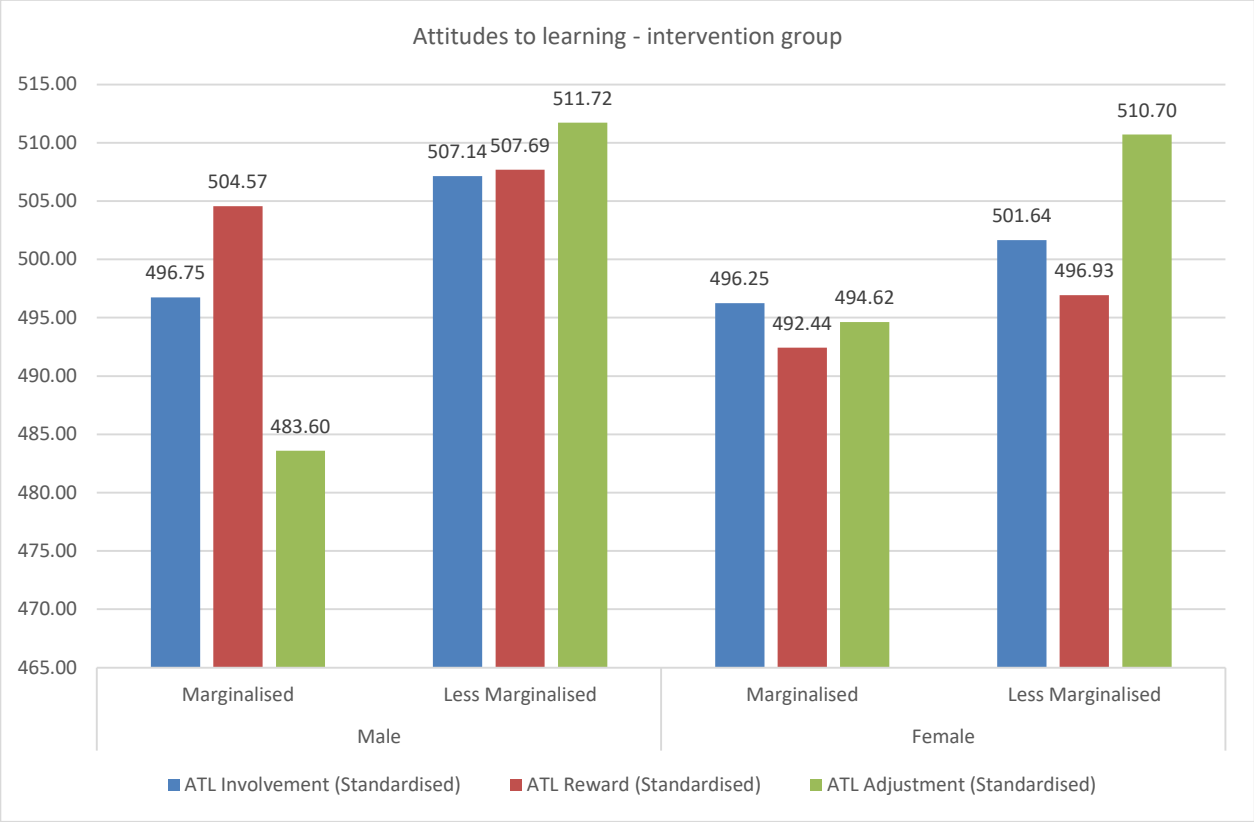
Attitude to Learning. As part of the school-based survey, students completed an "Attitude to Learning" questionnaire to explore how students' attitudes to learning and experiences in school mediate the effect that Camfed's support has on learning outcomes. The questionnaire took the form of a series of questions, which were clustered into three subscales: Involvement, Reward and Adjustment.

Involvement This assesses the degree to which a student perceives their teachers to be personally interested in their progress; the extent to which the teachers are involved in addressing obstacles to learning; and the extent to which the teacher creates a classroom environment that is conducive to learning.

Reward - reflects the degree to which a marginalised girl enjoys school as well as the degree to which she feels confident about her academic performance. It also reflects the degree to which students perceive that school is relevant for their future.

Adjustment - is the opposite of Reward in that it reflects any negative attitudes girls have towards school and their perception of the relevance of school to their life. The term Adjustment therefore refers to the degree to which a student can successfully adapt to the school's academic and social challenges. Higher scores in this dimension reflect the perception that school is less interesting and less worthwhile and that the student feels more uncomfortable, anxious and isolated. The scores in Figure 17 shown below are standardised, so that higher scores are more favourable on all three measures.

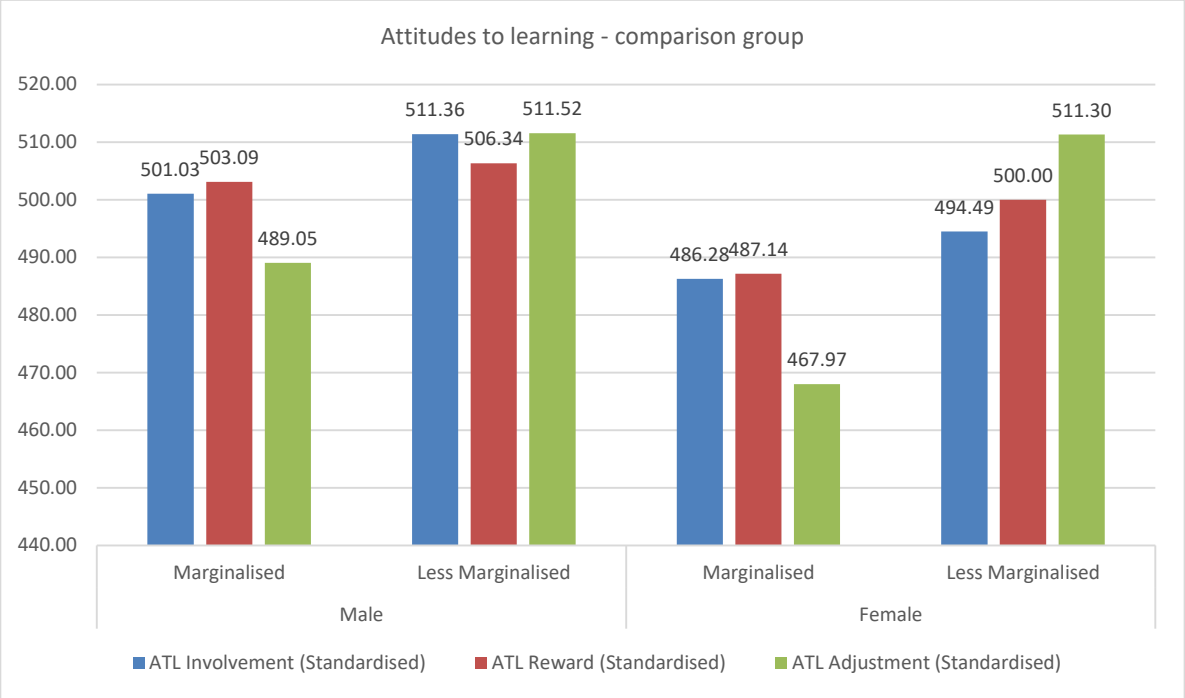
Figure 17: Attitudes to learning scores, marginalised and less marginalised male and females (intervention)



Overall, less marginalised girls and boys in the intervention areas were more positive about learning but scores were quite close on involvement and reward. The gap was most considerable on the 'Adjustment' indicator, where marginalised boys scored particularly low compared to less marginalised boys. Adjustment was also less positive for marginalised girls.

This indicates that marginalised boys and girls more often experience negative experiences in school, adapting less well to the academic and social aspects of school, compared with less marginalised peers.

Figure18: Attitudes to learning scores, marginalised and less marginalised male and females (comparison)



A similar pattern, with a greater gap on adjustment scores between marginalised and less marginalised students in the comparison group is also observed, except the gap between marginalised girls and less marginalised girls is more marked in the comparison group.

The Camfed bursary includes an option for girls to choose a uniform. In cases where girls have no uniform this can build their self-esteem and enable them to feel like a learner with a greater sense of belonging in school. It can also change attitudes of those around them. In one interview with a HoS, she commented;

"Camfed has made a difference especially to those students who were living a very poor life. When you see them, they look so different. For example .there are two students that come from one farm and their parents are stone cutters and they are sponsored by Camfed…before the girls were so unkempt….when you saw them you would just know they were living a poor life. Even some who are in Form 2 when you look at them now and before, they are just improving because they never had exercise books, so the teachers use to contribute for them so they could buy books. At least now they are okay. They are learning. ***Female HoS in Mwanza****.*

5.4 Intermediate Outcome 4: Quality of Teaching and Learning

Indicators	Baseline	Midline Target	Endline Target
IO Indicator 4.1 Percentage of Teacher Mentors and Learner Guides implementing active teaching styles and practices. Source: Surveys with teacher mentors and Learner Guides about their classroom practice (using Question 42 from TALIS 2013 Teacher Questionnaire)	Teachers state that they use a range of teaching and learning methods in their responses to the TALIS questions in the teachers' survey. This is not entirely borne out by students and head teachers in which the survey responses show that while 78% Intervention and 68% Comparison school teachers use question and answer, they score much lower on some of the more student-centred methods: Q&A: Int: 94%, Comp. 90% Groupwork: Int: 54%, Comp: 40% Problem solving: Int: 76%, Comp: 68% Project work: Int:35%, Comp: 26% TMs and LGs were just beginning at the baseline survey. For this reason LGs did not participate in the baseline survey and TMs were not separately identifiable from other teachers.	Talis 20% above baseline on all indicators	Teacher Mentors: 85% Learner Guides: 75% Talis 40% above baseline on all indicators
IO Indicator 4.2 Percentage of Learner Guides who perform their role with students to the required pedagogical standard. Disaggregated by gender and district Source: Observation-based assessments carried out by Core Trainers, in line with the procedures established for the assessment of the BTEC qualification	When the baseline was undertaken, the Learner Guides had only recently enrolled on the BTEC programme. The first assessments by BTEC Assessors were carried out with 110 LGs in the project schools in December 2018, six months after the baseline survey in schools. The report from the Assessors is expected to be available in the next annual report to be written by the Project.	70%	90%
IO Indicator 4.3 Frequency of use of learning materials provided by Camfed, by students and teachers. Disaggregated by gender and district. Source: Survey questions for students and teachers on the use of learning materials at school	The MBW book is used weekly by the LGs. The other resources (study guides) are not yet available.	At least weekly: 50%	At least weekly: 70%

and at home (midline and endline surveys)			
IO Indicator 4.4 Quality of learning materials provided by Camfed (Qualitative) Source: Interviews/focus group discussions with beneficiaries and teachers on the quality of learning materials provided by Camfed (midline and endline surveys)	Students, TMs and HoS believe that the MBW book is high-quality, relevant and very appropriate for male and female students. The proposed study guides are not yet available.	Students and teachers believe that the learning materials are high-quality, relevant and useful.	Students and teachers believe that the learning materials are high-quality, relevant and useful

Selection of IO

Quality of teaching suitable for girls and boys in the context of the Camfed partner schools, i.e. teachers who are able to facilitate the learning of students who may have limited confidence and exposure, is essential to improving the learning outcomes for marginalised girls. Consequently this is a relevant Intermediate Outcome for the project, however the initial design of the project did not include any training for teachers other than Teacher Mentors. Following a re-budgeting exercise, Camfed Tanzania now plans to support the MoGE to train 288 Maths and English subject teachers and TMs from partner schools on active learning approaches. This is a very welcome initiative, which now needs to be reflected in the Logframe and ToC. There is currently a shortage of learning materials in the project schools. The government recently provided additional science books, but these are insufficient for the student numbers. Books to support learning in other subjects are very limited, so the provision, quality and usage of learning materials is essential for promoting learning.

Assessment of the IO

This IO will be assessed quantitatively by the proportion of Maths and English teachers, TMs and LGs who use learner-centred methods and, in the future, the use of Camfed learning support materials. Qualitatively it will be assessed through students' perception of teaching methods, the school environment and the extent to which they feel that teachers cater to their needs.

Key Topics focused on in this evaluation are the impact of a free fee secondary education, teaching methods, attitude of teachers towards students and Corporal Punishment.

5.4.1 Impact of Free Education

In each school visited by the EE during the qualitative research, teachers and HoS complained about the free secondary education policy. Even in the schools located in the most resource poor areas, they felt that the school was better resourced with the small amount of fees that the parents provided than with the grant they now receive from the government. HoS also complained that they have no leeway or decision-making power over the way the money is spent or allocated, as this is tightly controlled by the government and gives them no leeway, for example to transfer any unspent funds to school feeding for the poorest students.

Clearly, the free education policy has been important for ensuring that the majority of children from the most resource-poor homes are able to access education. However, there appears to be a residual resistance from a number of teachers, because it has made their job more difficult, reduced school resources, increased class sizes with the inclusion of a greater number of students with greater learning and sometimes behavioural challenges. Although they do, technically they should also not ask parents for anything from home which they feel constrains their work. Teachers complained that, even parents who

were happy to provide financial support to the school, no longer do so '*because schooling should be free".* They believe that this has led to these parents taking less interest in the school and visiting the school less often.

5.4.2 Teaching methods

In the Teachers Questionnaire, teachers indicated that they use a range of teaching and learning methods in their responses to the TALIS questions in the teachers' survey. This is not entirely borne out to the same extent by students in their questionnaire and in the qualitative interviews as shown in Table 50b. In the qualitative interviews, teachers explained that they realise that the use of more student-centred methods would improve learning, but various things, such as lack of space, lack of time, class sizes and curriculum pressures often prevent them. However, they did reveal that, with encouragement they would use them more.

Table 56 Teachers TALIS Responses to Frequency of Methods used in the last month

		Intervention	Comparison
A. Question and Answer	Often/sometimes practice	94%	90%
C. Working in pairs/groups	Often/sometimes practice	54%	40%
D. Discussing topics	Often/sometimes practice	79%	72%
E. Acting/role play	Often/sometimes practice	52%	45%
F. Problem solving	Often/sometimes practice	76%	68%
G. Project work	Often/sometimes practice	35%	26%

Source: School based survey, teacher questionnaire. Intervention and comparison

Table 57 shows illustrates some of the difference between teachers' and children's perception of teaching methods. It shows the perception of students across the intervention and comparison districts, between marginalised and less marginalised girls and boys.

Table 57: Teaching Methods

		Intervention				Comparison			
		Marginalised		Less marginalised		Marginalised		Less marginalised	
		Female	Male	Female	Male	Female	Male	Female	Male
1. We use books	In most subjects	45.9%	47.1%	47.9%	49.4%	50.3%	50.1%	50.3%	51.1%
2. We do group work	In most subjects	42.4%	44.4%	46.7%	43.1%	38.2%	38.5%	40.7%	39.4%
3. The teachers ask us questions about what we have learned	In most subjects	80.8%	78.7%	84.8%	85.1%	79.6%	76.3%	83.5%	84.1%
4. There is time in school to talk to a teacher about how I am doing	In most subjects	50.1%	48.0%	45.9%	47.7%	47.4%	45.2%	46.1%	50.2%

Source: School based survey, student questionnaire. Intervention and comparison.

Only in around half of cases did students report using books, with even fewer saying that they did group work in school. A far higher proportion of young people reported teachers asking questions about what they had learned (typically about 80% said this). The vast majority (around 90%) said they answered

questions and around 70%-80% said they discussed topics while around 65%-75% said they did problem solving often or sometimes.

However, only around half the students said there was time in school to talk to the teacher about how they were doing and more active/interactive learning – working in pairs and acting/role-play were less common and project work even more so. Interviews show that large class sizes could play a significant part in less interactive teaching styles and limited teacher-student time.

The initial design of Camfed's GECT-5276 included the provision of much needed learning resources and training of Teacher Mentors and LGs in student-focused/active learning approaches, but it did not include any such training for other classroom teachers, something that is essential for helping to improve the results for marginalised girls. A positive development in recent weeks has seen a revision of the project budget to provide funding to support MoGE to provide training for 288 Maths and English subject teachers from project schools. Teachers play a critical role in student learning outcomes, thus training for Maths and English teacher is a positive development for both the Camfed programme and many of the partner schools. It is suggested that the training includes proficiency in classroom management as well as strengthening teaching methodologies and needs to be extended to other subject teachers. While Camfed has some evidence from other projects that improved life-skills and psycho-social support can improve results to a certain percentage, an improved quality of teaching as outline above, is necessary for improving the learning outcomes of marginalised girls. Moreover, the training of teachers addresses a crucial component of sustainability of Camfed's initiatives, as the teachers trained should continue their good practice and act as role models for other subject teachers in the schools.

5.4.3 Corporal Punishment

This was one of the major concerns for girls in school. It relates to both the quality of teaching and gender-based violence in school, so is included with a slightly different emphasis in both sections of the report.

The issue of corporal punishment was raised throughout the qualitative interviews with girls, parents and community members. It was widely acknowledged that teachers were "*allowed to give three/four sticks or make girls sweep or dig depending on the level of wrongdoing*". However, this is not in fact the case. The law states:

> *"The head of the school in his discretion may administer corporal punishment or may delegate his authority in writing to a carefully selected member of his teaching staff provided that the authorized member of staff may act only with the approval of the head of the school on each occasion when corporal punishment is administered". (*Government Notice No. 294 of the 2002 amendment to the Education Act)

The complete section of the law can be found in section 1.2 under *The National Context.* While the above is still against child and human rights, it is very restricted, but unfortunately not enforced. Teachers interviewed seemed to feel that students would run wild without the use of the stick. Some stated that they had tried it, but behaviour became "very bad".

The stick is used on a daily basis for both small and more serious behaviour, interpreted as wrong doing. Students cited being hit for coming late (no matter what the cause), not getting good grades, not bringing sweeping and other equipment from home[38]. Usually girls have to kneel and hold their hands out in front of them to receive the stick on their hands, while boys have to lie down to be hit on the buttocks. Both are extremely demeaning for the students. In some schools the girls said that they were told not to look at the teacher while being hit. Sometimes the whole class receives the stick, kneeling in rows with hands out in front of them. This was given as an example in two schools, one because someone had removed something

[38] Living in a peri-urban context, often in rented rooms, there are no resources with which to make brooms etc. so this usually requires money to buy them – money that the families do not have.

from a notice board and no-body owned up and the other because the class did not stand up when a teacher came into the room.

In two schools visited by the EE, teachers were seen to quickly drop sticks they were holding when they saw the visitors, indicating that there is an awareness that it was not lawful. In a further two schools, when the EE arrived at the start of the day, all the students were out in the yard; in one school the students had gathered to raise the flag and in the other they were busy sweeping and cleaning the school environment. In both cases, there was a group of six to eight girls kneeling at the side of the yard with hands held in front of them, waiting to be hit. The EE was told that one group had all arrived late and the other had failed to bring the required equipment.

In all groups of girls interviewed by the EE, only three or four had never received the stick. The school based interviews took place 10 days into a new term. In one school visited all eight girls had received the stick at least once, as shown in table 48. The Form two girls had received the stick twice because of the whole class failing to stand up and greet for a teacher who came into the room.

Table 58: Use of the Stick

	Reason	**Further reason and explanation.**
Girl 1 Form 1	Lateness	Had to wait for mother to find money for fare
Girl 2 Form 1	Lateness	Housework
Girl 3 Form 1	Not greeting a teacher	
Girl 4 Form 1	Lateness	Cleaning the house
Girl 5 Form 2	Poor results in a test	Plus whole class not standing for teacher
Girl 6 Form 2	Lateness and whole class as above	Housework and whole class as above
Girl 7 Form 2	Lateness	Could not get on bus plus above
Girl 8 Form 2	Did not bring required equipment	Plus whole class not standing for teacher

Lateness was deemed punishable by the stick with some parents commenting that girls did not want to attend on some days through fear. One girl commented, "*When we are late we are punished by sticks and it hurts –also being punished affects our learning and we can't concentrate in the classroom*". During the qualitative interviews in which girls were asked to draw what they liked about school and what they did not like, the first thing they drew on the negative side was a stick (see IO5)

Teachers justify the use of the stick by saying that it is quick and easy to administer One HoS when asked about this explained that "t*eachers are human though, so, if it is a bad day, they may get carried away a little and take it out on the children".*

Corporal punishment for lateness may also have the perverse effect of forcing girls to accept lifts from male buda-buda (motorbike) riders with the risk of sexual abuse or entering in to transactional sex. In addition to the infringement of child rights and as part of reducing the risk of sexual abuse. While there clearly remains a lot work to be done in eliminating corporal punishment, Camfed have established an approach and taken steps towards the abolition of corporal punishment in partner schools. Camfed's Child Protection and Code of Conduct states:

"In every partner school, a (female) teacher mentor will be trained in issues of child protection by Camfed and linked with relevant authorities through the CDC. The responsibilities of the teacher mentor with regard to child protection will be clearly communicated and agreed with the school authorities. Camfed will work with all partner schools and Ministries responsible for education to eliminate corporal punishment in schools"

Some of the steps Camfed plans to take include dialogue with the ministries of education with a view to forging a partnership towards elimination of the practice of corporal punishment in schools and continuing the awareness-raising among communities, teachers and school managers on the fact that corporal

punishment is a violation of the basic rights of a child. There is now a need to strengthen and monitor these efforts to ensure advocacy translates into practice in schools.

Moreover, **it is recommended that Camfed disseminates Annex 2 of its Child Protection Code of Practice to all teachers in Camfed partner schools and ensures that positive behaviour management is included in the training of subject teachers.** This is further explored in OI 5: Gender-based violence.

Whilst the quantitative data shows that results can improve through a climate of fear, the impact on attendance and girls' self-esteem and well-being over time has been shown to be extremely negative.

5.4.4 The relationship between barriers to education and learning

Table 59: SeGMA and key barriers

SeGMA (Tanzania)	Form 1				Form 2			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Student DOES NOT feel safe traveling to or from school	14.21	19.61	**9.72**	14.31	19.39	20.57	15.07	15.43
Student has high chore burden and spends most free time on chores	13.58	17.68	10.41	17.91	15.8	19.44	15.29	**21.29**
Student does not receive adequate support to stay in school and do well	14.75	19.87	10.54	16.52	19.05	20.29	14.99	16.08
Students who attend school for less than 85% of the time	13.88	16.69	11.65	19.41	14.88	17.03	12.92	17.24
Students who DO NOT feel safe at school	**12.78**	16.15	11.6	21.06	19.78	22.97	15.89	**23.71**
Does not decide when to play with friends	14.00	18.17	12.2	15.73	16.4	20.93	13.56	21.21
Teachers often absent from school	22.74	22.04	11.08	13.28	15.08	22.92	11.02	18.77
Teachers DO NOT make students feel welcome in the classroom	**12.50**	17.45	**10.26**	18.19	16.9	17.96	13.36	**21.89**
Teachers treat boys differently to girls	15.01	20.02	13.06	19.7	17.46	22.32	15.7	**22.42**
All girls	14.63	19.07	12.79	19.01	17.36	21.26	14.75	21.22

Barriers to learning were less straightforward predictors of learning outcomes compared with marginalisation. In the intervention areas, not feeling safe in school and teachers not making students feel welcome in class were associated with the lowest scores for marginalised girls (12.78 and 12.50).

However, there were higher scores on numeracy for girls in less marginalised comparison areas where teacher do **not** make students welcome (21.89) and also where teachers treated boys and girls differently (22.42) and where the student didn't feel safe in school (23.71). This may indicate that in some locations harsh treatment/corporal punishment have yielded better results due to a climate of fear.

Table 60: SeGRA and key barriers

SeGRA (Tanzania)	Form 2				Form 4			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Student DOES NOT feel safe traveling to or from school	27.14	30.44	**22.05**	24.64	35.15	35.15	32.52	38.49
Student has high chore burden and spends most free time on chores	22.87	29.06	**20.57**	32.97	31.12	29.96	34.14	**40.35**
Student does not receive adequate support to stay in school and do well	24.28	29.59	**22.26**	31.19	35.72	34.49	33.44	34.89
Students who attend school for less than 85% of the time	23.83	26.88	23.98	34.33	30.46	31.54	30.74	35.85
Students who DO NOT feel safe at school	24.78	31.25	24.43	34.26	35.78	39.96	34.76	**43.75**
Does not decide when to play with friends	21.7	29.51	21.86	29.98	32.67	36.73	31.76	37.93
Teachers often absent from school	34.37	32.96	21.32	25.43	33.6	40.87	30.2	**41.34**
Teachers DO NOT make students feel welcome in the classroom	22.12	24.51	22.57	30.73	34.48	35.12	31.94	**39.55**
Teachers treat boys differently to girls	23.21	25.97	23.58	27.58	32.11	33.63	32.47	36.48
All girls	24.61	28.54	23.73	31.56	33.29	36.99	33.19	39.94

Similarly complex results were observed for literacy, with higher scores associated with teacher absence, not feeling welcome in class and having a heavy chore burden. Lower scores associated with fear when travelling to school, heavy chore burden and perceived lack of support.

5.4.5 Intermediate Outcomes – correlation analysis

Correlation analysis of indicators across the five intermediate outcome areas (attendance, economic empowerment, life skills, quality of teaching and Gender Based Violence) and the learning and transition outcomes are shown in Table 61. Not every intermediate outcome has a survey indicator, so some proxies are used.

Correlations are marked '**' where significant at the 1% confidence limit while those marked '*' are significant at the 5% confidence interval. Higher values indicate a stronger (positive or negative) relationship. The only strong correlation (0.591) is found between the SeGRA and SeGMA scores, with all other correlation coefficients being below 0.3, so weakly correlated with outcomes.

Successful transition is (weakly) associated with higher rewards-based attitudes to learning scores (based on enjoyment of school, confidence in school and perceived relevance of school). However, successful transition is (weakly) associated with lower attendance rates. Results on attendance and learning were more as expected, with higher attendance associated with higher scores on literacy and numeracy.

Being economically marginalised is associated with lower numeracy scores but not lower literacy scores.

Rewards based attitudes to learning scores (based on enjoyment of school, confidence in school and perceived relevance of school) were positively associated with better numeracy scores and successful transition.

Adjustment based attitude to learning scores (based on feeling comfortable and confident in school) and agency scores (based on girls self-determination) were also positively associated with better numeracy and literacy scores. However, the involvement based attitude to learning index and the learning to learn indices showed a negative relationship with literacy and numeracy scores. As above, it is important to note that these correlations are all weak correlations.

Scores on numeracy and literacy were higher where the treatment of boys and girls was perceived to be equal and on numeracy better scores were associated with feeling welcomed by the teacher. Numeracy and literacy scores were also higher where students said they would know who to turn to if they experienced harassment. Again, all these correlations are very weak, at well below the 0.3 threshold.

Table 61: Correlation analysis of SeGRA and SeGMA scores

Correlations	SeGRA Total Score (out of 100)	SeGMA Total Score (out of 100)	Transition status
SeGRA Total Score (out of 100)	1	.591**	-.031
SeGMA Total Score (out of 100)	.591**	1	.006
Transition status	-.031	.006	1
Proportion of time that student attends school	.098**	.123**	-.068*
Economically marginalised	-.022	-.039**	-.004
ATL Involvement (Standardised)	-.084**	-.032**	.017
ATL Reward (Standardised)	.010	.047**	.090**
ATL Adjustment (Standardised)	.171**	.202**	.021
Life Skills Index - learning to learn	-.058**	-.081**	.009
Learning to Learn Life Skills Index (6 attributes)	-.097**	-.157**	.013
Learning for Life Skills Index	-.008	.005	.003
Agency Life Skills Index	.133**	.144**	.008
Effect of teachers on students (welcoming)	-.004	-.029*	-.019
Teacher treatment of boys and girls	-.079**	-.080**	-.008
Whether would know who to approach if harassed	-.067**	-.065**	-.020
**. Correlation is significant at the 0.01 level (2-tailed).			
*. Correlation is significant at the 0.05 level (2-tailed).			

The weakness of this correlation analysis, like the other correlation analysis presented earlier, suggests the need to explore barriers to learning using a more multivariate approach.

5.4.5 Understanding key barriers of learning

To provide more insights on the relative weight of marginalisation and barriers to learning, two CHAID segmentation models were run, looking at the SeGRA and SeGMA scores of young people in different circumstances.

A CHAID classification tree is a type of decision tree, which uses chi-squared automatic interaction detection (CHAID) to classify records using the categories of the explanatory variables (here, the aspects of marginalisation and potential barriers to learning). In a CHAID model, if the chi-square test is significant, a new segment (child node) is created. This segment is statistically different from the parent node. This

iterative testing process allows us to identify key segments (or nodes) exhibiting the highest and lowest scores on SeGRA and SeGMA.

On literacy, the segment with the highest scores on average (mean score of 39.0 on SeGRA, n=1,295):

- Disagree that when they do well in tests that this is because they are lucky
- Have English as the language of instruction and do not have difficulties
- Are less marginalised
- Live in a household with a regular income
- Decide jointly with their family what type of work they will do when they finish school

There are a number of lower scoring of interest segments, showing how relative disadvantage can affect learning. The first, lowest scoring segment (mean score of 17.5 on SeGRA, 56 respondents) is profiled as:

- Disagreeing that when they do well in tests that this is because they are lucky
- Have English as the language of instruction and do not have difficulties
- Are marginalised or have missing data on marginalisation
- Attend school for less than 81.5% of the time
- Report a sight-related disability.

A slightly larger but also lower scoring segment of young people (18.9 average score on SeGRA, 112 respondents):

- Agree that when they do well in a test it is because they are lucky
- Agree that they get nervous when they have to read aloud to others
- Attend school for on average between 73.9 and 95.9% of the time
- Live in a household that has skipped meals on some days
- Has difficulties learning in English.

Another, more sizeable segment with low but slightly better scores (23.6 average on SEGRA, 267 respondents):

- Agree that when they do well in a test it is because they are lucky
- Agree that they get nervous when they have to read aloud to others
- Say they receive adequate support from home to stay in school.

So, on literacy, key drivers of learning appear to be confidence and English language ability as well as a regular household income and positive agency in decisions. Poorer scores are associated for some young people with poorer attendance, marginalisation/poverty/hunger and difficulties with English. Where students are marginalised, better support from home can be key to improving learning outcomes.

A similar model was run looking at numeracy, through the SeGMA scores. Again, starting with the nodes or segments with the highest average scores on maths, we find 125 students with an average score of 39.8 on SeGRA who:

- Disagreed that they got nervous when having to do Mathematics in front of others
- Did not answer the question on feeling safe travelling to school
- Were female
- Reported the number of teachers in school not being an issue.

Two segments had extremely low average scores on SeGMA – of under 10 (7.86 and 9.9). The features of these were:

- They agreed they were nervous doing Mathematics in front of others
- The household did not have a regular income (or have missing income data)
- They were both in the comparison group

- One group said the number of teachers was an issue (the 83 students scoring 7.86 on average) while another segment said the number of teachers was not an issue (126 students scoring 9.9 on average).

Another couple of low-scoring segments were also interesting, with the first being 64 students with an average score of 10.3

- Agreed they were nervous doing Maths in front of others
- Agree that when they do well this is because they are lucky
- Live on a household with no regular income
- Are in the intervention group
- The teacher does not use a language other than English.

Finally, another lower-scoring segment was 155 students with an average score of 10.8 on SeGMA:

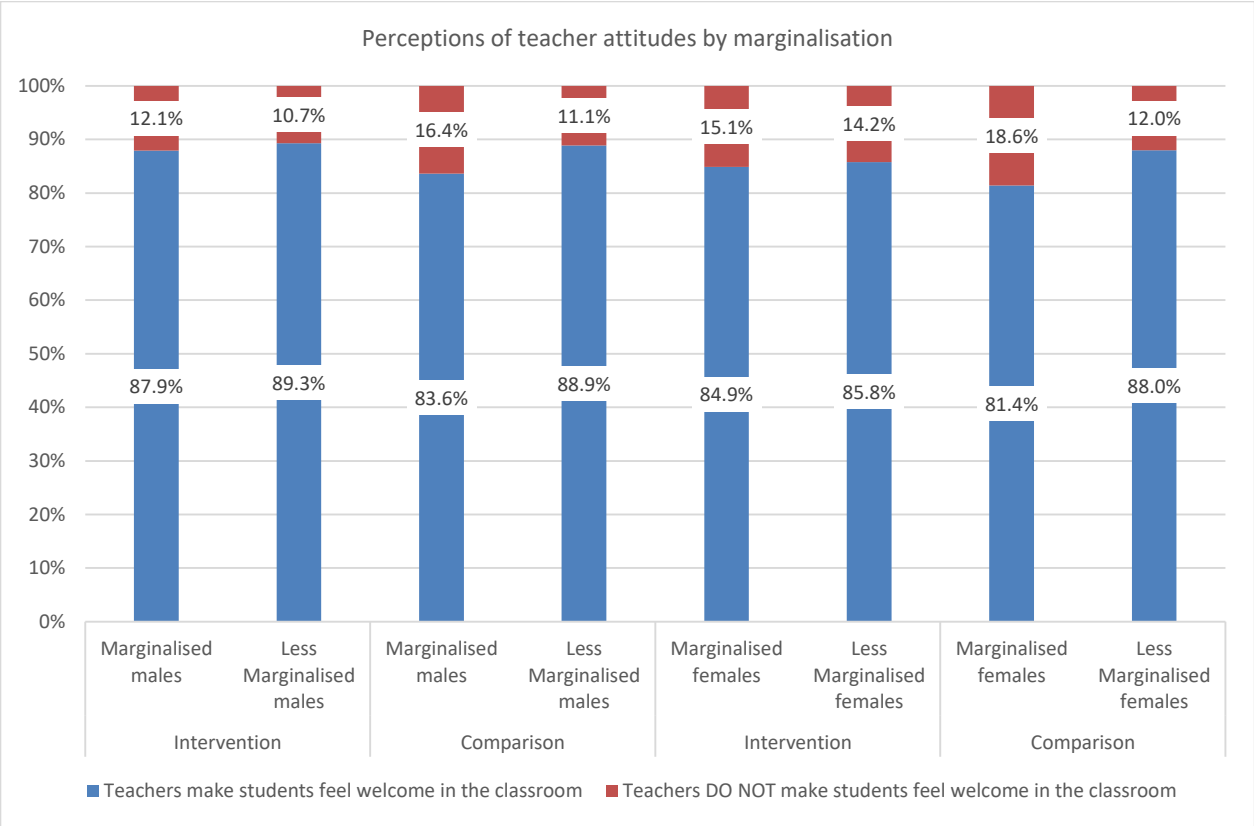
- Agreed they were nervous doing Mathematics in front of others BUT
- Disagreed that when they did well in a test that this was because of luck
- Attended school less than 81.5% of the time (or had missing attendance data)
- Live in a household with no regular income
- Are classed as marginalised by the Camfed criteria.

Again, on maths, a regular household income is a key driver but we see evidence of the positive impact that better teaching resources can have on scores, even if marginal. Attendance can be an important driver, but regular household income has a stronger impact.

5.4.6 Perceptions of teachers and marginalisation

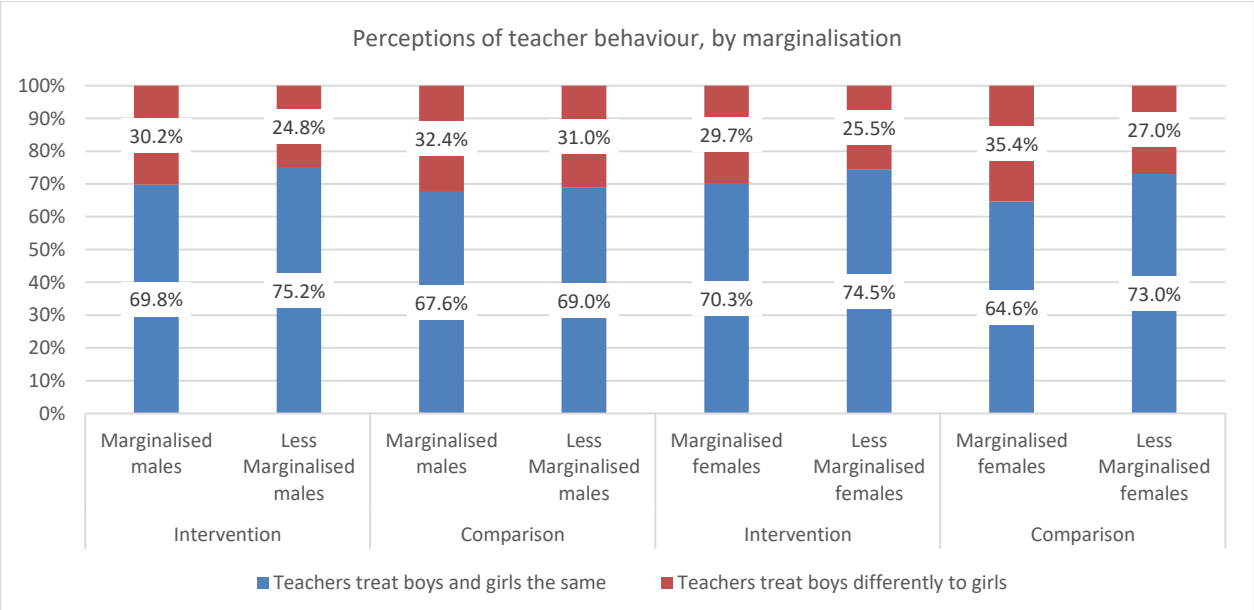
The vast majority of students expressed the view that teachers made students feel welcome, though this was less the case for marginalised students. The proportion saying teachers did not make students feel welcome was greatest among marginalised females in the comparison area (18.6%) and marginalised males in the comparison area (16.4%). Only 10.7% of less marginalised males in the intervention area and 11.1% of less marginalised males in the comparison area said this.

Figure 19: Perceptions of teacher attitudes – making students feel welcome, marginalised and less marginalised males and females, intervention and comparison groups



It was far more common for students to agree that boys and girls were treated differently in class, with between a quarter and a third of young people agreeing that this was the case. Agreement was strongest for marginalised girls in the comparison area, with 35.4% saying teachers treated boys differently from girls, compared with just 24.8% of less marginalised males in the intervention area.

Figure 20: Perceptions of teacher behaviour – treating boys differently to girls, marginalised and less marginalised males and females, intervention and comparison groups



5.5 Intermediate Outcome 5: School-Related Gender Based Violence

Indicators	Baseline	Midline Target	Endline Target
IO Indicator 5.1 Proportion of students who know who to turn to in order to report cases of abuse and feel confident that their report will be acted upon. Disaggregated by age, gender, district and disability (by type and severity) Source: Student survey	42.6%	Percentage point change from baseline: +10	Percentage point change from baseline: +20
IO Indicator 5.2 Students' understanding of School-Related Gender Based Violence including what should be reported and how (Qualitative). Source: Interviews and/or focus group discussions with students, teachers, Head of Schools and SBC members (baseline, midline and endline surveys)	Not all girls are clear about what constitutes SGBV. They clearly understand that rape is wrong, and would usually report it (although not always), but they often put up with a lot of teasing based on their physical attributes, sexual innuendoes and touching and accept it as 'normal' or just something they have to contend with. The majority of girls know what should be reported in terms of physical punishment in school, but do not always feel they are listened to because the punishment is served out by teachers.	Increased awareness of girls' rights and what constitutes SGBV.	Increased awareness of girls rights and what constitutes SGBV and able to take action to defend their rights.
IO Indicator 5.3 Students' experiences and perceptions of safety in school and on their way to/from school (Qualitative). Disaggregated by age, gender, district and disability (by type and severity). Source: Interviews and/or focus group discussions with students, teachers, Head of Schools and SBC members (baseline, midline and endline surveys)	The majority of girls stated that they feel relatively safe in school, in some cases because they may accept bullying, physical punishment, compulsory pregnancy testing and less severe forms of sexual abuse as 'normal'. When the school is a secure place to be, some girls feel safer and more secure at school than at home. However, many mentioned that they do not feel safe on the journey to and from school where they can be harassed, 'ambushed', or abused by boys or men.	Increased awareness of safety and security in school and on their way to/from school. The target is to show greater awareness by students and an improved girl-friendly environment in school. Improvement over the baseline.	Further improvement over the midline.

IO Indicator 5.4 Proportion of School Improvement Plans that include an action to promote child protection Source: Assessment of actions in School Improvement Plans in Camfed partner schools (Plans collated by Camfed district staff)	0% The planning process had not begun at baseline and schools did not have SDPs.	TBC	TBC

Selection of the IO

Reduction of Sexual and Gender Based Violence (SGBV) in and around school is crucial for improving girls' safety and security in school, their ability to learn and their continued survival in and transition through, school. It is one of the most pernicious indicators of gender inequality and as such, making it visible and addressing it makes a significant contribution to improving gender equality. In addition it will contribute to the achievement of the transition outcome, and if Camfed is able to take more action in terms of advocacy at national and district level and engage communities more directly in gender awareness, this should contribute to the sustainability outcome. Feeling safe in school will contribute towards the learning outcome.

Assessment of the IO

This IO will be assessed quantitatively based on the number/proportion of students who know who to report incidents of SGBV to and feel confident that their report will be acted upon. This data was taken from the Student questionnaire. (Qualitatively it will be assessed by girls' and boys' understanding of what constitutes SGBV as well as the reported reduction in compulsory pregnancy testing, the use of corporal punishment in the classroom and the number of girls abused on their journey to school.)

Table 62: IO 5.1 Disaggregated Proportion (%) of students who know who to turn to in order to report cases of abuse and feel confident that their report will be acted upon

Disaggregation		Comparison	Intervention	All Students (Intervention and Control)
All Students		**41.5%**	**42.3%**	**41.9%**
Marginalisation	Less marginalised	43.2%	44.1%	43.7%
	Marginalised	39.0%	39.6%	39.3%
Gender	Male	42.5%	42.0%	42.3%
	Female	40.5%	42.6%	41.6%
Age	11	0.0%	33.3%	25.0%
	12	41.4%	41.9%	41.7%
	13	40.2%	42.0%	41.2%
	14	41.5%	41.1%	41.3%
	15	40.0%	43.5%	41.8%
	16	42.7%	42.7%	42.7%
	17	44.2%	39.1%	41.9%
	18	49.5%	50.0%	49.7%
	19	40.0%	72.7%	51.6%
	20	50.0%	33.3%	40.0%
	22	100.0%	0.0%	100.0%

Disability	Students with one or more forms of disability	36.6%	39.3%	38.0%
	Vision Impairment	40.8%	40.7%	40.7%
	Hearing Impairment	40.7%	37.7%	39.2%
	Mobility Impairment	39.8%	40.6%	40.2%
	Cognitive Impairment	33.3%	44.8%	38.9%
	Self-care Impairment	35.7%	30.9%	33.4%
	Communication Impairment	40.5%	38.6%	39.6%

The results from the survey shown in the above table found that 41.9% of all students (male and females in intervention and comparison districts, marginalised or less marginalised) knew who to turn to in order to report cases of abuse and felt confident that their reports would be acted upon. The figure was slightly higher (42.6%) for girls only (intervention and comparison, marginalised and less marginalised); but lower (39.3%) for marginalised girls in Intervention (39.6%) and comparison (39.0%) districts. It seems, therefore, that marginalised girls were less likely to report that they knew who to turn to in order to report cases of abuse and felt confident that their reports would be acted upon. By age, there was a linear relationship between knowledge and age: younger students were less likely to know (see graph below).

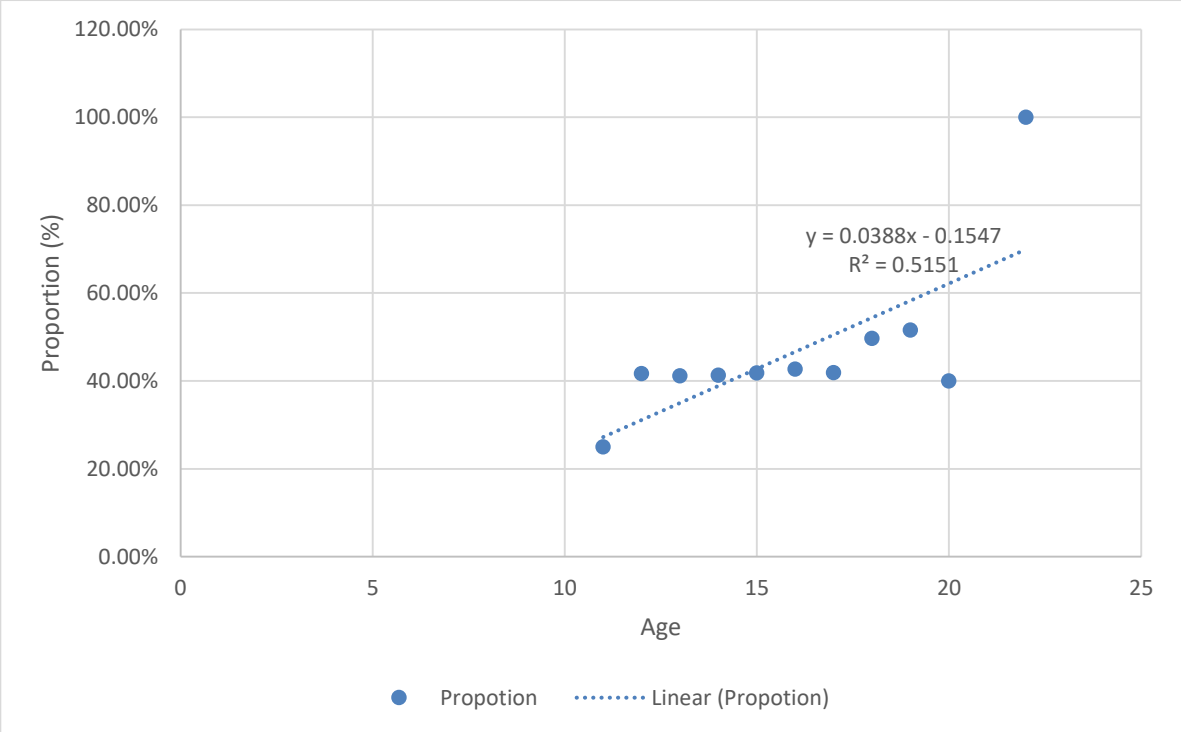
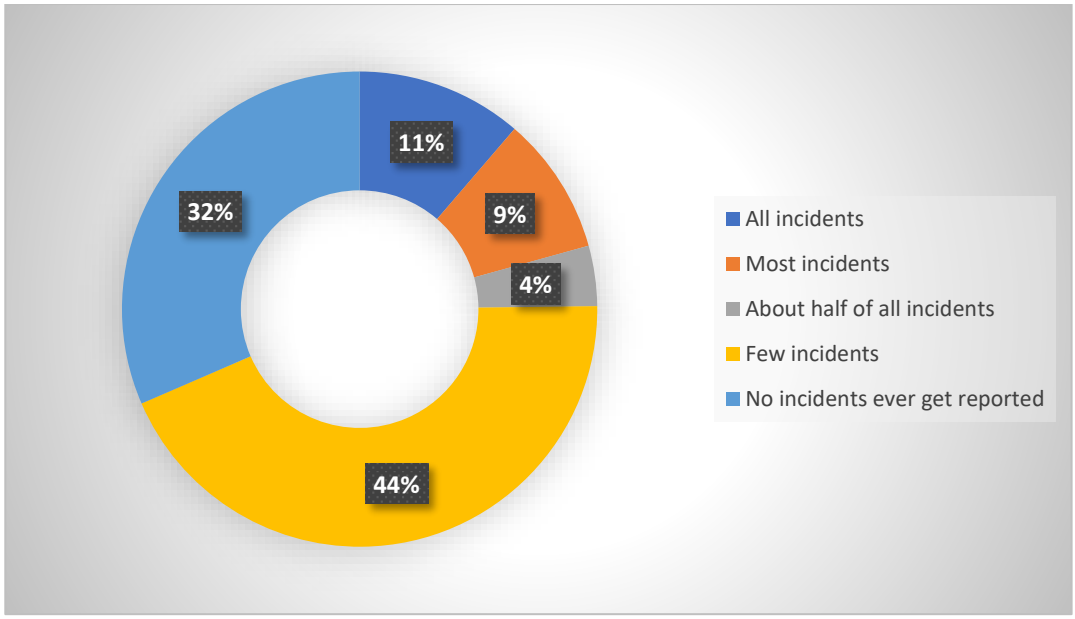


Figure 21: Proportion of students knew who to turn to in order to report cases of abuse and felt confident that their reports would be acted upon (by age)

By disability, 38.0% of students with one or more forms of disability were likely to know who to turn to and confident on actions taken. Lowest figures were recorded for students with self-care impairment (33.4%) and highest among those with vision impairment (40.7%).

5.5.1 Views on gender based violence

There appears to be general acceptance of physical violence, with the perception expressed by students that the majority of instances of physical violence by teachers or students are not reported – around 75% of students in the intervention area said few or no incidents were reported.



Source: School based survey, student questionnaire. Intervention only.

Figure 22: In your view how many incidents of physical violence by teachers or students that happen in this school get reported?

There is a perception of low reporting of incidents of physical violence in the classroom and the widespread discussion of the use of the stick amongst students and parents seems to indicate that this has almost become an accepted norm. Students and parents reported that the implication of classroom violence was causing fear, lack of attendance in some cases and for victims, lack of concentration in class.

The negative implications of corporal punishment and lateness have already been discussed. But the negative impact of corporal punishment is more far-reaching than this. One mother in Tabora spoke out saying, "*Teachers usually beat them a lot so sometimes students get afraid and do not want to go to school because of the punishment and the parents just force them to come to school so they are not sure if they all reach at school or others they will just end up in the streets. My daughter was beaten even the fingers could not hold each other*".

When pupils were asked in the school based survey about gender based violence, over 80% of students said that they would feel comfortable reporting this.

Table 63: If you have been harassed or abused in any of the ways listed above would you be comfortable reporting it?

District			Count	Column N %
Intervention	33. If you have been harassed or abused in any of the ways listed above (sexual abuse or violence) would you feel comfortable reporting it?	Yes	3282	82.3%

		No	708	17.7%

Source: School based survey, student questionnaire. Intervention only.

Although most of the respondents said that they would report sexual violence to the parent or guardian (54%) a significant proportion would report this to their Teacher Mentor (22.4%) or teacher (15.5%). Growing levels of confidence to report such incidents to the Teacher Mentors is an important indicator to track.

Table 64: If you have been harassed or abused in any of the ways listed above, who would you most likely report it to?

District			Count	Column N %
Intervention	34. If you have been harassed or abused in any of the ways listed above, who would be most likely to report it to?	A friend	155	3.9%
		Parent or guardian	2157	54.1%
		Learner Guide	108	2.7%
		Teacher Mentor	892	22.4%
		Teacher	618	15.5%
		Member of the Mother Support Group	26	0.7%
		Someone else	34	0.9%

Source: School based survey, student questionnaire. Intervention only.

Just over half of students in the intervention area were aware of there being a Child Protection Policy in their school, while about 30% were unsure and 17% said there was not one.

Table 65: Is there a Child Protection Policy at your school?

District			Count	Column N %
Intervention	27. Is there a Child Protection Policy at your school?	Yes	2117	53.1%
		No	689	17.3%
		Not sure	1184	29.7%

Source: School based survey, student questionnaire. Intervention only.

Gender based violence in terms of use of corporal punishment, discrimination and sexual harassment was identified during the qualitative research as affecting most girls in districts that were visited. Physical punishments and cases of physical and psychological abuse were prominent in discussions with stakeholders and students. In one school in Dar from 1 girls identified *"corporal punishment as a challenge in school and abusive language by a few teachers which prevents us from asking for help. We get punished for being late even if we live far."* The mental distress caused by corporal punishment affects not just their academic life, but also their personal and home life.

Corporal punishment in classrooms was specifically identified by girls, parents, CDCs and some teachers in Tanzania as one of the key barriers to girls' regular attendance and attainment. Heads of School and teachers explained that corporal punishment or physical discipline was administered in cases where there deemed was strong cause/reason, yet evidence from students and parents suggest otherwise. Being late to class because of distance was given as one the key reasons for being punished by teachers. During one FGD with Form 2 girls in Dar es Salaam, they said "*when we arrive late we are punished by sticks and it hurts, also being punished affects our learning and we can't concentrate in the classroom."* Similarly, stories were heard across the districts; one girl recalled having to miss school due to lack of transport money and was beaten when she came in the next day (FGD with Girls, Mwanza, Form 2). Such actions

serve not only to cause physical harm but prevent girls from coming to school out of the fear they may be punished over something as minor as being late to class.

When asked to draw diagrams of what things they like and dislike about school, girls in Form 1 and Form 2 in Tanzania mostly drew images of beatings and sticks on the dislike section (See drawings below.). In Mwanza, Form 2 girls stated: *"we have a lot of punishments. We kneel holding stones and sometimes we are beaten. I was beaten because my parent did not have money to buy what I was asked to bring to sweep the school. I was beaten on the hand."*

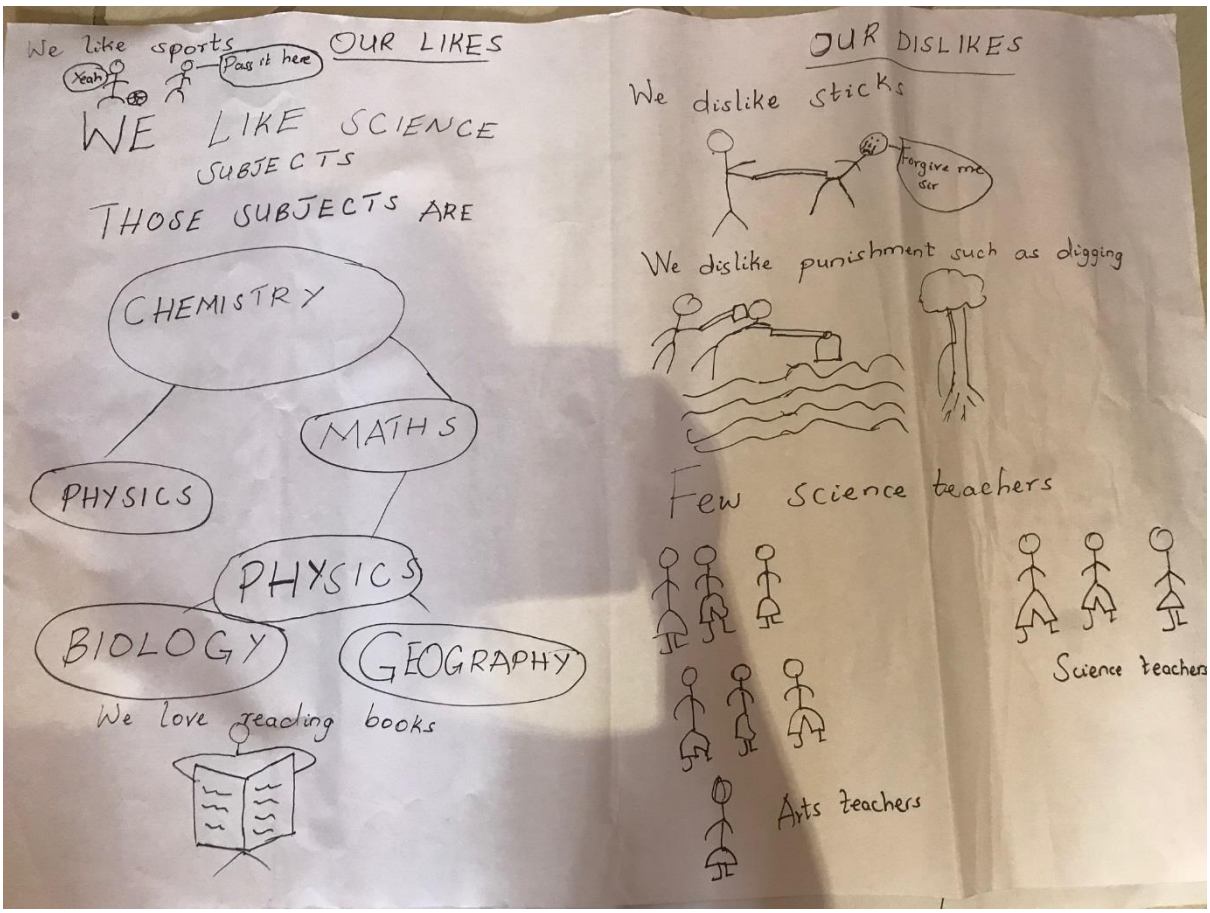


Figure 23: Pupils' depiction of likes and dislikes with forms of violence as key dislikes

If girls do not have the requirements to attend school such as the correct uniform, they will miss school out of fear of punishment. Girls in Mwanza reported "if we come without shoes, the teachers will punish us, so we stay home until we have shoes," (FGD, Form 2). FGDs held with parents and guardians found similar cases of excessive corporal punishment. Like teachers, they agreed that there in some cases punishment and disciplined was necessary for managing behaviour but often it was deemed unnecessary and excessive:

"In schools' corporal punishment is too much. For example, my child lives very far from school; if the motorcycle is late she has to walk to the bus until she gets another cycle. When she arrives to school late she gets beaten hard. There are some days she refuses to go to school because of those punishments. The school says that if your child is late for school we only do corporal punishment."

Teachers in some cases, made requests to students to bring in certain items for school, such as money for textbooks or collect firewood for the school. However, mothers in Shinyanga reported *"the only problem is that they ask children to bring firewood and yet firewood is supposed to be bought in streets, so the*

children end up refusing to come to school because they will be afraid of being punished for not bringing the firewood because they did not have money to buy." Aside from the infliction of pain and the physical injuries which often result from the use corporal punishments, these violent disciplinary methods also impact students' academic achievement, mental health and long-term well-being.

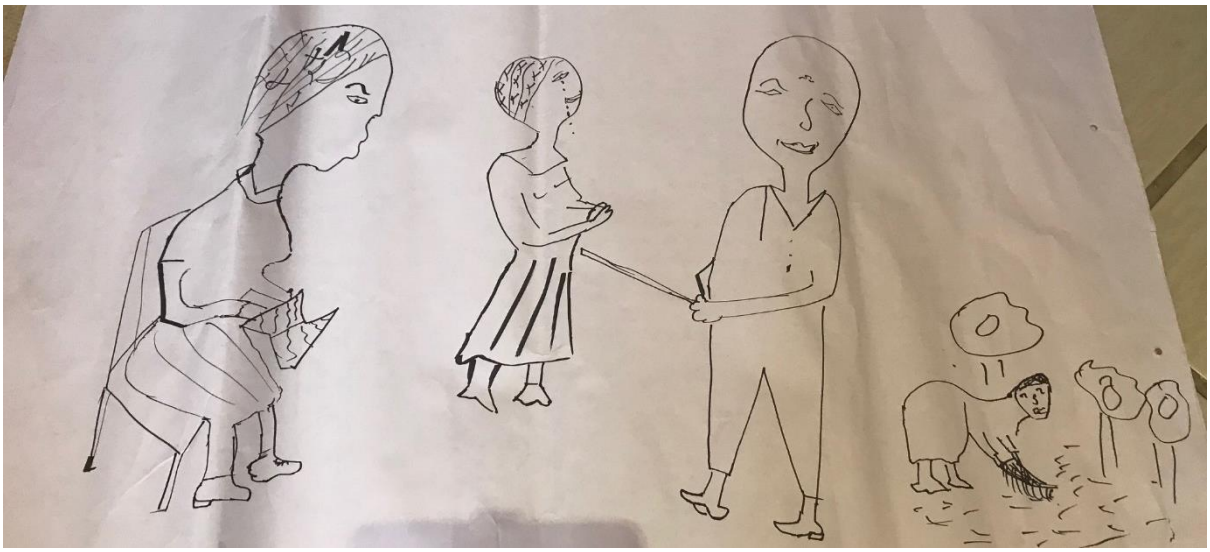


Figure 24: A further depiction of the stick being used against pupils in school and other punishments

As highlighted above from the parents account, corporal punishment may place parents and teachers in opposing positions where they may have to choose between educational attainment and students' physical well-being. Parents have no say in the behaviour management or disciplinary techniques employed in schools. For instance, some parents who learn that their children are being struck at school excessively or without due cause find themselves without recourse, unable to effectively opt-out from the practice or readdress it when their children have been punished against their wishes. Ultimately some parents find that the only way they can protect their children from physical harm is for their child to miss school. In this case, corporal punishment contributes to a lack of cooperative relationship between families and schools. However, in two schools visited parents felt that teachers had a right to beat their children and indeed wanted them to do so. In some cases this was because they saw the teacher's role as shaping behaviour and in other cases they thought the teachers could control their children, when they were unable to do it themselves.

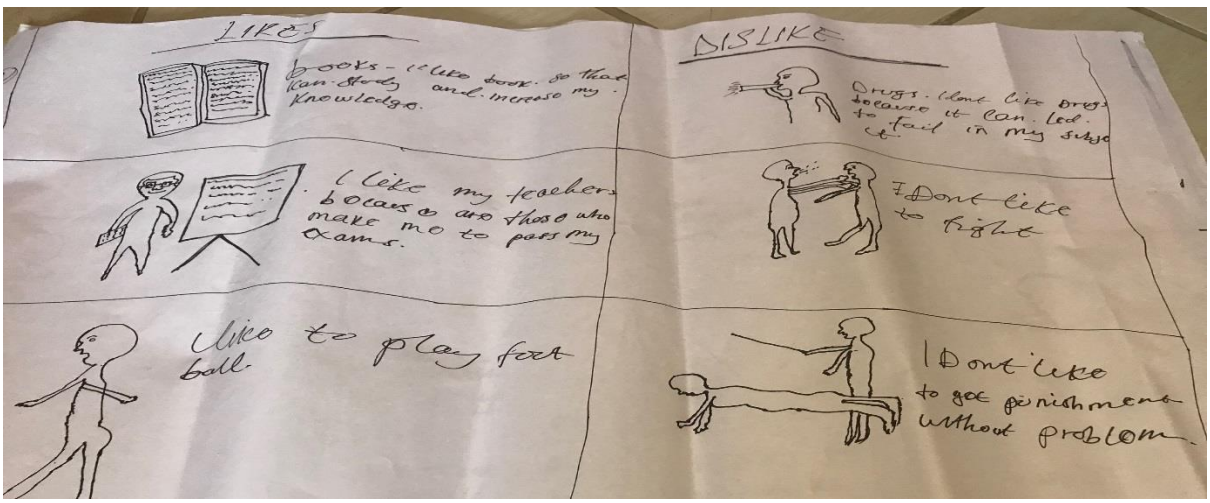


Figure 25: Further drawings showing violence as a key dislike for pupils

Despite being told by HoS that there is a procedure and government process when it comes to administering discipline, in some schools it was found this was not upheld and, in some cases, completely disregarded. One HoS in Dar reported that ''last year to parents that a male teacher had punished a girl, she was slapped by the male teacher. But the procedure is teachers can punish students but need witnesses so not be alone but male teachers can punish female students" (Ilala). However, under national policy, corporal punishment can only be administered by the HoS unless written approval is provided to a teacher on each occasion and can only be dispensed for serious misdemeanours. Moreover regulation stipulates: a female student may only receive corporal punishment from a female teacher except where there is no female teacher at the school in which case the head of school may himself administer corporal punishment. However, there appeared to be different interpretations of how it can be administered in many of the schools visited. In one school, the HoS recalled an recent incident where a male teacher slapped a female student without permission from the HoS or witnesses and explained that "the procedure is teachers can punish but need witnesses not alone but male teachers can punish female students" (HoS, Dar es Salaam).

For many teachers, reliance on corporal punishment is because they lack appropriate knowledge on behaviour/classroom management strategies. For example, in one secondary school in Dar, teachers argued in support of physical punishment as *"they had previously stopped corporal punishment last year, but discipline went so low they had restart it again and all now teachers beat students. Typically, you need permission but due to the size of classes, teachers just use sticks on students,"* (FGD teachers, Ilala District). It was noted during interviews with some teachers that they felt uncomfortable and seem embarrassed when asked about the use of corporal punishment and in one FGD, they denied the use of corporal punishment but later admitted it was still employed in the school. Therefore, given an option, some teachers said they would prefer non-violent/non-physical disciplinary methods, but most teachers strongly believe that use of physical punishment produces fast and effective results.

Corporal punishment is a damaging form of discipline that is ineffective in producing an enabling learning environment in which students can thrive and leads to a wide range of negative outcomes. The prevalent use of physical violence against students creates an overall threatening school atmosphere that not only impacts on students' ability to perform academically but in some cases prevents them from attending school. Moreover, the excessive use of corporal punishments is a wider reflection of gender-based violence in society where such treatment of girls and women is normalised. Rather than relying on harsh and threatening disciplinary methods, schools and teachers should be encouraged to develop and take training in positive behavioural strategies. Other recommendations include, working with schools and parents to establish a private grievance readdress mechanism, where parents can ask teachers to refrain from using physical punishment or address issues on corporal punishment. Secondly to ensure that the training of teachers includes positive behaviour management and the creation of a safe and supportive learning environment. Thirdly, as mentioned earlier to ensure that all teachers in partner schools receive a copy of Annex 2 of Camfed's Child Protection Code of Conduct.

5.5.3 Compulsory Pregnancy Testing

Despite Tanzania's efforts to ensure equal rights for girls and boys in education, there are still school practices that discriminate against adolescent girls, such as compulsory pregnancy testing in schools and the expulsion of pregnant students. School and government officials such as Ward Executive officers frame these practices as efforts to prevent adolescent pregnancy. However, rather than provide adolescent girls with the means to make informed decisions around sexual health rights and reproductive rights, compulsory pregnancy testing and pregnancy-related expulsion seek to regulate and control adolescent girls' sexuality and act as punitive measures for girls that do not conform. Government staff and teachers interviewed deem that these practices are required by national law or policy; a Ward Executive Officer in Mwanza asserted 'it is government law'. Despite this widespread belief, national laws and policies do not mandate either practice. Yet, the Tanzanian government has done little to combat this widespread belief among secondary schools and instead appears to condone both practices.

Mandatory pregnancy testing in schools and the expulsion of pregnant students from secondary school are not new practices. However, the President's speech (2017) on banning pregnant girls from returning to school appears to have reenergised these practices and has led to it being widely adopted by secondary schools who now actively enforce a policy of 'No Return' (See Box D). Once found to be pregnant, regardless of the causes behind it, the girl is immediately expelled from school: *"Only one girl has been found to be pregnant this year - She is not allowed to come to school when she is pregnant. It's according to the school laws and regulations. You know we are just receiving the direction from the city. From there, the district education officer is the one whom we are receiving the direction, so we are not allowed to do anything,"* (HoS, Mwanza).

Underlying the policy of expulsion and no return is the ideology of deterrence; teachers (see Box D) Ward officers and CDCs. Young mothers or pregnant girls are deemed a bad example for other students. However not all pregnancy cases are the same, young girls may not be aware of the consequences, or be making a conscious decision and in some cases, it may be the result of rape or sexual abuse and harassment. Regardless of the reasons, school stakeholders state: *"her coming from locally she can be a bad example to others in the community regardless of being raped."* Such attitudes, by which the entire responsibility is attributed to the girl, are reflective of the broader society and the discrimination towards women and girls. In discussions with Street Leaders in Tabora, they argued that '*the authorities say that after every three months the girls must be tested for pregnancy to check if she is. It's for their own good because the girls would then be afraid of doing those things because they know that after every few months we will check".* The promotion of fear in the Compulsory Pregnancy Testing (CPT) process and the actions undertaken by schools and local officials in identifying possible pregnant girls in school and having them tested without consent in school or hospital, constitutes a form of violence against girls. As a result, some pregnant girls drop out because they fear expulsion and, in many cases, parents *"request a transfer and no one ever knows"* (Mwanza, Ward office, Tabora, CDC).

This policy alongside CPT has severe psychological implications on girls and violates not only Camfed's child protection policy but adolescent girls' basic human rights. These coercive practices reinforce entrenched gender discriminatory beliefs and stereotypes; it shames and stigmatises pregnant teens. Girls are not given a choice and are told it is compulsory and 'required by law' (Mwanza, Ward Executive Officer). Furthermore, the responsibility and consequences of pregnancy are solely imposed on the adolescent girl. In most cases, secondary schools reported that unless they could identify the boy there was no action they could take against him.

Box 8: FGD with Teachers on Compulsory Pregnancy Testing in a Secondary School in Mwanza

"We have regular compulsory pregnancy testing. If a girl gets pregnant, most of the time parents come and the case is reported to the police by the Ward Executive. At first, they suggest that the girls who get pregnant they must prepare and come back to school previously but… our President now said No! Of course, we support it in one way or another. It is a good thing so that they avoid getting pregnant. Yes, but sometimes in the case of being raped and so forth, sometimes we hoped that these colleges would give them skills or steps that can be taken to give that special adult education although the program is not there. Again, her coming from locally she can be a bad example to others in the community regardless of being raped. The student's minds are made to be different. Maybe, there is need for training because maybe she must be feeding the baby, but it is disturbance to other students you see. Unless perhaps, the girls are taken to a Centre to be provided for with adult education to care for their babies and at the same time making progress with their education."

The evaluators propose that CAMFED supports partner schools to create a gender policy framework in line with international human rights laws and child rights regulations and that this is fully addressed in the Child Protection Policy. Currently, CPT is not covered in the Child Protection Policy, incorporating an additional appendix on CPT will strengthen the policy and emphasise the need to take steps against such discriminatory measures. It is recommended that Camfed supports schools and local officials to refocus their interpretation of the president's speech and refer to the country's legislation which prevents the use of such methods, like compulsory pregnancy testing. Ideally, Camfed should work with schools that

practice such a policy, and ensure they welcome pregnant girls and young mothers back to school and to give these girls the option to choose in which schools they would like to continue their education. Communities must also play a role; Camfed can work with community leaders to formulate local laws, by-laws, in relation to the right to education for girls.

Importantly CAMFED should strengthen efforts to address the root causes and social issues that lead to unplanned adolescent pregnancies and access to and awareness of SRHR services and information. According to the Tanzania Bureau of Statistics around 21% of girls aged between 15-18 have given birth; that is one of the highest adolescent pregnancy and birth rates in the world.[39] (FGD's with Form 1 and Form 2 girls), teachers in all districts indicate that there is still a long way to go when it comes to transforming social and cultural attitudes and norm. However, CPT must be a challenged and highlighted by the programme as a key barrier and obstacle to girls right to education, if Camfed partner schools are to create a conducive learning environment for girls.

Camfed sits in a number of committees, so has the opportunity to bring the issue of compulsory pregnancy testing and expulsion to the attention of national stakeholders and to advocate for change. There is also an opportunity to engage with national women's machineries to leverage support for change.

6 Conclusions and Recommendations

Major Recommendations

1. On the whole the MEL Framework provides for a comprehensive approach to monitoring, evaluation and learning and should be sufficient for the midline and endline as it stands. The current Intermediate Outcome Indicators are complex and difficult to assess, with multiple statements within each indicator. **It is recommended that these be refined and 'SMARTened' so that they provide a more useful tool for tracking the progress of the project. (Section 1.3)**

2. Baseline findings in relation to GBV highlighted two areas that require greater emphasis with the project design: compulsory pregnancy testing and corporal punishment. Camfed has developed activities for addressing these two important issues. **It is recommended that the project places sufficient emphasis on and allocates appropriate resources to ensuring that these are addressed in child protection initiatives and considers the inclusion of indicators for their reduction in the logframe** (Section 5.5.1)

3. The quality of teaching has the greatest influence on the academic results of the beneficiaries. As GEC 1 illustrated, while study guides, the training of Teacher Mentors and Learner Guides and improved self-esteem of learners will help improve academic performance of beneficiaries, it is unlikely to have a major impact, particularly as, by virtue of their background, beneficiaries are likely to be under-achievers. Camfed has recently introduced support to MoEST for the training and monitoring of 288 subject teachers. This is such an important aspect of the programme and it **is recommended that this is closely monitored and if necessary enhanced by further inputs to support the quality of teaching and learning** (Section 3.3)

4. **Social Protection**: It is recommended that Camfed identifies activities for gaining such social protection support for the families of marginalised girls in the districts within which it works or liaises with other agencies, including government agencies that may provide such support. Additionally, the project could strengthen its support to MSGs to enable them to provide more regular and more comprehensive school feeding. (Section 3.3)

[39] https://dhsprogram.com/pubs/pdf/FR321/FR321.pdf

5. **Challenging gender norms**: While the project's intention is to bring about change in terms of attitudes to girls' education in communities, through the alumnae association of CAMA members and mother/parent support groups, these barriers are deeply rooted and require additional direct activities to begin the transformation of gender norms in the communities with which they are working. It is therefore recommended that Camfed includes some direct gender transformation activities in the project. These might include:

    - Training of community leaders, SBC, MSG and FSG members in some key elements of the My Better World Programme or gender orientation and/or more in-depth training in how to address child protection and Sexual and Gender Based Violence (SGBV) issues
    - Providing additional training for CAMA members to pro-actively engage in community discussions around gender roles and the importance of education for girls;
    - Develop a range of strategies for involving men and boys, perhaps through school-based discussion groups, or training FSG members to conduct discussion groups with other men in their communities.(Section **3.3)**

6. **Further tailoring of Camfed transport package**: The responsive package of support CAMFED provides includes an opportunity for girls to select bicycles, bus fare or boarding fees, and beneficiaries report how valuable the bicycles have been in terms of accessing school. However, many girls report that the bus fare provided is sometimes not enough for the whole week. It is recommended that the mechanisms for providing different levels of fare depending on distance from school be explored. (Section 3.3)

7. **The differential attitudes of teachers towards girls and boys** in which girls' potentials and abilities are under-valued and gender stereotyped were recorded in the quantitative surveys and explored in the qualitative interviews. It is recommended that this is also addressed in the training programme recommended at point 4 above. (Section **3.3)**

8. **Insufficiency of teaching staff**. Insufficient teachers for the number of students was identified as a problem by stakeholders and teacher absenteeism was a serious problem in some schools. It is recommended that Camfed advocates for, and forms partnerships with, other agencies advocating at district and at national level to support a change in these areas. (Section 3.3)

    Tailoring support for disabled students. While providing access for those children currently out of school is outside the scope of this project, keeping in school the existing girls living with a disability is within the project's scope. Currently there are no activities directly targeted specifically to support these girls. It is recommended that Camfed includes such activities in the project. These might include training for teachers in inclusion methodologies; providing one-to-one support by training LGs or MSGs and special teaching assistants or training other learners as peer supporters. (Section 3.3)

9. **Tailored support for Child Headed Household:** It is recommended that Camfed works with TMs to identify girls who are responsible for Child Headed Households and tailor support to their needs. This may involve psychological support and additional learning support. (section **5.1.7)**

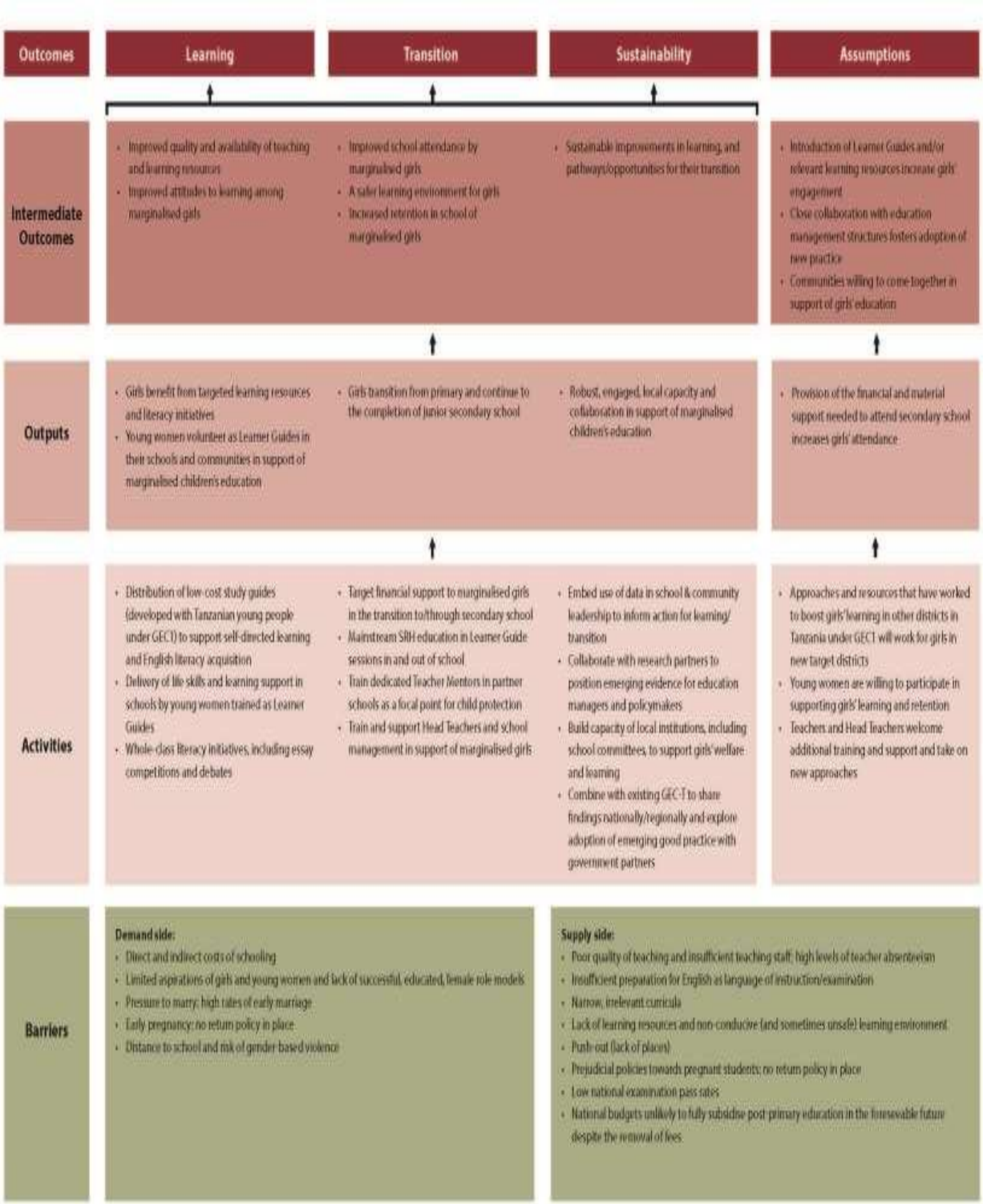
10. **Gender policy for Camfed schools.** The evaluators propose that CAMFED works with MoEST and schools to create a comprehensive gender policy framework in line with international human rights laws and child rights regulations and that this is fully addressed in the Child Protection Policy. This could take the form of an appendix, such as the one for corporal punishment. It is recommended that Camfed sensitises schools and local officials in refocusing their interpretation of the president's speech on pregnancy and school and the negative effect of compulsory pregnancy testing (Section **5.5.1)**

Key Focus Ares and Changes for the Midline Survey

- The EE will make some changes to the evaluation process for the midline survey. For example:

    - The midline surveys will contain more questions specific to the Camfed inputs and theory of change to enable the evaluation to focus on specific areas of change as a result of the project.
    - Enumerators will have copies of the low cost books and study guides as visual prompts during the school survey.
    - More qualitative tools will be employed to capture the details of how Camfed's project and also bursaries has changed girls' educational marginalization. For example girls' ranking of Camfed Bursary items against specific contextual variables and barriers (marginalization); changes in girls' confidence and behaviour change in the classroom and in the community as observed by key informants such as teachers, parents; working with Learner Guides to understand how and why they can change marginalized girls' access to school and enhance learning.
    - To achieve the above, the EE will aim to conduct the qualitative research with a smaller sample of girls and other stakeholders in order to deeper and further enrich findings.

Appendix 1: Theory of Change



Appendix 2: Additional Table on SeGRA and SeGMA Scores

	Intervention				Comparison			
	Marginalised		Less marginalised		Marginalised		Less marginalised	
	Female	Male	Female	Male	Female	Male	Female	Male
SeGRA	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Form 1	24.6	23.2	28.5	29.1	23.7	23.5	31.6	29.3
Form 2	33.3	32.7	37.0	36.0	33.2	36.2	39.9	39.1
SeGMA								
Form 1	14.6	16.5	19.1	20.9	12.8	16.0	19.0	20.1
Form 2	17.4	20.9	21.3	23.3	14.8	20.2	21.2	23.9

Appendix 3: Barriers and results for Highest and Lowest Scoring Quintiles

	Intervention				Comparison			
	Form 1		Form 2		Form 1		Form 2	
	Lowest performing quintile	Highest performing quintile	Lowest performing quintile	Highest performing quintile	Lowest performing quintile	Highest performing quintile	Lowest performing quintile	Highest performing quintile
Double Orphan	3.3%	3.5%	8.5%	4.6%	4.5%	4.0%	3.5%	0.8%
Single Orphan	26.7%	10.5%	25.5%	14.7%	32.1%	22.0%	28.1%	23.3%
Living without both parents	75.8%	50.9%	68.1%	61.5%	64.3%	52.0%	71.9%	62.5%
Living in female headed household	50.0%	36.8%	48.9%	45.9%	45.5%	30.0%	49.1%	45.0%
Married	0.8%	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%
Economically marginalised	8.3%	1.8%	4.3%	3.7%	7.1%	2.0%	3.5%	6.7%
Difficult to afford for girl to go to school (primary caregiver)	16.1%	29.1%	0.0%	0.0%	9.2%	13.3%	0.0%	0.0%
Parents have difficulty with paying fees- child has been sent home from school more than once	12.5%	21.1%	8.5%	8.3%	5.4%	14.0%	14.0%	15.8%
Household does not have regular income	70.8%	38.6%	72.3%	57.8%	71.4%	42.0%	56.1%	56.7%
Household doesn't own land for themselves	48.3%	38.2%	0.0%	0.0%	32.1%	26.7%	0.0%	0.0%
Material of the roof	14.2%	3.5%	10.6%	8.3%	15.2%	2.0%	7.0%	12.5%
Household unable to meet basic needs								
Gone to sleep hungry for many days in past year	11.9%	0.0%	0.0%	0.0%	8.3%	2.2%	0.0%	0.0%
Household has skipped meals on some days	82.5%	56.1%	68.1%	68.8%	67.9%	46.0%	66.7%	60.0%
LoI different from mother tongue (primary caregiver)	89.8%	87.3%	0.0%	0.0%	80.7%	82.2%	0.0%	0.0%
Girl doesn't speak LoI (primary caregiver)	16.9%	3.6%	0.0%	0.0%	27.5%	6.7%	0.0%	0.0%
Students with difficulties with language of instruction	19.2%	7.0%	21.3%	12.8%	28.6%	12.0%	28.1%	20.8%
Have difficulties learning in English	50.0%	31.6%	59.6%	41.3%	50.0%	42.0%	63.2%	40.0%
Primary caregiver has no education	13.5%	4.4%	0.0%	0.0%	16.0%	3.4%	0.0%	0.0%
Head of household is illiterate (student)	7.5%	1.8%	8.5%	5.5%	8.9%	0.0%	12.3%	7.5%
Missed school to be with partner	0.0%	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%
Fairly or very unsafe travel to schools in the area (primary caregiver)	32.2%	27.3%	0.0%	0.0%	42.2%	51.1%	0.0%	0.0%

Doesn't feel safe travelling to/from school (student)	5.0%	8.8%	6.4%	10.1%	10.7%	6.0%	8.8%	9.2%
Sufficient time to study: High chore burden	30.0%	21.1%	31.9%	21.1%	34.8%	16.0%	24.6%	32.5%
Doesn't get support to stay in school and do well	19.2%	21.1%	19.1%	33.9%	23.2%	12.0%	28.1%	25.8%
Does not decide when to play with friends	18.3%	10.5%	12.8%	9.2%	22.3%	16.0%	19.3%	13.3%
Attends school less than 85% of the time	35.8%	26.3%	34.0%	14.7%	40.2%	36.0%	47.4%	26.7%
Attend school less than half of the time	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Doesn't feel safe at school	5.0%	3.5%	6.4%	10.1%	5.4%	6.0%	7.0%	8.3%
No seats for all students	27.5%	28.1%	25.5%	39.4%	28.6%	40.0%	29.8%	32.5%
Difficult to move around school	11.7%	12.3%	12.8%	21.1%	11.7%	24.0%	22.8%	20.0%
Disagrees teachers make them feel welcome	15.8%	5.3%	21.3%	21.1%	16.1%	6.0%	24.6%	18.3%
Agrees teachers treat boys and girls differently in the classroom	35.8%	19.3%	46.8%	30.3%	25.9%	26.0%	45.6%	30.0%
Agrees teachers often absent from class	0.8%	5.3%	10.6%	6.4%	10.7%	4.0%	8.8%	7.5%
Not enough teachers for the number of students	47.5%	52.6%	51.1%	61.5%	46.4%	62.0%	61.4%	65.0%

Appendix 4: Mean SeGRA and SeGMA scores by girls by district

	SeGRA				SeGMA			
	Form 1		Form 2		Form 1		Form 2	
	Margin-alised	Less Margin-alised	Margin-alised	Less Margin-alised	Margin-alised	Less Margin-alised	Margin-alised	Less Margin-alised
Intervention								
Ilala Municipal Council	24.77	28.30	29.98	37.21	15.03	20.72	15.66	23.97
Nyamagana Municipal Council (Intervention)	24.01	26.49	34.25	34.83	13.41	16.33	18.87	19.92
Shinyanga Municipal Council	25.27	35.20	31.9	38.68	14.42	17.55	15.39	19.44
Singida Municipal Council	25.77	27.59	35.57	36.85	13.05	16.57	14.76	16.82
Tabora Municipal Council	23.83	28.97	34.99	37.76	16.37	21.71	20	21.82
Comparison								
Dodoma Municipal Council	25.15	35.44	32.16	42.08	13.96	23.02	18.06	27.18
Geita Town Council	27.14	40.17	42.67	53.97	11.83	19.2	15.11	22.82
Musoma Municipal Council	21.52	25.49	29.65	33.83	10.43	12.07	11.21	14.74
Nyamagana Municipal Council (Comparison)	24.93	28.56	35.26	38.09	15.76	19.47	16.58	19.96
Temeke Municipal Council	20.03	27.43	25.59	32.59	11.99	18.56	13.79	20.04
Ubungo Municipal Council	22.94	28.26	30.14	35.56	13.84	15.37	11.25	16.98