Project Evaluation Report

Report title:	Camfed GEC-T Baseline Report
Evaluator:	Centre for International Development & Training (CIDT)
GEC Project:	The Virtuous Cycle of Girls' Education
Country	Tanzania, Zambia, Zimbabwe
GEC window	GEC-Transition
Evaluation point:	Baseline
Report date:	July 2018

Notes:

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Girls' Education Challenge

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24 July 2018

Camfed GEC-T Baseline Report

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Project number: 5101
Project name: The ultimate virtuous cycle of girls' education
Implementing agency: Camfed International

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Acknowledgement

We would like to acknowledge the valuable support that we received from Camfed International and the Camfed national teams in Tanzania, Zimbabwe and Zambia during this baseline survey. The Camfed national teams organised the logistical arrangements for the quantitative and qualitative interviews and we appreciate the collaboration and team spirit in each country that prevailed during the baseline survey.

The enumerators and Logistics Coordinators worked exceptionally hard to complete the household and school surveys in often challenging conditions.

We would also like to thank the vehicle drivers in each country who conveyed all enumerators and researchers safely to their research destinations especially in difficult driving conditions.

Finally, and most importantly, our grateful thanks go to all the girls, boys, teachers, Head teachers, parents, guardians, CAMA members, Learner Guides, Teacher Mentors, CDC members and all other stakeholders who have been involved in the baseline study.

Abbreviations

BEAM	Basic Education Assistance Module
Camfed	Campaign for Female Education
CAMA	Camfed Alumni of Camfed Graduates
CIDT	Centre for International Development and Training at the University of Wolverhampton
CDC	Camfed/ Community Development Committee
CSO	Civil Society Organisation
DD	Development Data
DFID	Department for International Development
DOS	District Operations Secretariat
ECZ	Examination Council Zambia
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Maths Assessment
EMIS	Education Management Information Systems
FGD	Focus Group Discussion
FM	Fund Manager
G&C	Guidance and Counselling
GEC	Girls' Education Challenge
GEC-T	Girls' Education Challenge - Transition
HHS	Household Survey
HoH	Head of Household
HT	Head teacher
ICC	Inter cluster correlation
ICT	Information Communication Technology
IO	Intermediate Outcome
LC	Logistics Coordinator LG Learner Guide
MBW	My Better World
MDES	Minimum Detectable Effect Sizes
MGs	Marginalised Girls
MHM	Menstrual Health Management
MoGE	Ministry of General Education (Zambia)
MoPSE	Ministry of Primary and Secondary Education (Zimbabwe)
MSG	Mother Support Group
NGO	Non- Government Organisation
ODK	Open Data Kit
OVC	Orphans and Vulnerable Children
PCG	Primary Care Giver
PD	Project Director
PM	Project Manager
PSGs	Parent Support Groups
PwC	Pricewaterhouse Coopers
SCW	Step Change Window
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
VfM	Value for Money

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Executive Summary

Introduction

The Girls' Education Challenge-Transition (GEC-T) project builds on lessons learnt from Camfed's 25 years' experience of delivering programmes in support of girls' education in sub-Saharan Africa and its preceding Girl's Education Challenge (GEC) Fund *Step Change Window* project (Tanzania and Zimbabwe) and *Innovation Window* project. (Zambia)[1]. GEC-T targets marginalised girls in rural communities of Tanzania, Zambia and Zimbabwe with a focus on enabling a critical mass of marginalised girls to transition from primary to secondary school, 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.

In total the project intends to reach 269,389 direct female learning beneficiaries (88,061 in Tanzania, 8,749 in Zambia and 172,579 in Zimbabwe). In addition, the project will benefit 254,300 girls in a less direct way (51,032 in Tanzania, 31,951 in Zambia and 171,317 in Zimbabwe) and 457,162 boys (90,160 in Tanzania, 41,900 in Zambia and 325,102 in Zimbabwe) who are, or were under the preceding GEC SCW project in Tanzania and Zimbabwe, enrolled in an intervention school and will benefit indirectly from activities aimed at achieving learning outcomes for marginalised girls.

Project Context

While there are differences between and within the three project countries, there are also common challenges, especially for girls in rural areas. While poverty is a major barrier to girls' education in all three countries, this intersects with discriminatory gendered social norms, location, and a range of other contextual factors to result in multifaceted barriers to girls' access to, and achievement in education. 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, violence and additional financial burdens in secondary school.

School fees are not required for primary education in all three countries but their requirement for secondary schooling in Zambia and Zimbabwe pose a major barrier, alongside indirect essential costs such as materials, transport, uniform and safe accommodation which are present in all three countries. In Tanzania, the 2015 implementation of the national *Education and Training Policy 2014* removed fees and other direct contributions at secondary level, but the indirect essential costs remain a barrier. Under-resourcing, lack of trained teachers, teacher absenteeism, poor infrastructure and high pupil-teacher ratios are challenges shared by the rural schools across the three countries, and are exacerbated by a language of instruction that is usually a second or 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 of GEC1, 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, including among GEC alumnae.

[1] To be collectively called GEC 1 in the remainder of the document.

Baseline Evaluation Approach

The purpose of the baseline evaluation was 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

Tanzania

	Girls				Boys			
	Form 2		Form 4		Form 2		Form 4	
Sample Size	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Intervention								
School Based Survey	1051	1320	729	1054	829	990	647	878
Literacy (SeGRA)	1049	1319	728	1054	828	982	645	877
Numeracy (SeGMA)	1049	1318	728	1054	828	982	644	877
Transition (Household)	926	-	-	-	-	-	-	-
Comparison								
School Based Survey	885	1324	614	1020	691	1060	541	801
Literacy (SeGRA)	880	1322	610	1018	688	1057	540	794
Numeracy (SeGMA)	880	1321	609	1018	688	1056	540	794
Transition (Household)	807	-	-	-	-	-	-	-

Zambia

	Girls				Boys			
	Grade5		Grade 7		Grade5		Grade 7	
Sample Size	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Intervention								
School Based Survey	934	104	820	168	937	116	989	171
Literacy (SeGRA, but not EGRA)	186	22	57	11	921	115	955	167
Literacy (EGRA, but not SeGRA)	7	0	12	2	-	-	-	-
Literacy (both SeGRA and EGRA)	739	81	749	155	-	-	3	-
Numeracy (SeGMA, but not EGMA)	137	22	152	29	916	115	963	170
Numeracy (EGMA, but not SeGMA)	19	3	9	1	-	-	-	-
Numeracy (both SeGMA and EGMA)	774	78	656	138	-	-	-	-
Transition (Household)	752	-	-	-	-	-	-	-
Comparison								
School Based Survey	981	120	650	135	863	109	662	139
Literacy (SeGRA, but not EGRA)	369	40	270	53	833	103	657	139
Literacy (EGRA, but not SeGRA)	29	4	5	1	1	-	-	-
Literacy (both SeGRA and EGRA)	551	69	362	80	-	-	1	-
Numeracy (SeGMA, but not EGMA)	152	23	80	23	821	104	613	135
Numeracy (EGMA, but not SeGMA)	26	2	34	2	-	-	-	-
Numeracy (both SeGMA and EGMA)	789	94	529	110	-	-	-	-
Transition (Household)	833	-	-	-	-	-	-	-

Zimbabwe

	Female				Male			
	Form 2		Form 4		Form 2		Form 4	
Sample Size	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Intervention								
School Based Survey	1033	760	647	1014	735	742	625	783
Literacy (SeGRA)	997	742	619	992	706	729	604	769
Numeracy (SeGMA)	1030	758	645	1012	730	737	623	779
Transition (Household)	941	-	-	-	-	-	-	-
Comparison								
School Based Survey	839	810	579	783	769	644	612	626
Literacy (SeGRA)	818	796	571	763	756	633	600	619
Numeracy (SeGMA)	836	810	575	780	767	643	606	625
Transition (Household)	735	-	-	-	-	-	-	-

The baseline survey was carried out in all three countries in September and October (school-based survey) and November (household survey) 2017. The qualitative and quantitative studies were carried out concurrently in order to complete the baseline in time and to avoid too much disruption in the schools. In Tanzania 14,434 (7,498 Intervention and 6,936 Comparison) secondary school students (7997 girls and 6437 boys) were sampled as well as 6570 stakeholder representatives, including teachers, district officials, parents and recent secondary school graduates, in and around 156 secondary schools in ten districts. In Zambia 7,898 primary school students (4,239 intervention and 3,659 comparison, 3912 girls and 3986 boys) were sampled as well as 6,255 stakeholder representatives, in three districts from 140 primary

schools. In Zimbabwe 12,001 secondary school students (6,339 intervention and 5662 comparison, 6465 girls and 5336 boys) participated as well as 6,255 stakeholder representatives, from 156 secondary schools in twelve districts.

For all three countries the official figures given to develop the school sample size (as in the MEL framework) were higher than the actual attendance numbers found at the schools when enumerators arrived. This was explained by absenteeism on the day of the survey (for different reasons such as sickness or involvement in seasonal work), and dropouts not yet recorded in official data. Where there were other children of the same grade, enumerators sampled those but in the majority of cases this was not possible.

Learning Outcome Findings

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). In addition, girls in Grades 5 in Zambia also completed an Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA). As they are currently still in primary school, the children in the Zambian sample were not expected to gain high scores in the SeGRA and SEGMA tests but taking them at baseline provides a starting point for monitoring progress.

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 but where there was a difference, those in the comparison schools more usually outperformed those in intervention schools. The tables below set out the summary results (means) for marginalised and less marginalised girls and boys.

Overall Aggregate scores

Tanzania

	Female				**Male**				**All Students**
	Form 2		Form 4		Form 2		Form 4		
Sample Size	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	
Intervention									
Literacy (SeGRA)	25.5	31.1	34.4	39.2	28.6	34.0	40.3	44.5	34.2
Numeracy (SeGMA)	12.0	15.0	15.1	18.5	14.9	17.8	20.6	23.0	16.9
Comparison									
Literacy (SeGRA)	25.7	28.1	37.4	39.7	29.8	31.0	42.2	45.2	34.0
Numeracy (SeGMA)	12.1	13.9	16.5	16.8	15.0	16.6	19.6	21.5	16.2
Overall	**18.8**	**22.0**	**25.7**	**28.6**	**22.1**	**24.8**	**30.7**	**33.6**	**25.3**

Zambia[2]

	Girls				**Boys**				**All Students (girls only)**
	Grade 5		Grade 7		Grade 5		Grade 7		
Sample Size	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Marginalis	Less margin-alised	Marginalis	Less margin-alised	
Intervention									
Literacy (EGRA & SeGRA)	31.5	43.3	41.0	52.2	-	-	-	-	38.3

[2] Boys in Zambia did not write EGMA and EGRA due to the high cost and time needed to administer these tests. Boys only attempted the first subtasks for SEGMA and SEGRA.

Numeracy (EGMA & SeGMA)	59.9	65.3	66.5	74.5	-	-	-	-	64.0
Comparison									
Literacy (EGRA & SeGRA)	32.1	33.3	43.3	52.1	-	-	-	-	37.53
Numeracy (EGMA & SeGMA)	62.3	65.4	71.9	78.2	-	-	-	-	66.96
Overall	47.3	52.1	55.1	64.7	-	-	-	-	52.0

Zimbabwe

	Girls				Boys				All Students
	Form 2		Form 4		Form 2		Form 4		
Sample Size	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	
Intervention									
Literacy (SeGRA)	22.3	30.2	37.2	44.3	21.0	27.0	37.0	40.8	32.5
Numeracy (SeGMA)	10.7	16.3	21.5	27.8	12.7	16.3	27.5	32.0	20.4
Comparison									
Literacy (SeGRA)	22.6	30.7	38.3	45.3	18.8	27.2	31.9	39.0	31.3
Numeracy (SeGMA)	10.4	15.6	24.0	26.8	10.5	15.9	24.4	25.8	18.6
Overall	**16.4**	**23.1**	**30.1**	**36.0**	**15.7**	**21.6**	**30.2**	**34.6**	**25.7**

Barriers to girls learning

The most cited barriers to regular attendance at school across all countries relate to poverty, distance to school, chores at home, teenage pregnancy, forced early marriage and seasonal farming activities. Distance to school and hunger was 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 female teachers, teachers' irregular attendance and teachers' gender discrimination, stereotypical attitudes and 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, an 'unfriendly environment', not conducive to learning or the needs of girls, was reported as having a negative impact on girls' learning.

Sexual abuse and violence in school and on the way to school, including physical punishment by teachers and sexual teasing and harassment by boys and sometimes by teachers, 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 the focus needs to be re-invigorated under GEC-T.

Transition Outcome Findings

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 for Tanzania are: Intervention 82%, comparison 91%; while for Zambia they are: intervention, 67% comparison, 70%; and for Zimbabwe they are: intervention 88%, comparison 86%.

Sustainability Outcome Findings

The Fund Manager's Sustainability Scorecard aims to measure the key characteristics of sustainability at a given point. The evaluator assesses the extent to which the project is achieving its sustainability indicators

for *Community, School* and *Systems* levels at baseline, midline and endline. 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). At baseline the project has scored a 2 (Emergent) for each of the sustainability indicators and therefore an overall score of 2. This indicates that there is some evidence of changed behaviour and support for girls' education in communities, project schools and improved capacity of local officials to support girls' education.

Marginality Analysis

Camfed's marginality tool that was developed for the GEC 1 evaluation identifies 20 scenarios that establish whether or not a girl is classified as marginalised. The majority of girls classified as marginalised fell into seven of the 20 scenarios: parents' inability to pay fees; inability to have regular meals at home; low income; high chore or care burden; unfair treatment by guardians; and the need to work to earn money. Using this criteria, 43% of girls in intervention districts in Tanzania were marginalised, 87% of girls in Zambia and 53% in Zimbabwe.

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 attendance was higher for marginalised girls in intervention schools than in comparison schools in Zambia but lower in Tanzania.

	Form 2/Grade 5 (Zambia)		**Form 4/Grade 7 (Zambia)**		**Overall Mean**	
	Intervention	Comparison	Intervention	Comparison	Intervention	Comparison
Tanzania Form 2 and 4	40%	50%	51%	52%	44%	51%
Zimbabwe Form 2 and 4	77%	77%	87%	84%	81%	80%
Zambia Grade 5 and 7	37%	20%	34%	19%	36%	20%

Economic Empowerment

Interviews that were carried out in all countries with girls, parents and guardians, teachers and community leaders revealed that the provision of financial and material support by Camfed played a critical role in uplifting the lives of girls in regards to education. Camfed bursaries have been valuable in helping girls to attend and complete school and provide a powerful foundation for economic empowerment. Camfed bursary students and CAMA members 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.

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 countries 75% of marginalised girls responded positively to questions relating to *Learning to Learn;* 83% of marginalised girls responded positively to questions relating to *Learning for Life*; and 64% 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. In all three countries marginalised girls appeared

confident to speak out in interviews and were motivated to do well in school. In Tanzania and Zambia 90% of marginalised girls and above stated they wanted to do well in school whereas in Zimbabwe this was a little lower at 78%.

Under GEC1, marginalised girls in Tanzania and Zimbabwe had already benefitted from the *My Better World* (MBW) programme, which was reported as having a positive impact on the life skills of marginalised girls. School and community stakeholders reported a notable difference in confidence levels and behavioural change amongst girls after they had participated on the course. The MBW programme will be supplemented with more content on sexual and reproductive health under GEC-T.

Quality of Teaching

In all three countries many stakeholders felt that the majority of teachers did their best in difficult circumstances. 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 in Zimbabwe and Zambia. 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 teachers 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 Information Communication Technology (ICT) in mathematics, but when probed they said the main method is by lecture.

In the rural areas of all three countries, a shortage of qualified teachers presents a significant challenge; many of the schools visited reported a lack of science and mathematics teachers. Moreover a shortage of female teachers in almost all rural schools was also noted as a problem by many girls. Such a shortage means that there are a limited number of role models for girls; the girls have no one appropriate to discuss personal issues with and there is no critical mass of female teachers to influence issues such as sexual abuse and harassment from a female perspective. This was a key motivation for Camfed establishing its Learner Guide programme in Tanzania and Zimbabwe under GEC 1.

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. 40% of marginalised girls stated that they know whom to turn to in order to report cases of abuse and feel confident that their report will be acted upon. Marginalised girls, CAMA members and some parents identified corporal punishment in class as one of the key barriers preventing girls' regular attendance. While there was some evidence of it in all three countries, it was reported as particularly prevalent in Tanzania.

1. Background

1.1 Introduction to the External Evaluator

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 GEC-T 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 four 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 an 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 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 80s/90s. At that time the organisation was one of four or five leading agencies (including IDS, Reading and IIED) in UK conducting participatory appraisals and training others in the use of PRA/PLA ((including SSIs and FGDs) to Diploma and Masters degree learners and thousands of community development and 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 and Zimbabwe. 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**; 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 (KABP) surveys, impact and vulnerability assessments and baseline surveys for various organisations including UNICEF, Irish Aid, International Organisation for Migration (IOM), 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, 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 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 is Mary Surridge. Initially her primary role was a strategic one with responsibility for providing quality assurance of the entire assignment outputs. However, after the resignation of the Project Manager from CIDT in December 2017, Mary undertook the dual responsibility of both Project Manager and Project Director for this project.

Mary has over 26 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 is an experienced project and programme manager and team leader and as **Project Director** provides a holistic and important cohesive role in this assignment**.**

Mary has been conducting qualitative research, including the design and implementation of SSIs and FGDs since 1985, beginning with a study into disability and employment in Birmingham, UK and in international development contexts since 1991. For four years she was Course Director for the MSc. in Education and Training for Development for four years and for the Overseas Technical Teachers and Trainers Award for five years. She has since worked in 36 different countries, often involving the use of qualitative methodologies in programme implementation and MEL. Before working internationally Mary was a teacher, teacher trainer and education manager in UK. She also began working with women's empowerment and women's leadership groups in the1980s.

Since joining CIDT in 1991 she has been an education, gender and social inclusion specialist working across sectors, including education, health, social protection, climate change, HIV/AIDS, forestry and agriculture. For 10 years she was a member of a CIDT team, training DFID, UNESCO, ADB, AfDB and the African Union and INGO staff in strategic planning and Programme and Project Cycle Management/ Managing for Development Results.

Until the completion of the data collection phase at the end of 2017, when she resigned from CIDT, **Lilla Oliver** undertook the position of **Project Manager** ensuring that work plan activities were completed in

an effective and efficient manner and oversaw the contract on a day-to-day basis, serving as the main point of contact for Camfed for this assignment. Lilla resigned from CIDT at the end of 2017. Lilla has worked as an educationalist for more than 25 years; has been actively involved in the monitoring and evaluation of good practice within education institutions and has successfully supported curriculum review and implementation including in Zambia. Lilla has wide experience of using data analysis to reform agendas in both primary and secondary schools. In her role at CIDT, Lilla both managed and evaluated large-scale education and gender -related projects and programmes.

The Social Development and Gender Specialist. Rufsana Begum has professional experience in leading mixed methods research, monitoring and evaluation, conducting gender assessments of development programmes and policies and gender analysis. Rufsana has particular expertise in crosscutting themes of gender justice, social inclusion, poverty reduction, conflict and peace-building. She brings 9 years' experience focused on gender programming and monitoring and evaluation in in South Asia, and Africa. As a consultant at CIDT, Rufsana is currently involved in a variety of activities that include engaging stakeholders in gender issues, designing and delivering gender-related training, conducting gender assessments of development programmes and policies, supporting clients to develop services that meet the specific needs of girls and women and conducting gender analysis research.

Rufsana also develops and incorporates gender analysis tools, gender monitoring and evaluation and learning activities across various projects in CIDT, including the 'EU Citizens Voice for Change Congo Basin Forest Monitoring Programme.' She has recently led a Final Evaluation in Ghana for a DFID funded Extending Support to Girls in Secondary Education which also examined the impact of community and advocacy efforts on girls' sexual and health rights. She has deep understanding of *what works* when it comes to empowering girls in developing and fragile contexts and experience of working on programmes for adolescent girls and on domestic abuse issues.

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 managed and oversaw the data cleaning and management of the quantitative data to ensure that CIDT maintained the 'independent nature' of the Baseline evaluation. CIDT and Tendayi gained access to the data collected by the enumerators at the earliest opportunity and then conducted all the early data entry, cleaning and analysis.

Deputy Head and Thematic Manager of CIDT, Rachel Roland managed the contractual arrangements for this project and ensured that all of CIDTs and the University of Wolverhampton contractual and financial regulations were adhered to throughout this Baseline Survey.

In CIDT the thematic areas are divided between two deputy managers. Education falls under the responsibility of Rachel Roland as a Deputy Manager. This means that for all projects that CIDT undertakes that fall under the thematic areas of Education and or gender and social inclusion (such as this Camfed GEC-T Project) Rachel has the overarching responsibility as Deputy Head of CIDT for managing the contract and financial controls and regulations as stipulated by the University. Rachel has worked at CIDT since 1995.

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) has been 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[3].

Camfed and the GEC-T Programme

Supported by a GEC-T grant of £27,818,554, over a period of four years and nine months, Camfed's GEC-T project builds on lessons learnt from the GEC 1 programme and from Camfed's 25 years' experience of delivering programmes in support of girls' education in sub-Saharan Africa. The project will support girls who were beneficiaries of the GEC1 project to continue to progress from primary to secondary, through secondary school, and assist them to transition successfully from school to tertiary education or into a secure and fulfilling livelihood. Further detail of the project can be found in Section 1.2.

The Context

The project intends to reach many rural areas in each country. While there are differences between and within countries, there are also common challenges. Poverty is a major barrier to girls' education in all three countries and intersects with discriminatory gendered social norms, location, and a range of other contextual factors to result in multifaceted barriers to girls' access to, and achievement in education. Girls are particularly vulnerable during transitions from one stage of education to the next and from school into adulthood[4]. These complex barriers increase as girls reach adolescence and are compounded by expectations of early marriage, sexual and physical exploitation, violence and additional financial burdens in secondary school. Moreover girls face the added obstacle of being at higher risk of abuse as they move further into adolescence.

While the main barrier to accessing education for girls may be identified by many stakeholders as a practical one of lack of finance and distance, the challenge is often more complex and strategic because of the need to transform gendered social norms in order to achieve sustainable change.

In the most rural areas of all three countries gender roles are well defined and women are often expected to perform unpaid domestic labour rather than work for an income, which limits their independence. Girls are more likely to be impoverished, denied education, malnourished, used as unpaid domestic labour and be in danger of physical violence. In many rural communities boy-preference for education persists. Distance to school and potential harassment on the journey is a critical barrier for girls[5]. In rural schools in all three countries the majority of teachers are male and there are few positive female role models. Moreover there are few if any young women who have completed education through to tertiary level to act as role models for other girls. Some religious beliefs also restrict opportunities for girls because marriage is deemed to be more important than education.[6]

While there are no fees for primary education in all three countries, the school fees for secondary schooling in Zambia and Zimbabwe pose a major barrier, alongside an increase in indirect essential costs such as materials, transport, uniform and safe accommodation. In Tanzania, the 2015 implementation of the national *Education and Training Policy 2014* removed fees and other direct contributions at secondary level, but the indirect essential costs remain a barrier. Under-resourcing, lack of trained teachers and teacher absenteeism are challenges shared by the rural schools across the three countries, and are

[3] https://www.gov.uk/international-development-funding/girls-education-challenge#overview

[4] Camfed Endline Qualitative Study, Nov 2016

[5] Camfed/CIDT (2016) *Endline Qualitative Study of Camfed's Girls' Education Step-Change Window*

[6] ibid

exacerbated by a language of instruction that is usually a second or third language. Target districts have high rates of drop out, especially for girls and often related to early pregnancy and early or forced marriage.

Additional Tanzanian 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, suffer from low food availability and poor nutrition practices.

The 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 possibilities for financial support from parents, Faith Based Organisations or other sources. However, since the waiving of fees the secondary schools are receiving capitation grants from the Ministry of Education, Science and Technology 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. 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 often

[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
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

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.

However, although there is no re-entry policy for girls who drop out due to pregnancy, the Ministry Education, Science and Technology is now recognising alternative learning pathways which help girls to return back to the learning system (although not school) through qualifying tests and resitting exams and resitting exams.[17] For more details on these programs please visit the link https://www.necta.go.tz/qt.

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 has a greater negative impact on girls than boys attendance at school. [19]

Additional Zambian Context

Zambia is one of the poorest countries in the world; while the CSO 2015 Living Conditions Monitoring Report states that poverty levels in Zambia had dropped from 60.5% to 54.4% with 64% of the this 54.4% of the population living on less than $1.25 per day. Some 15% of the adult population has HIV/AIDS and an estimated 1.1 million children are orphans. Zambia also currently has the largest population of young people in its history, with 52.5 per cent aged below 18 years. 77% of adolescent girls from extremely poor households are enrolled in schools compared with 80% from moderately poor and 88% from non-poor households[20].

Zambia has achieved remarkable progress in improving access and equity in education, and provides close to universal education at primary level.[21] Free basic education (FBE) was introduced in 2002, through the Basic Educational Sub-Sector Investment Programme (BESSIP) leading to increased access to basic education, improved infrastructure, and enhanced equity at primary level. The Government's current education strategy is to expand investment to develop upper secondary education, technical education, vocational and entrepreneurship training (TEVET), and higher education.[22]

In order to increase participation of girls, the Zambian government introduced a Re-entry Policy In 1997 which requires all schools to re-admit girls. However, implementation of the policy varied from school to school and initially, the policy was not widely known or understood, so the Zambian government developed implementation guidelines in 2012. In Zambia the issue of teen pregnancy and child marriage has multidimensional drivers:

1. Poverty: Legally girls are well covered by policies acts of parliament and international agreements, against early marriage and early pregnancy which falls under the (Anti GBV Act,

[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.
[18] Camfed (2017) Tanzania Gender Analysis Report
[19] Ibid
[20] CSO (2015) Living Conditions Monitoring Report
[21] UNESCO (2016).Zambia Education Policy Review: Paving the Way for SDG 4 – Education 2030
[22] Ibid

Education Act of 2011-reviewed in 2016, CRC). However, customarily, girls are viewed by less affluent families as wealth assets to benefit from through 'lobola' i.e. bringing in a male in the family to look after an aging grandmother. Secondly, issues of birth certification or lack of it compromise legal processes and parents/guardians' testimony of the girl's age can and does tend to derail the good intentions of stiffer punishment for perpetrators.

2. The re-entry policy does not respond to the social economic factors of the girls that fall victim to pregnancy. The girl can come back to school but most girls fail to do this because there is no one they can leave their babies with and those that return can only do so once the baby is old enough to be looked after by a third party. The impact of this is that tracking re-entries becomes distorted by the MoGE since the year of re-entry may not match the number of dropouts for the particular year.

3. Distance to school: This is a major issue for girls in rural areas as they are forced to live close to the school often in unsupervised rented places and in the process fall prey to pregnancy and marriage.

The Government is trying to address this by building more schools but this a long-term strategy. Camfed is working with MSGs and CAMA to provide the supervision that is required and through assisting with food to avoid weekly commutes to fetch food supplies.

The Zambian Revised National Curriculum provides for dual pathways for learners. The academic and the practical subject pathways. There are dedicated vocational and skills training centres as well as secondary schools where the dual pathways are offered. In these institutions learners take two examinations at Grade 9 and at Grade 12, which would enable them to qualify for a skills certificate on completion of the academic cycle. There are in addition, Technical Education, Vocational and Entrepreneurship Training (TEVET) institutions under the Ministry of higher education which offer high level professional qualifications e.g. in nursing teaching, medical and engineering. The TEVET institutions play a vital role in augmenting the number of qualified students as the majority of learners cannot access university education upon completion. The Ministry of Youth and Sport has a number of Vocational and Skills Training Centres where it offers practical courses to youths. Most TEVETS and Skills Training Centres are heavily subsidised by the government to make them affordable, though due to levels of poverty even the minimal fees are not affordable for most students. The government is planning to extend the student loan facility to these institutions.

In spite of the improvements, challenges are still prevalent. For example, huge challenges remain in terms of education quality, relevance and equity, as well as in the effectiveness and efficiency of educational service delivery. The transition rate to upper secondary education has fallen steeply, from 50 per cent in 2007 to 37 per cent in 2014. The dropout rates are significantly higher for orphans and vulnerable children (OVCs), students from poorer families, and those attending schools in rural areas. Student performances in national examinations, and national and international large-scale assessments, are well below expectations and performance in Zambian schools remains below the minimum standards established by the Ministry of General Education (MoGE). Weak policy implementation, combined with inadequate funding, has undermined the effectiveness and efficiency of education service delivery in Zambia, especially in rural areas.

Additional Zimbabwean Context

The economic and social context of Zimbabwe is slowly recovering following a decade-long crisis, worsened by three or four years of persistent drought and floods, which left over four million people food insecure, the majority of whom are women and girls. However, the recovery has yet to reach many of the rural communities in which Camfed works and extreme poverty and hunger persist. For example, both

the midline report[23] and the endline qualitative study[24] for Camfed GEC highlight how 60% of marginalised girls surveyed report experiencing hunger on some or most days and Head teachers describe how being hungry poses great challenges for girls in terms of concentration and memory. Under 18s – who make up close to half of Zimbabwe's population (around 8 million[25]) – and girls in particular, have felt the brunt of the impact of this difficult period in Zimbabwe's history and those living in rural areas, most acutely of all, particularly as traditional and government safety nets have also been severely weakened.

Formal employment is rare for the parents of marginalised girls in rural areas, and with crops failing due to the drought the majority of parents are unable to pay school fees. Food shortages are a common occurrence and the volume of family, community and government support available for needy children has been severely reduced. For example the government's Basic Education Assistance Module (BEAM) which supports vulnerable children at primary and early secondary school has diminished and now provides minimal support. While primary school is fee-free, schools are allowed to charge levies, which lead to a significant level of drop-out before students reach secondary school.

Most TVET courses in Zimbabwe are offered by Polytechnic Colleges and Universities. Under-resourced schools in rural areas are not able to offer TVET subjects and this often leads to the exclusion of learners graduating from those schools. However, many rural schools do offer arts and as such provide at least one post school pathway for girls. University fees have increased by almost 50% over the last few years and this limits the number of young women who can access university even if they qualify. In the absence of government scholarships, many are excluded.

While gender equality is gradually improving in parts of the Zimbabwe, in rural areas, gendered social norms that subordinate women and girls, persist, often resulting in harmful practices to women and girls[26]. For example many girls have to undertake labour-intensive work before and after school, may be subjected to child marriage and are at risk of gender-based violence. Approximately half of under-nineteen year old girls have already had their first child[27]. The Camfed GEC1 Midline survey[28] showed that 37% of girls surveyed expected to drop out before Form 4 as opposed to 12% of boys. Lack of fees, child marriage and adolescent pregnancy are cited by the survey as a major reason why girls drop out of school.

There is a Government policy on re-entry for girls who become pregnant. The challenge is on its full implementation as well as the capacity of schools and the practitioners to accommodate and meet the needs of such learners. There is a need for continued capacity building for schools to embrace such students because the reality is that they return to the same school they previously attended and the policy suggests they are enrolled in the next school. Given the distances between many disadvantaged communities and schools, pregnant girls often do not have a choice on which school to re-enrol. They, end up re-enrolling in the same schools, and often face issues of and stigmatisation.

The UNICEF *State of the Worlds' Children* Zimbabwe profile[29] finds that child marriage predominantly affects girls who live in poverty and in rural areas; girls from the poorest 20% of households are more likely to be married/in union before age 18 than girls from the richest 20% of households.

For many girls in Zimbabwe, especially those from rural poor communities, gendered social norms are discriminatory and unsupportive. In general, the situation is worse for girls belonging to the sect of the Apostolic church. This sect is particularly present in the districts - Buhera, Guruve and Mbire. To try to address this Camfed community structures i.e. Mother Support Groups and CAMA members belonging to the sect have been challenging and encouraging each other to prioritise education of their children. In

[23] Camfed/SQW (2016) *A New Equilibrium for Girls: Midline Evaluation Report*
[24] Camfed/CIDT (2016) *Endline Qualitative Study of Camfed's Girls' Education Step-Change Window*
[25] UNICEF Statistics: Zimbabwe (2016): http://www.unicef.org/infobycountry/zimbabwe_statistics.html#89
[26] World Bank (2012) *World Development Report: Gender Equality and Development*
[27] UNICEF (2016) The *State of the World's Children: 2016: a Fair Chance for Every Child*
[28] Camfed/SQW (2016) *A New Equilibrium for Girls: Midline Evaluation Report*
[29] UNICEF (2016) The *State of the World's Children: 2016: a Fair Chance for Every Child*

such communities the MSGs have been acting as role models giving examples of good practice and CAMA members who are from the same sect have been role modelling what is possible to younger girls. Buhera district has been leading the way by sending its own girls to tertiary education. One of their own girls from the Apostolic sect, who was among the first young women to get a scholarship to attend tertiary, has been a source of inspiration and motivation. She has returned to her community and has visited schools, encouraging young girls to pursue their education. In GEC-T Camfed intends to prioritise strengthening of these key community stakeholder groups to continue raising awareness and be role models for girls in the most affected districts and areas.

1.3 Project Theory of Change and Assumptions

Building on the lessons learned from previous Camfed programmes and from the implementation of GEC1, including evidence from midline and endline evaluations on what works to achieve learning outcomes, the project's ToC makes three core hypotheses:

(1) Improvements in literacy and numeracy will result from an improved teaching and learning environment

Camfed's objective in terms of the quality of teaching and classroom practice is to achieve an enabling learning environment for marginalised girls, with a focus on (i) active teaching and learning approaches in the classroom and (ii) learning materials provided by Camfed. The project's Theory of Change holds that under-resourced schools and teaching approaches which are often teacher-centred and rote-learning-based restrict girls' learning, and that turning around some of these issues will improve their outcomes.

(2) Improvements in girls' transition rates will result from their increased retention and attendance at school

Camfed's hypothesis is that financial support, increased safety, improved life skills and an enabling learning environment will increase attendance, improve learning and reduce dropout and that this in turn will improve girls' transition rates through secondary school and into a productive livelihood or further training.

(3) Sustainability is premised on identifying what works, 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 GEC alumnae.

Camfed has significant experience of working with district and national stakeholders from a range of ministries to instigate and support changes that lead to greater support for girls' education. Moreover the focus on supporting and building on the CAMA alumnae network and the encouragement for Camfed beneficiaries to 'give back' and support other girls in their community, will help to create sustainable change, transform attitudes and increase support for girls' education in rural communities.

Assumptions

The assumptions on which the ToC is based include the following:

- Approaches and resources that have worked to improve girls' learning in other Camfed projects will continue to work for girls as they transition further through school and into a livelihood
- Provision of the financial and material support needed to attend secondary school increases girls' attendance
- Introduction of Learner Guides and/or relevant learning resources increase girls' engagement
- Close collaboration with education management structures fosters adoption of new practice
- Communities are willing to come together in support of girls' education
- Young women are willing to participate in supporting the learning and retention of other girls and young women
- Teachers and Head Teachers welcome additional training and support and take on new approaches.

Theory of Change (ToC) Diagram

The current Camfed ToC (see below) shows a hierarchy of objectives, as in an older logframe style, but it does not currently show the complexity, detail and linkages of the 'missing middle'. The Camfed teams have been successfully implementing their core model for many years and it has been proven to work well, especially in relation to empowering a cohort of young women to attend school and, for many, to transition into a productive life in which they 'give back' to other girls and young women in their communities. However, there remains a need for Camfed staff to continually question and reflect on the programme and to seek improvements. For example, not all Camfed supported girls and young women are able to remain and succeed in school, or to transition well. Providing support to the same schools and cohort in GEC-T, as were funded under GEC SCW, provides an opportunity for Camfed to go the extra mile to reach the hardest to reach and develop mechanisms that ensure that all young girls to transition well and become role models in their communities. Reviewing in greater depth the linkages between inputs, outputs, intermediate outcomes and outcomes – exactly how these things synergise to create the desired results – may reveal some gaps that need closing, some opportunities to introduce some new activities (especially to reach the harder to reach, including girls living with disabilities) and the need to more to directly address gender inequality.

Two of the assumptions on which the TOC is premised need particular attention. The first is that communities will come together in support of girls education. While some members of communities do come together to support girls education, mostly through CAMA members, school based committees and parent support groups, this is but a small segment of the community. Interviews with such group members during the baseline, especially CAMA members, show that more direct action from Camfed, perhaps through community leaders, would have a stronger, more sustainable effect.

The second assumption that needs thinking through is related to: "Teachers and Head Teachers welcome additional training and support and take on new approaches". The baseline EGRA, EGMA, SeGRA and SeGMA results are very poor, indicating the need for improved teaching practices, especially for children who have multiple challenges. The programme as it stands provides training for Teacher Mentors and Learner Guides but not directly for teachers. The additional materials will help but establishing district centres for peer to peer support is based on a further assumption that teachers will be willing to attend. The external evaluator believes that Camfed is already considering this issue and may have found a way of addressing this.

It is recommended that the Camfed implementation teams works together to develop a more detailed ToC and in that process reflect more deeply on the linkages between activities, outputs and outcomes and on the assumptions that underpin the project.

Outcomes	Learning	Transition	Sustainability	Assumptions
Intermediate Outcomes	• Improved quality and availability of teaching and learning resources • Improved attitudes to learning among marginalised girls	• Improved school attendance by marginalised girls • A safer learning environment for girls • Increased retention in school of marginalised girls	• Sustainable improvements in learning, and pathways/opportunities for their transition	• Introduction of Learner Guides and/or relevant learning resources increase girls' engagement • Close collaboration with education management structures fosters adoption of new practice • Communities willing to come together in support of girls' education
Outputs	• Girls benefit from targeted learning resources and literacy initiatives • Young women volunteer as Learner Guides in their schools and communities in support of marginalised children's education	• Girls transition from primary and continue to the completion of junior secondary school	• Robust, engaged, local capacity and collaboration in support of marginalised children's education	• Provision of the financial and material support needed to attend secondary school increases girls' attendance
Activities	• Distribution of low-cost study guides (developed with Tanzanian young people under GEC1) to support self-directed learning and English literacy acquisition • Delivery of life skills and learning support in schools by young women trained as Learner Guides • Whole-class literacy initiatives, including essay competitions and debates	• Target financial support to marginalised girls in the transition to/through secondary school • Mainstream SRH education in Learner Guide sessions in and out of school • Train dedicated Teacher Mentors in partner schools as a focal point for child protection • Train and support Head Teachers and school management in support of marginalised girls	• Embed use of data in school & community leadership to inform action for learning/transition • Collaborate with research partners to position emerging evidence for education managers and policymakers • Build capacity of local institutions, including school committees, to support girls' welfare and learning • Combine with existing GEC-T to share findings nationally/regionally and explore adoption of emerging good practice with government partners	• Approaches and resources that have worked to boost girls' learning in other districts in Tanzania under GEC1 will work for girls in new target districts • Young women are willing to participate in supporting girls' learning and retention • Teachers and Head Teachers welcome additional training and support and take on new approaches
Barriers	*Demand side:* • Direct and indirect costs of schooling • Limited aspirations of girls and young women and lack of successful, educated, female role models • Pressure to marry: high rates of early marriage		*Supply side:* • Poor quality of teaching and insufficient teaching staff; high levels of teacher absenteeism • Shortage of female teachers	

	• Early pregnancy; no return policy in place • Distance to school and risk of gender-based violence • Poverty of parents • Gendered social norms	• Insufficient preparation for English as language of instruction/examination • Narrow, irrelevant curricula • Lack of learning resources and non-conducive (and sometimes unsafe) learning environment • Push-out (lack of places) • Prejudicial policies towards pregnant students; no return policy in place • Low national examination pass rates • National budgets unlikely to fully subsidise post-primary education in the foreseeable future despite the removal of fees

GEC-T Objective

Camfed's objective of this GEC-T project is to:

'Unleash the ultimate virtuous cycle of girls' education in Tanzania, Zambia and Zimbabwe. It will enable a critical mass of marginalised girls to transition to, progress through and succeed to secondary school and create the bridge for them to transition from school to a secure and fulfilling livelihood. From this position, as GEC 'graduates' they will lead initiatives that support girls' education within their communities and join forces with district and national authorities to drive change at scale, resetting the context for future generations[30]'.

The project intends to take a gender transformative approach, directly and indirectly challenging gendered social norms and discrimination enabling a critical mass of marginalised girls to transition to, progress through and succeed at secondary school. Moreover, it will create a 'bridge' for girls to transition from school to future employment. The practical needs of beneficiaries will be met by the provision of 'school-going needs', while transformation of the discriminatory gendered social norms will be addressed through a range of strategies, including a wrap-around social support system for girls and young women to create an enabling environment for their development. Through the capacity-strengthening of all those involved in this support system, including community members, parent support groups, teachers, Teacher Mentors and district education officials, the programme will build a force for change that can challenge gender norms in communities and schools. As the young women transition from school and join the CAMA network, they will become part of this support system for other girls and young women.

Project Activities

Key project activities will include:

- Delivery of a relevant, broader life skills curriculum
- Low cost, targeted, self-study remedial literacy resources and study guides
- Technology to support literacy acquisition (e-readers and mobile apps)
- Support to teacher professional development, through resource centres and training
- Development and roll-out of tools to support continuous assessment in schools
- A responsive, needs-based financing mechanism to support girls to stay in school
- Mapping/supporting structured pathways to post-school training and further education
- A specially developed programme of transition and learning support for the post-school cohort, incorporating financial literacy, Sexual and Reproductive Health (SRH), and entrepreneurship, led by GEC graduates
- Access to financial services
- Continuing to build the capacity and reach of a dedicated network of local partners including

[30] Camfed's GEC-T MEL Framework 18th August 2017

- GEC alumnae 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.

A detailed list of project activities is provided in the table below, including in which of the three programme countries they will be delivered.

Activity ID	Activity description	Zambia	Zimbabwe	Tanzania
1.1	Marginalised girls receive targeted/individualised support to enrol in and progress through junior secondary school	✓	✓	✓
1.2	School-level Safety Net Funds enable marginalised girls in upper grades at 148 primary schools to complete primary education and make the transition to secondary	✓		
2.1	Marginalised girls receive targeted/individualised support to complete upper secondary school and achieve A-level qualifications	✓	✓	✓
2.2	Young women GEC school graduates receive a targeted package of support to enrol in and complete vocational training courses		✓	✓
2.3	Young women GEC school graduates receive a targeted package of support to enrol in and complete tertiary education courses		✓	✓
2.4	Young women CAMA Leaders and GEC Learner Guides selected as Core Trainers, to oversee Learner Guides supporting learning and transition for the GEC cohort	✓		
2.5	CAMA Leaders and Core Trainers trained as Core Trainers, to train and support young women (including GEC graduates) as Learner Guides supporting learning and transition for the GEC cohort at school	✓	✓	✓
2.6	Young women school leavers (including GEC graduates) trained as Learner Guides (Transition focus), to provide regular support including a bespoke Transition Curriculum to the GEC cohort in the critical post-school transition		✓	✓
2.7	Ongoing support and capacity building to young women (including GEC graduates) volunteering as Learner Guides	✓	✓	✓
2.8	Learner Guides (Transition focus) deliver a specially developed Transition Curriculum to GEC cohort school leavers		✓	✓
2.9	Young women access financial services to support start-up and expansion of entrepreneurial businesses		✓	✓
3.1	District centres established as learning resource hubs for teachers and Learner Guides	✓	✓	✓
3.2	Adaptation of 'Learning to Learn in English' study guide [Zambia and Zimbabwe only]	✓	✓	
3.3	Adaptation of 'My Better World' curriculum to support the primary-secondary transition [Zambia only]	✓		
3.4	Printing and distribution of 'Learning to Learn in English', 'My Better World', and learning corner resources	✓	✓	✓
3.5	Young women (including GEC graduates) recruited and trained as volunteer Learner Guides to work with GEC cohort girls in school on learning and life skills	✓	✓	✓
3.6	Learner Guides volunteer weekly in schools, delivering 'My Better World' life skills curriculum to support girls' learning and transition	✓	✓	✓
3.7	Young women (including GEC graduates) recruited and trained as Learner Guides (literacy focus) alongside teachers, using e-readers to support literacy acquisition among the in-school GEC cohort [Tanzania only]			✓
3.8	25 schools in 1 district provided with class sets of e-readers pre-loaded with textbooks and relevant supplementary reading material [Tanzania only]			✓

3.9	(Literacy) Learner Guides use e-readers during weekly sessions with girls in school			✓
3.10	Teacher Mentors trained to integrate active learning approaches into the classroom	✓	✓	✓
3.11	Core Trainers working as BTEC Assessors monitor and assess the work of GEC graduates volunteering as Learner Guides and Transition Guides through classroom observation	✓	✓	✓
3.12	Young women GEC graduates access bespoke literacy and learning app, including curated resources to support building entrepreneurship, financial literacy, and study skills		✓	✓

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 and Learner Guides in active learning approaches	**IO 4 Quality of teaching/classroom practice** Teacher Mentors and Learner Guides 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.
Learning support	Delivery of life skills and learning support in schools by Learner Guides	**IO 3 Life skills** Girls have improved self-esteem, self-efficacy and self-confidence which impact on their school attendance and performance. 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	**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 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 Learner Guides	**IO 4 Quality of teaching/classroom practice** Teacher Mentors and Learner Guides are equipped to implement active learning practices e.g. establish district centres as hubs for teacher and Learner Guide development, peer support, and in-service training	**Learning Outcome** Learning resource hubs address resource gaps and provide opportunities and resources for teachers and Learner Guides 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 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 Learner Guides in schools	**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 Learner Guide and Teacher Mentors 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.
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 Learner Guides 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	Learner Guides and Transition Guides achieve BTEC qualifications	**IO2 Economic empowerment** Learner Guides who achieve the BTEC qualification are better able to progress to a secure and productive young adulthood.	**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 being a Learner Guide. BTEC qualification empowers young women to successfully transition into

		E.g. the BTEC qualification opens opportunities to transition to formal teaching or other employment, and to become a network of powerful role models	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 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. This facilitates their learning in all subjects and improves their ability to write their national summative exams, which are in English.
Teaching inputs	Provide e-readers to schools (selected (pilot) schools in Tanzania only)	**IO 4 Quality of teaching/classroom practice** Students and teachers have access to quality learning materials for use in the classroom, in particular for English literacy e.g. teachers and Learner Guides in selected pilot schools in Tanzania trained to use e-readers to support learning in the classroom, including to access curated supplementary resources in both English and Kiswahili	**Learning Outcome** The provision of e-readers will increase the availability of learning resources, particularly for English literacy classes, for the benefit of students and teachers, particularly in poorly resourced schools. The approach will help fill resource gaps, address low literacy and increase student engagement, including as a result of the use of technology itself, leading to improved learning outcomes.
Teaching inputs	Integrate 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. Formative class-based continuous assessment strategies developed. Teachers trained in class-based continuous assessment. Students actively engaged in performance level target setting.	**Learning Outcome** Continuous assessment helps teachers and Learner Guides 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 girls 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	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 Head teachers 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' welfare and learning	**IO1 Attendance, IO2 Economic empowerment, IO4 Quality of teaching/classroom practice & IO5 School-related gender-based violence** Local institutions are trained and supported to identify the needs and support girls' welfare and learning e.g. training for Community Development Committees, School Management Committees and Parent Support Groups	**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 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 Learner Guide 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 National Advisory Committee in each programme country	**Sustainability Outcome** Through the GEC National Advisory Committees (NACs), Camfed shares findings with key stakeholders and advocates for embedding proven strategies and tools within the education system.

1.4 Target beneficiary groups and beneficiary numbers

In total Camfed's GEC-T project will reach 269,389 direct female learning beneficiaries, including 88,061 in Tanzania, 8,749 in Zambia and 172,579 in Zimbabwe. These are the girls who were supported under Camfed's GEC SCW project (Tanzania and Zimbabwe) and IW project (Zambia), all of whom will continue to be supported by Camfed under GEC-T and are expected to achieve improved learning outcomes. These direct learning beneficiaries are described further for each country separately below.

Beneficiary numbers*

	Tanzania		Zambia		Zimbabwe		TOTAL	
	Direct	**Indirect**	**Direct**	**Indirect**	**Direct**	**Indirect**	**Direct**	**Indirect**
Number of in-school girls	45,568	51,032	8,749	31,951	81,584	171,317	135,901	254,300
Number of in-school boys	-	90,160	-	41,900	-	325,102	-	457,162
Number of post-school girls	42,493	-	-	-	90,995	-	133,488	-
						Total	**269,389**	**711,462**

*Please note that these numbers reflect the groups into which beneficiaries fall in 2017.

The table below shows the numbers of schools, districts and regions/provinces in which the project will be delivered. There are three differences from the numbers in the MEL Framework:

- in Zimbabwe the number of schools is 855 instead of 888, which was an error based on the number of Teacher Mentors present in the GEC1 project schools (normally 1 per school, but 2 in some larger schools).
- in Zambia, the number of schools is 217, as per the Sampling Framework, including 190 schools with primary grades and 116 schools with secondary grades (including 89 schools with both primary and secondary grades).
- Tanzania now has 15 partner districts, which differs from the MEL-F because Rufiji district split into two districts: Rujiji and Kibiti.

Project district and schools

	Tanzania***	Zambia**	Zimbabwe	TOTAL
Number of regions/provinces	4	1	8	13
Number of districts	15	3	24	42
Number of primary schools	0	190	0	178
Number of secondary schools	230	116	855	1,170

** Please note that there is overlap between primary and secondary school numbers for Zambia, as 89 primary schools host secondary Grades 8-9 on **the same campus.**

*** Please note that the number of districts in Tanzania has increased from 14 to 15 due to Rufiji district splitting into two districts (Rufiji and Kibiti)

Direct female learning beneficiaries in Tanzania

The 88,061 direct female learning beneficiaries in Tanzania comprise 45,568 girls who were in-school at the start of the GEC-T project (i.e. April 2017) and 42,493 girls/young women who had finished junior secondary education. These include 32,428 girls/women who received a full suite of project interventions under GEC1, including targeted financial and material support to overcome poverty-related barriers to access and remain in secondary school. Those who received targeted financial and material support were tracked individually by Camfed, while the full beneficiary population was calculated using enrolment data collected for each partner school applied to the Grades that benefitted from the academic support project interventions, together with the proportion estimated to be 'marginalised' taken from the cohort tracked through the GEC1 project.

At the time of the baseline survey (September 2017), the direct female learning beneficiaries in Tanzania ranged in age between 12 and 25, based on data extrapolated from the Form 2 tracked cohort, with a modal age of 18 and a mean of 18.0 years. Approximately one third were in each of the 16-17 (30.5%) and the 18-19 (32.4%) age brackets, while a quarter were aged 20 and over (24.8%). At the start of the GEC-T project, 15,554 were enrolled in secondary Form 2, 15,591 in Form 3 and 14,423 in Form 4. These girls were enrolled in 230 schools in 15 districts. Under GEC-T these in-school girls will benefit from learning and other interventions described in section 1.2, while a subset of 7,811 will receive targeted financial and material support to attend and remain in school. For those who have completed junior secondary school (including those who complete during the project), 3,780 will receive support to attend upper secondary school, vocational education or tertiary education, 45,568 are expected to receive transition support through the Post-School Life Skills Training Programme, while the full post-school cohort of direct beneficiaries will have access to learning materials via a bespoke mobile reading app.

Direct female learning beneficiaries in Zimbabwe

The 172,579 direct female learning beneficiaries in Zimbabwe comprise 81,583 girls who were in-school at the start of the GEC-T project (i.e. April 2017) and 90,995 girls/young women who had finished junior secondary education. These include 46,173 girls/women who received a full suite of project interventions under GEC1, including targeted financial and material support to overcome poverty-related barriers to access and remain in secondary school. As is the case in Tanzania, those who received targeted financial and material support were tracked individually by Camfed, while the full beneficiary population was calculated using enrolment data collected for each partner school applied to the Grades that benefitted from the academic support project interventions, together with the proportion estimated to be 'marginalised' taken from the cohort tracked through the GEC1 project.

At the time of the baseline survey (September 2017), the direct female learning beneficiaries in Zimbabwe ranged in age between 12 and 25, based on data extrapolated from the Form 2 tracked cohort, with a modal age of 17 and a mean of 17.9 years. Approximately one third were in the 16-17 age bracket (30.2%), with slightly smaller proportions in the 18-19 age bracket (27.6%) and the 20 and over age bracket (27.0%). At the start of the GEC-T project, 24,005 were enrolled in secondary Form 2, 27,886 in Form 3 and 29,693 in Form 4. These girls were enrolled in 855 schools in 24 districts. Under GEC-T these in-school girls will benefit from learning and other interventions described in section 1.2, while a subset of 17,612 will receive targeted financial and material support to attend and remain in school. For those who have completed junior secondary school (including those who complete during the project), 1,778 will receive support to attend upper secondary school, vocational education or tertiary education, 82,014 are expected to receive

transition support through the Post-School Life Skills Training Programme, while the full post-school cohort of direct beneficiaries will have access to learning materials via a bespoke mobile reading app.

Direct female learning beneficiaries in Zambia

The 8,749 direct female learning beneficiaries in Zambia comprise 6,148 girls who were enrolled in primary Grades at the start of the GEC-T project (i.e. April 2017) and 2,601 girls who were enrolled in secondary Grades. The beneficiary population was calculated using enrolment data collected for each partner school applied to the Grades that benefitted under the GEC1 project, together with the proportion estimated to be 'marginalised' taken from the cohort tracked through the GEC1 project. The rates of drop out, repetition and progression were also collected from each school for each Grade and applied to the beneficiary population to estimate the numbers enrolled in each Grade at the time of the start of the GEC-T project.

At the time of the baseline survey (September 2017), the direct female learning beneficiaries in Zambia ranged in age between 8 and 22, based on data extrapolated from the Grade 5 tracked cohort, with a modal age of 14 and a mean of 13.8 years. Approximately one third were in each of the 12-13 (33.8%) and the 14-15 (33.3%) age brackets. At the start of the GEC-T project, 2,255 were enrolled in primary Grade 5, 2,062 in primary Grade 6 and 1,831 in primary Grade 7, while 1,448 were enrolled in secondary Grade 8, 773 in secondary Grade 9 and 380 in secondary Grade 10. These girls were enrolled in 217 schools in 3 districts. Under GEC-T these girls will benefit from the interventions described in section 1.2, including receiving targeted financial and material support to attend and remain in secondary school.

In addition, the project will benefit 254,300 girls in a less direct way, comprising 51,032 in Tanzania, 31,951 in Zambia and 171,317 in Zimbabwe. These are the less marginalised girls who are – or will be before the endline – enrolled in a project school and so will benefit indirectly from activities aimed at achieving learning outcomes for marginalised girls. The project will also benefit 457,162 boys (90,160 in Tanzania, 41,900 in Zambia and 325,102 in Zimbabwe) who are – or will be before the endline – enrolled in an intervention school and so again will benefit indirectly from activities aimed at achieving learning outcomes for marginalised girls.

Other Stakeholder Beneficiaries

The project will also benefit a total of 20,779 teachers. In Zimbabwe, 13,741 teachers will be trained in active learning approaches, and 4,250 Learner Guides (MBW- and Transition-focus) will receive training for their role. In Zambia, 434 teachers will be trained in active learning approaches, and 400 Learner Guides (MBW-focus) will receive training for their role. In Tanzania, 50 teachers will be trained on e-readers for literacy support, 960 teachers will be trained in active learning approaches, and 978 Learner Guides (MBW-, Transition- and literacy-focus) will receive training for their role.

Finally the project will benefit a total of 3,692 other adult community members as follows in each of their specific roles:

- In Zimbabwe, 480 Community Development Committee (CDC) members and 360 CAMA leaders will receive training and capacity building.
- In Zambia, 72 Community Development Committee (CDC) members will receive training and capacity building.
- In Tanzania, 140 School Committee and Community Development Committee (CDC) members will receive training and capacity building, 120 Parent Support Group members will receive training in financial management and child protection, and 2,520 CAMA leaders will receive leadership and financial management training.

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 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 evaluator of the Camfed GEC-T Project, CIDT has sought to critically analyse the evidence from the Baseline Survey across all three countries 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[31].

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) will be selected from a sample of schools and districts and tracked longitudinally from the baseline to the midline (to take place in year 3, i.e. 2019) to the endline survey (to take place in year 5, i.e. 2021) for the measurement of learning and transition outcomes. Learning outcomes will be measured through a school-based survey, while transition outcomes will be 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 GEC-T 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 (Revised MEL Framework Sept 2017). 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 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 theory of change will also be explored through the evaluation:

1. Is the financial and material support provided to marginalised girls effective in improving retention in school? Which barriers is the support more and less able to overcome?
2. What is the longer term impact of education on girls' life outcomes beyond school? What pathways do they pursue? What barriers do they face? How successfully did the project address these barriers?
3. Is the Post-School Life Skills Training Programme and the support provided by the Transition Guides effective in improving young women school graduates' economic security following school completion?
4. Do the My Better World programme and the Post-School Life Skills Training Programme lead to increased self-esteem, self-efficacy and self-confidence for participant marginalised girls and young women? To what extent and in what ways are these associated with improved outcomes in terms of transition and learning?
5. To what extent do the interventions designed to create an enabling learning environment for marginalised girls, such as the provision of learning materials, training on active learning approaches and continuous assessment approaches, and the provision of resource centres for teachers and Learner Guides, contribute to improved learning outcomes?
6. 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? Are students safer and do they feel safer at school and on their journey to and from school?
7. 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?

The above second set of questions are extremely pertinent to the project. However, in relation to Question 1, 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 Teacher Mentors and Learner Guides, providing learning materials and a district resource centre is sufficient to improve the quality of teaching and learning and the results of marginalised girls remains a key question.

During GEC Step Change Window (SCW), in Zimbabwe and Tanzania, the project was able to provide each student above a certain grade with a set of study guides in English, Mathematics and Science and a copy of My Better World to keep as their own. For many, being trusted with and given books, especially when they may have never owned a book before, had a significant impact on their levels of self- esteem and confidence. It also enabled them to self- study and be less reliant on the teacher[32]. The EE understands that, in GEC-T, sets of books will be provided to schools, but not to individual students. It will be interesting to investigate the difference in effect/impact of the books in this GEC-T project compared to GEC SCW.

The baseline evaluation seeks to provide an evidence-base from which the project starts and begins its journey for the next 4.5 years. The baseline research was conducted in Tanzania, Zambia and Zimbabwe in a sample of intervention districts from 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 Secondary Grade Reading Assessment (GEC SeGRA) and a GEC Secondary Grade Mathematics Assessment (GEC SeGMA) that conform to the framework provided by the Fund Manager. Learning for girls enrolled in primary school in Zambia will be measured using the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA). Primary school girls also completed the first sub-task of SeGRA and SeGMA to ensure that the learning levels at the upper end of ability are measured adequately.

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 GEC-T 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 GEC-T 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.

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 theory of change 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 theory of change, 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.

[32] See CIDT (2017) Endline Qualitative study of Camfed's GEC STW

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 Theory of Change 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. 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 have left secondary school, 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 have left school. This intermediate outcome will be measured through the Fund Manager's Life Skills Index, Camfed's Attitudes to Learning Index (developed under 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) active teaching and learning approaches in the classroom for Teacher Mentors and Learner Guides 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, teacher mentors and Learner Guides, 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, Learner Guides 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, Head teachers and School-Based Committee members 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, Head teachers 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 outcomes can be found in in the MEL Framework.

Table 2: Outcomes for measurement

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 countries School primary (Zambia) and secondary (all countries)) and the Post-School Life Skills Training Programme	EGRA/EGMA (Zambia only) and SeGRA/SeGMA (all countries) learning assessment tools	EGRA/SeGRA/EGMA/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	All countries 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)	All countries School (Primary for Zambia only) (secondary for all countries) 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)	All countries School Household CAMA meetings and training sessions	Monitoring data collected by teacher mentors and submitted to Camfed's Programme Database. Household surveys,		Per evaluation point

Post-School (School graduates progress to a secure and productive young adulthood)		Interviews and focus group discussion with beneficiaries		
Intermediate outcome IO3: Life skills (Improved self-esteem, self-efficacy and self-confidence among marginalised girls)	All countries School (primary (Zambia) and secondary (all countries)) 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)	All countries School (secondary)	Surveys with teacher mentors and Learner Guides 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)	All countries School (secondary)	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

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 GEC-T MEL Guidance Part 2 (May 2017). The indicators against which sustainability will be measured are set out on Table 3 overleaf.

Table 3: Sustainability outcome for measurement

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 Learner Guides with increased visibility in their communities through, for example, representation on local decision-making bodies and school management committees, to be able to influence the support provided to marginalised girls	Community / School	Learner Guide survey; Interviews with Learner Guides; FGDs with community members	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.	Midline and endline
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.		FGDs with community leaders; interviews with Head teachers; stakeholder surveys; Survey of community members, including PSGs, about the level and nature of support (financial and in-kind) provided to marginalised children	FGDs will provide information on the mechanisms of the cost-share approach, and how communities ensure that the most marginalised girls are selected	
Indicator 3 - Number of additional girls benefitting through community & CAMA initiatives to attend school (such as providing money, food, toiletries, clothes, shoes, safe accommodation, or school supplies to children so they could attend school.		Interviews with supported girls; interviews with community/ CAMA members	Interviews with supported girls will provide an insight into the mechanisms and impact of this support	
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 Learner Guide 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 Learner Guides, Head teachers and CDC members Stakeholder/School survey; FGDs with Head teachers	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 - Learner Guide programme [or components of the programme] is/are officially recognised by Ministries (national and district levels) and teacher	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,	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

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 Indicator 3 - National governments reduce school-going costs for the most marginalised children. (FINANCIAL).		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	

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). The two cohorts were used for measuring the learning outcome but, because of the resource intensive household surveys, only the younger of the two cohorts were followed up for the transition outcomes. Learning outcomes were measured through a school-based survey, while transition outcomes were measured through the household survey. For all three countries, all 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. In Tanzania and Zambia, they were also matched by quantity. In Zimbabwe three non-partner districts were selected from which to sample comparison schools. This number of comparison districts was agreed with the Ministry of Primary and Secondary Education. While less than the number of sampled intervention districts (8), it was a notable increase from just one comparison district for the GEC1 evaluation in Zimbabwe.

The evaluation uses a mixed-method approach which enables 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 exams and weather conditions, the qualitative and quantitative research has had to be undertaken concurrently, which left no scope for sequencing i.e. one following the other; 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, given that so much of the study is tightly prescribed by the FM, both the quantitative and qualitative tools have been developed on the basis of the prescription and therefore follow the same themes. Both the qualitative and quantitative findings are woven into each section of the report, although more quantitative appears in *Section 3: Key Characteristics of the Baseline Sample.* At outcome level, the learning outcome also necessitates a greater focus on quantitative data, because of the multiple FM prescribed tables. 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 student questionnaires. Teachers and Head teachers also completed a questionnaire, specifically designed for them. Qualitative interviews and FGDs were conducted with girls, teachers and Head teachers.

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 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 midline and endline, many of the 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.

The target beneficiaries are set out in section 1.3. In each country two cohorts were surveyed and will be tracked through midline to endline. In Zambia, these are Grades 5 and Grade 7, in primary school at the time of conducting the baseline survey. In Tanzania and Zimbabwe these are secondary Form 2 and Form 4. The two cohorts will be used for measuring the learning outcome but, because of the resource intensive household surveys, only the younger of the two cohorts will be tracked for the transition outcome. Over the 4.5 years of the project the cohorts will transition from primary to secondary school (Zambia), through secondary school (all three countries) and into further education, training or a secure livelihood (Tanzania and Zimbabwe).

The project works to address the barriers that prevent girls from attending and succeeding in school. The evaluation therefore explores 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 methodology 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 that prevent girls accessing school and progressing to a secure and productive young adulthood in the longer term. The FM's GESI 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 head teachers 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 why certain things occur 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 boys and marginalised girls took part in participatory exercises combined with focus group discussions. The participatory exercises with marginalised girls, such as plotting, through drawing, their 'Pathway through Life', 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 students will be selected for more in-depth follow-up interviews.

Head teachers were interviewed using a semi-structured (SSI) interview approach. Teachers were either interviewed, using SSIs, or, where a number are available at any one time, through focus group discussions in which the researcher facilitates 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 following table lists the baseline process in terms of tools, dates and persons involved.

What	Tools	Who	Dates		
			Tanzania	Zambia	Zimbabwe
Enumerators training	• Ppt. and manual		19-22 Sep	12 – 16 Sep	13 – 16 Sep
School-based survey, quantitative fieldwork	• Marginalisation questionnaire • Attitude to Learning • Student questionnaire • HT questionnaire • Teacher questionnaire • SeGRA and SeGMA	Enumerators	25 Sep-13 Oct	18 - 06 Oct	18 – 06 Oct
School-based survey qualitative field work	• SSI checklists for HTs, teachers, Form 2 and Form 4 marginalised girls.	International consultants	23 Sep-04 Oct	18 Sep – 29 Oct	18 Sep – 29 Oct
Enumerator training	• Ppt. and manual		18 Nov	30 Oct	06 Nov
Household Survey Quantitative fieldwork	• Household survey (PCG, HoH, male sibling), transition benchmarking young women	Enumerators	20 Nov-08 Dec	31 Oct – 17 Nov	07-24 Nov
Household survey qualitative fieldwork	• SSI checklists for parents, CDC members, CAMA members, community leaders	International consultants	19–27 Nov	31 Oct–7 Nov	07-15 Nov

The Sampling Framework

In all three countries, the selection of the cohort, both intervention and comparison, was stratified in design. It began by selecting districts within which particular schools were selected and then within those schools particular students were sampled. The particular details of the approach deployed for each country are provided in Annex 11, but certain principles and approaches were applied consistently across all three countries. The first step in all three countries 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.

In all three countries, the sampled intervention districts and schools in all three countries were matched with comparison districts and schools in which Camfed currently has no programme or input[33]. 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 (cross-sectional) and over time (longitudinal).

The selection of districts in each country for the purpose of the baseline evaluation was as follows:

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

Country	GEC-T Intervention Districts	GEC –T Comparison Districts
ZAMBIA	Chinsali	Chibombo
	Mpika	Chitambo
	Shiwangandu	Kapiri Mposhi
ZIMBABWE	Mudzi	UMP
	Nyanga	Mutare
	Binga	Hwange Rural
	Umzingwane	
	Hurungwe	
	Mount Darwin	
	Shurugwi Rural	
	Mwenezi	
TANZANIA	Chalinze	Bahi
	Handeni	Kilindi
	Iringa	Lindi
	Kilombero	Mpwapwa
	Morogoro Rural	Muheza
	Rufiji	Wanging'ombe

Sampling of comparison districts

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

In the case of Zambia, Camfed operates in all the three districts of Muchinga Province, where the project will be implemented. Comparison districts were selected from Central Province, which is adjacent to Muchinga Province and were as well chosen using exam pass rates and relevant geographic or demographic characteristics to match the characteristics of the three intervention districts.

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 Grade/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.

Sampling of students

The selection of cohort members was made at the school in which students were enrolled at the baseline. Two cohorts (Grades 5 and 7 in Zambia and Forms 2 and 4 in Tanzania and Zimbabwe) were sampled in each school and all students (boys and girls) in each class (up to a pre-determined threshold of 60 for Tanzania, 55 for Zambia and 45 for Zimbabwe 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 enabled 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).[34] See Annex 11 for further details on sampling.

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

1. A group of children **transitioning from primary to secondary school** in Zambia who are marginalised girls from remote or rural location. Sub-groups include children who are extremely poor and who live in a female headed household; in school, out-of-school; affected by long-term illness or disabled; and who have caring responsibilities for a household member.

2. A group of children **progressing through secondary school** in all three countries, who are marginalised girls and boys from remote or rural locations who are in school. Sub-groups include children who are extremely poor and who live in a female headed household; affected by long-term illness or are living with disabilities; who have caring responsibilities for a household member; and, don't speak the language of instruction.

3. A group of young women **transitioning from higher secondary school to a secure livelihood at post school**, who are marginalised young women situated in remote or rural location and peri-urban or urban location. Sub-groups include young women who are extremely poor, and young women who are either in formal training or are not.

Benchmarking

Benchmarking for Learning

In order to set learning and transition targets, to serve as minimum standards, 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:

[34] GEC-T MEL Framework 2017

Tanzania and Zimbabwe

	Secondary Form 2	Secondary Form 4	Post School 2 (or secondary Form 6)	Post School 4
Cohort 1	Baseline	Midline	Endline	
Cohort 2		Baseline	Midline	Endline

Zambia

	Primary Grade 5	Primary Grade 7	Secondary Form 2 (Grade 9s)	Secondary Form 4 (Grade 11s)
Cohort 1	Baseline	Midline	Endline	
Cohort 2		Baseline	Midline	Endline

The results from Cohort 2 sets benchmarks (midline targets) for Cohort 1 in each country. In order to benchmark at Post-school 2 and 4 in Tanzania and Zimbabwe, small groups of post-school students (CAMA members) were brought together on Saturdays during the quantitative research period. The benchmarking sample of 100 girls for each Grade/form in each country was drawn from several schools per intervention district. Each girl completed both SeGRA and SeGMA. In Zambia enumerators conducted the benchmarking assessment with Grade 9s in school and Grade 11s from a number of sampled boarding schools.

Benchmarking for Transition

As all baseline cohorts were in school, in order to benchmark for transition, during the household survey girls/young women, across the range of ages 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 per country 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 equally across the sampled intervention districts. 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 target age range was the complete age range with which the project will work, from the youngest at the baseline to the oldest at the time of the endline. Using data collected from the cohort under GEC1, it was estimated that the Tanzania cohort will range in age between 15 and 25, the Zimbabwe cohort will range between 14 and 26 and the Zambia cohort will range from 10 to 22.

2.4 Baseline data collection process

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 GEC-T Camfed Project Log frame, quarterly and other GEC1 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.

Quantitative Tools

Quantitative questionnaires were developed based on the FM guidance for students, teachers and Head teachers 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 local languages in each country as illustrated in the table below.

Baseline Data Collection: Languages

Quantitative Survey Tools - School-based	**Tanzania**	**Zambia**	**Zimbabwe**
Attitude to Learning	English/Swahili	Bemba/English	English, Ndebele and Shona
Marginalisation assessment	English/Swahili	Bemba/English	English, Ndebele and Shona
Student Survey	English/Swahili	Bemba/English	English, Ndebele and Shona
Head teacher survey	English only		
Teacher survey	English only		
Attendance data for each cohort member	English only		
School EMIS Data for each school	English only		
Quantitative Survey Tools - Household	**Tanzania**	**Zambia**	**Zimbabwe**
Head of Household survey	English/Swahili	English, Bemba, Lenje, Nyanja, and *Tonga (Zambia)	English, Ndebele, Shona, Nambia, and *Tonga (Zimbabwe)
Primary Care Giver survey	English/Swahili	English, Bemba, Lenje, Nyanja, and *Tonga (Zambia)	English, Ndebele, Shona, Nambia, and *Tonga (Zimbabwe)
Male Sibling Survey	English/Swahili	English, Bemba, Lenje, Nyanja, and *Tonga (Zambia)	English, Ndebele, Shona, Nambia, and *Tonga (Zimbabwe)
Benchmarking survey	English/Swahili	English, Bemba, Lenje, Nyanja, and *Tonga (Zambia)	English, Ndebele, Shona, Nambia, and *Tonga (Zimbabwe)
Learning Assessment	**Tanzania**	**Zambia**	**Zimbabwe**
Learning assessment tools: EGRA and EGMA	N/A	English/Bemba	N/A
Learning assessment tools: SeGMA and SeGRA	English only		

Qualitative Tools	Tanzania	Zambia	Zimbabwe
SSI with teachers, head teachers and guardians /parents	External Evaluators used qualitative tools in English but were accompanied by translators		
Focus group discussions with teachers, parents and students	External Evaluators used qualitative tools in English but were accompanied by translators		
Participatory tools for students	External Evaluators used qualitative tools in English but were accompanied by translators		

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, Head teachers, Teacher Mentors, teachers, Traditional Leaders, Village head men and women, Community Development Committee members and wider stakeholders were selected for semi-structured interviews (SSIs) and Focus Group Discussions (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.
Both the FGDs and SSIs were based on thematic checklists consisting of 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 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[35].

Where permission was given the interviews were recorded and transcribed and analysed using SPSS. Where permissions were not given, notes were taken and analysed using a thematic spreadsheet.
Further details of the tools used can be found in the MEL Framework (Annex 5) and Inception Report (Annex 6).

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 Forms/Grades, which would allow the evaluator to assess the effectiveness of the intervention in regards to the following three transition points:

[35] 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
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

(1) primary to lower secondary (Zambia only) (2) lower secondary to higher secondary or post-school pathways (all three countries) and (3) higher secondary to post-school pathways or transition between post school pathways (Tanzania and Zimbabwe only).

Tanzania and Zimbabwe

Students in Tanzania and Zimbabwe were sampled at the baseline from two Grades: (1) Secondary Form 2 and (2) Secondary Form 4.

Tanzania

		Cohort 1	Cohort 2
Baseline	2017	Secondary 2	Secondary 4
	2018	Secondary 3	Secondary 5 / Post 1
Midline	2019	Secondary 4	Secondary 6 / Post 2
	2020	Secondary 5 / Post 1	Post 3
Endline	2021	Secondary 6 / Post 2	Post 4

Zimbabwe:

		Cohort 1	Cohort 2
Baseline	2017	Secondary 2	Secondary 4
	2018	Secondary 3	Secondary 5 / Post 1
Midline	2019	Secondary 4	Secondary 6 / Post 2
	2020	Secondary 5 / Post 1	Post 3
Endline	2021	Secondary 6 / Post 2	Post 4

Zambia

Students in Zambia were sampled at the baseline from three Grades: (1) Primary Grade 5 and (2) Primary Grade 7. Please see the table below.

		Cohort 1	Cohort 2
Baseline	2017	Primary 5	Primary 7
	2018	Primary 6	Secondary 1
Midline	2019	Primary 7	Secondary 2
	2020	Secondary 1	Secondary 3 / Post 1
Endline	2021	Secondary 2	Secondary 4 / Post 2

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 be ‘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 was collected from all individuals who participated in the school based survey and enumerators were assisted by community members, such as Parent Support Group members and CAMA members, to locate the marginalised girls’ households.

Number of schools required

Given that the cohort was sampled first by selecting schools and then by selecting individuals from these schools, a clustered sampling approach was followed. Since selecting schools can potentially produce more sampling error than selecting individuals (without reference to their school), a larger than usual sample is often needed. The size of the sample is determined by taking into consideration the importance of the individual schools in determining the outcome measures of interest. For more detail on the school selection please see Camfed's MEL Framework (Annex 5). The table below shows the actual numbers of schools reached at baseline.

Numbers of schools reached at baseline

Country	Learning
Tanzania	156
Zambia	140
Zimbabwe	156

Number of Students per School

The sample size calculations assumed that a minimum of 10 marginalised girls per sampled school will be retained after attrition. Ten girls per school was selected because for the average ICC levels that were estimated based on the GEC1 sample, samples of less than 10 members per cluster means a notable decrease in power whereas an increase above 10 members per cluster does not increase power significantly. The initial number of students needed to be sampled at baseline so that at least 10 marginalised girls were retained by the end of the study was assessed.

The calculations resulted in a minimum required baseline sample per school as follows: 45 students for Zimbabwe, 60 for Tanzania and 55 for Zambia.

Qualitative Respondents

The number of respondents in qualitative SSIs or FGDs were as follows:

Country	Head Teachers	Teachers	Girls in School	Boys in School	Parents	Community Leaders	CDC	CAMA Members
Tanzania	5	21	81	24	15	5	7	9
Zambia	6	23	173	99	33	6	17	16
Zimbabwe	8	44	96	75	27	6	12	6
Total	**19**	**88**	**350**	**198**	**75**	**17**	**36**	**31**

Recruitment and Training of Enumerators

Enumerators were recruited in each country in order to conduct the quantitative data collection for the school-based and household surveys. (The qualitative research was carried out by CIDT staff.) Recruitment was based on their previous experience of conducting such surveys. 64 were selected for Zambia, 48 for Tanzania and 45 for Zimbabwe. They worked in teams of different sizes depending on the country and the level of support provided by the Logistics Coordinators and CDC members. Additional enumerators were required for Zambia because they had to conduct the EGRA and EGMA tests on a one to one basis with students. Details can be found in the inception report.

In each country before the start of the school-based survey, a comprehensive training programme was conducted for the enumerators by an international and a national consultant from the External Evaluator team, with inputs from Camfed staff. The initial training programme focused on the school-based survey only, lasting four days in Zimbabwe and Tanzania and five days in Zambia with the extra day required to provide training on EGMA and EGRA.

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 (including EGRA and EGMA in the case of Zambia)
- 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 a gaining support and addressing issues

The same teams of enumerators also conducted the household survey, so a one-day additional training was provided. This included:

- Review of successes and challenges during the school-based survey
- Revision of project details and interview skills.
- Familiarisation with the household questionnaires
- Protocols for visiting families/households
- Role plays focused on conducting the survey interviews
- Logistics and communication arrangements for the field work

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.

Child protection

During the enumerators' training, prior to the survey being conducted, enumerators were briefed on the Camfed child protection policy. They read the policy and signed to confirm that they agreed to abide by it. 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 Head teachers 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 safety 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 adhered to by the entire research team. Camfed protocols and procedures were followedif the need arose for referring children to support services they might need if serious issues of concern were uncovered during the consultation process.

Data collection phase/field work

During the baseline, teams were formed to collect data in the districts. Each team 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 Education Department in comparison districts. Each team went to specified districts according to the 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 in each country 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 in-country Team Leader.

During the school based survey enumerators moved in larger teams and did not conduct any research independently therefore their safety and wellbeing was addressed during the school based survey. However, as indicated in the explanation above a school based WhatsApp group was established for all enumerators in each country to enable them to immediately report any concerns about their safety and wellbeing to their Team Leader. Each Team Leader also had constant access to the International in-country Team Leader through the Enumerator Team Leader WhatsApp Group.

Pretesting of tools

Because of the tight timing in terms of gaining feedback and instructions from the FM and the exam timings combined with weather conditions in each country, it was not possible to conduct a full pilot of the tools. This was agreed in advance with the FM. However, a day was allocated for the enumerators to pre-test the tools as part of their training. At the end of the pre-testing exercise, enumerators provided feedback on the tools and the enumerator processes and final adjustments were made.

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. 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 external evaluation 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.
- 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.

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, Head teacher, household, SeGMA/SeGRA and attendance data). These were then merged with each record assuming a unique identifier (made up of country/district/school/respondent) as necessary. Initial cleaning was conducted using Stata. This entailed merging datasets so that each could be correctly and uniquely linked to a respondent by a unique identifier. Variable labels and value labels were assigned and used for all questions.

The external evaluation 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.

The interviews and FGDs that were recorded were transcribed and an initial analysis undertaken using SPSS. Where recording was declined, notes were taken and the data coded and entered into a thematic spreadsheet.

2.5 Challenges and limitations of the baseline

The following were the challenges encountered in the baseline data collection:

1. In Tanzania, Zambia and Zimbabwe, access to rural districts was constrained during the rainy season which began in November, so the baseline had to be completed before some roads became impassable.
2. National examinations in schools commence in October, after which access to schools was not permitted until the start of the next school year (in January).
3. Although the timing varied by country, the consequence of these two factors was that the baseline survey had to be carried out in a limited time period overall: September (finishing no later than the end of the first week in October in Zimbabwe and Zambia: a little later in Tanzania) for the school-based survey and November (finishing no later than the end of the first week in December) for the household survey.
4. A major challenge was missing information from the student completed questionnaires (Marginalisation, attitude to learning and student questionnaire), especially from Zambia, where the students were younger. Much of this missing information could have due to the fact that, in spite of full explanations from the enumerators, some girls and boys still did not understand some of the questions and were too shy to seek clarification from the enumerators. Low literacy may have contributed to the challenge. The other possible reason, reported by enumerators was student's lack of familiarity with the using tablets and, for many, a consequent fear of them. Enumerators reported a number of children shaking so much they had difficulty holding the tablets when they first began.
5. Some students, especially the younger groups in Zambia, found the Student questionnaire too long and therefore failed to fully complete it, especially as they had already completed the Marginalisation and Attitude to Learning questionnaire.
6. The qualitative and quantitative studies were conducted concurrently because of the short time span available and to avoid further disturbance in schools. This meant that it was not possible to follow up on interesting or unexpected quantitative results.
7. It was not possible to pilot and calibrate the learning assessments before the baseline commenced due to the considerable amount of work undertaken with the FM in the sign off of the MEL Framework and therefore there was an urgency to implement the baseline field work because of the onset of the rainy season and timing of exams in all three countries.

3. Key Characteristics of Baseline samples

3.1 Project beneficiaries

The beneficiaries of the GEC-T are marginalised by virtue of their gender and location, living in remote rural areas where economic and socio-cultural barriers to girls' education are pronounced, schools under-resourced, and post-school opportunities scarce. Girls to receive support were identified under GEC1 based on extreme levels of marginalisation, e.g. living in orphan-headed households or affected by illness/disability, in order to target resources to those most in need. 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.

3.1.1 Measuring marginality

Marginalisation was determined in two different ways. The first way was using criteria that were developed by Camfed in GEC 1. This method was not used to determine who would receive support, but instead, showed which students were likely to be educationally marginalised. Strictly speaking, the approach categorises students as "marginalised" and "less marginalised". 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 scenarios were developed by staff in Camfed Tanzania and Camfed Zimbabwe in consultation with programme stakeholders in both countries, and in particular, members of the committees experienced with selecting the neediest girls in their communities for Camfed support.

The marginalisation scenarios were designed by Camfed to be unambiguous indicators of marginality in the contexts of rural Tanzania and Zimbabwe in GEC 1, now to also be applied to Zambia. If a girl's situation was captured by any one of the 20 scenarios, Camfed would consider her to be 'marginalised'. However, it must be remembered that educational marginalisation is complex. For example, many of these categories intersect with each other and gender intersects with each one. Furthermore, the extent to which each of these characteristics actually impacts on a girls' education varies enormously with the individual girl.

3.1.2 Sample distribution by districts

Tables 4 and 5 present the breakdown of the survey samples by country, district, district type, form/Grade, marginality and gender. The data presented here is drawn from the school-based survey. It is important to note that the samples for the marginalised girls presented in these tables show the maximum possible sample size of girls deemed to be marginalised.

Table 4 and 5: Full Evaluation sample breakdown (by country. district and marginalisation)

Table 4a and 5a: Tanzania

	Female				Male			
	Form 2		Form 4		Form 2		Form 4	
District	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Intervention								
Chalinze	81	186	76	137	53	95	40	100
Handeni	163	174	111	122	119	132	91	106
Iringa	248	315	197	326	182	232	164	238
Kilombero	153	203	125	153	159	168	145	164
Morogoro Rural	300	230	136	162	220	189	131	137
Rufiji	106	212	84	154	96	174	76	133
Total	**1051**	**1320**	**729**	**1054**	**829**	**990**	**647**	**878**
Comparison								
Bahi	221	214	75	111	187	208	89	112
Kilindi	68	99	81	75	64	86	57	79
Lindi	118	163	51	135	121	186	104	143
Mpwapwa	134	265	82	209	116	204	96	164
Muheza	93	259	98	176	70	189	65	137
Wanging'ombe	251	324	227	314	133	187	130	166
Total	**885**	**1324**	**614**	**1020**	**691**	**1060**	**541**	**801**

The school survey reached 1051 marginalised Form 2 girls in intervention, as well as 885 in comparison districts in Tanzania. These were then followed up for the household survey. Marginalised girls in intervention districts (made up of those in Form 2 and form 4) totalled 1780, or 43% of all female students interviewed in these districts.

Table 4b and 5b: Zambia

	Female				Male			
	Grade 5		Grade 7		Grade 5		Grade 7	
District	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Intervention								
Chinsali	243	34	201	32	233	31	257	44
Mpika	431	45	430	105	449	56	489	98
Shiwangandu	260	25	189	31	255	29	243	29
Total	**934**	**104**	**820**	**168**	**937**	**116**	**989**	**171**
Comparison								
Chibombo	230	45	15	4	179	37	19	2
Chitambo	216	20	186	32	201	26	230	39
Kapiri Mposhi	535	55	449	99	483	46	413	98
Total	**981**	**120**	**650**	**135**	**863**	**109**	**662**	**139**

In Zambia, the total number of marginalised girls that were reached in intervention districts was 1754, made up of 934 Grade 5s and 820 Grade 7s. The respective number in comparison districts were 981 Grade 5s and 650 Grade 7s. Most girls (90% Grade 5s and 83% Grade 7s) are marginalised in intervention districts in Zambia. This pattern is also observed in comparison districts where 86% of all girls are marginalised.

Table 4c and 5c: Zimbabwe

	Female				Male			
	Form 2		Form 4		Form 2		Form 4	
District	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Intervention								
Binga	146	45	105	73	93	55	77	38
Hurungwe	136	94	51	138	96	60	74	88
Mt Darwin	147	95	102	129	107	86	89	90
Mudzi	143	133	74	186	99	134	86	158
Mwenezi	116	55	66	71	75	55	65	49
Nyanga	133	89	77	118	91	81	101	88
Shurugwi	166	202	130	223	137	223	115	231
Umzingwane	46	47	42	76	37	48	18	41
Total	**1033**	**760**	**647**	**1014**	**735**	**742**	**625**	**783**
Comparison								
Hwange	248	225	158	201	190	182	163	154
Mutare	350	312	263	298	324	226	289	205
UMP	241	273	158	284	255	236	160	267
Total	**839**	**810**	**579**	**783**	**769**	**644**	**612**	**626**

The samples from Zimbabwe were drawn from eight intervention and three comparison districts. In intervention districts, 1033 Form 2 and 647 Form 4 (a total of 2080) marginalised girls were initially identified during the school-based survey. The respective numbers in comparison districts were 839 Form 2 and 579 Form 4 (a total of 1418). In intervention districts, the proportion of marginalised Form 2 girls was 58%, which is statistically significantly higher than that of Form 4 girls (39%, $p<0.01$). This result seems to show that a greater proportion of girls from Form 2 than Form 4 were marginalised. The pattern is also observed in comparison districts where 51% of Form 2 girls are marginalised compared to 43% of Form 4s ($p<0.01$).

Estimated minimum detectable effect sizes (MDES) for the samples achieved in the GEC-T baseline survey

Baseline samples achieved and estimates for MDES:

Country	Grade/ Form	Sample achieved (marginalised girls)	Schools	Average number of girls per school	After 40% attrition	Recalculated highest ICC - Learning	**MDES – Learning**	Recommended ICC for Transition	Successful Transition Rate baseline (calculated)	**MDES – Transition**
Tanzania	Form 2	1,929	156	12.37	7.42	0.22	**0.23**	0.10	0.87	**6%**
	Form 4	1,337	156	8.57	5.14	0.22	**0.24**	-	-	**-**
Zambia	Grade 5	1,882	140	12.06	7.24	0.22	**0.24**	0.10	0.69	**9%**
	Grade 7	1,455	140	9.33	5.60	0.22	**0.25**	-	-	**-**
Zimbabwe	Form 2	1,815	156	11.63	6.98	0.26	**0.24**	0.10	0.88	**6%**
	Form 4	1,190	156	7.63	4.58	0.26	**0.26**	-	-	**-**

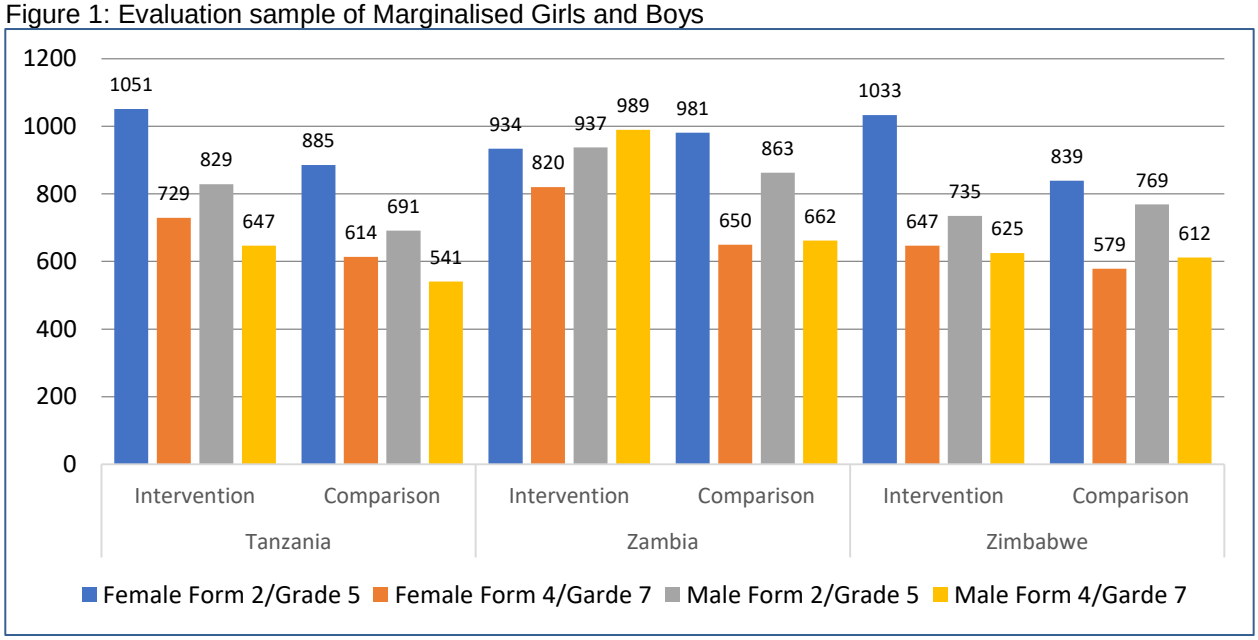
In regards to transition, as is shown in the table above, the minimum detectable effect size for the achieved baseline samples, assuming 40% attrition between the baseline and endline, ranged between 6% and 9%. These exceed the minimum of 10% recommended by the Fund Manager.

In regards to learning, except for the Form 4 cohort in Zimbabwe, assuming 40% attrition between the baseline and endline, all achieved baseline samples exceed the 0.25 minimum detectable effect size recommended by the Fund Manager. Nevertheless, the achieved sample for Form 4 in Zimbabwe would be enough to detect an effect size of 0.26, which is just 0.01 points above the Fund Manager's recommendation.

3.1.3 Sample distribution by Grade

Figure 1 below shows the sample breakdown for marginalised students by form/Grade and gender across the three programme countries. Across these countries, the younger cohort of girls has higher numbers of students compared to the older cohort. Also, by Grade/Form the number of marginalised girls in the sample is larger than that of boys, except for intervention districts in Zambia, where in general, the number of marginalised students far outweigh those less marginalised. The survey sample, therefore, fairly represents the students of interest (females in intervention districts), and provides an adequate basis for comparisons with other districts and by gender.

Figure 1: Evaluation sample of Marginalised Girls and Boys



3.1.4 Sample distribution by age

The distribution of the survey samples by age, sex, Grade/Form and marginalisation is given in the tables below.

Table 6: Evaluation samples breakdown (by age)

Table 6a Tanzania

	Female				Male			
	Form 2		Form 4		Form 2		Form 4	
Age Group	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Intervention								
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	6	23	0	0	7	5	0	0
14 to 15 years	484	684	3	2	218	361	2	2
16 to 17 years	507	576	344	595	493	544	183	330
18 to 19 years	50	37	354	436	105	76	391	469
20+ years	4	0	28	21	6	4	71	77
Total	**1051**	**1320**	**729**	**1054**	**829**	**990**	**647**	**878**
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	10	6	0	0	4	5	0	0
14 to 15 years	409	704	8	7	197	357	2	3
16 to 17 years	432	577	281	534	392	618	137	296
18 to 19 years	31	34	295	448	89	79	321	440
20+ years	3	3	30	31	9	1	81	62
Total	885	1324	614	1020	691	1060	541	801

In Tanzania, the modal age group category for marginalised girls in Form 2 was 16-17 years, for both intervention and comparison districts, and 14-15 years for less marginalised girls in both districts. For Form 4s, the modal age category for marginalised girls was 18-19 years, compared to 16-17 years for those less marginalised, again showing differences in average ages between marginalised and less marginalised students. The most common age group for Form 2 boys was 16-17 years, whilst for Form 4 boys, it was 18-19 years, regardless of marginalisation or district type in both cases. The results from Tanzania seem to show that marginalised girls were generally older in their class, and that marginalised boys were also older than less marginalised girls in a given cohort class.

Table 6b Zambia

	Female				Male			
	Grade 5		Grade 7		Grade 5		Grade 7	
Age Group	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Intervention								
6 to 8 years	3	1	1	0	0	0	1	0
9 to 11 years	286	36	14	4	228	41	13	7
12 to 13 years	480	53	263	76	492	50	220	38
14 to 15 years	147	12	401	68	176	22	478	91
16 to 17 years	16	2	129	18	40	3	239	31
18 to 19 years	1	0	11	1	1	0	33	4
20+ years	0	0	1	1	0	0	5	0
Total	**933**	**104**	**820**	**168**	**937**	**116**	**989**	**171**
Comparison								
6 to 8 years	2	1	0	0	1	0	1	0
9 to 11 years	286	42	5	2	180	33	9	4
12 to 13 years	537	64	176	55	453	55	114	42
14 to 15 years	141	12	343	67	185	16	324	72
16 to 17 years	15	1	115	8	41	5	180	19
18 to 19 years	0	0	11	3	1	0	32	2
20+ years	0	0	0	0	1	0	2	0
Total	**981**	**120**	**650**	**135**	**862**	**109**	**662**	**139**

In Zambia where most students were categorised as marginalised, the most common age group for both marginalised and less marginalised Grade 5 girls was 12-13 years in both intervention and comparison schools. In Grade 7 the modal age group category was 14-15 years for both marginalised and less

marginalised girls, except for a slightly larger proportion of less marginalised in the younger age category of 12–13 years. Most boys also fell into these respective age groups in both intervention and comparison districts. It seems, therefore, that there were smaller age variations in Zambia, where Camfed is focusing is on younger grades than in the other two countries.

Table 6c Zimbabwe

Age Group	Female				Male			
	Form 2		Form 4		Form 2		Form 4	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Intervention								
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	39	50	0	1	17	23	0	0
14 to 15 years	700	581	26	58	389	493	16	21
16 to 17 years	283	125	419	722	290	201	269	427
18 to 19 years	11	4	165	214	33	21	266	277
20+ years	0	0	37	19	6	4	74	58
Total	1033	760	647	1014	735	742	625	783
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	31	43	0	1	13	13	0	0
14 to 15 years	578	614	27	37	400	410	7	16
16 to 17 years	223	150	385	537	314	207	260	324
18 to 19 years	6	1	145	187	42	14	268	236
20+ years	1	2	22	21	0	0	77	50
Total	**839**	**810**	**579**	**783**	**769**	**644**	**612**	**626**

Data from Zimbabwe shows that most Form 2 girls fall in the 14-15 years age group, with fewer falling in the 18-19 years and 20+ categories (as also observed for Tanzania). Although most Form 2 boys also fall in the 14-15 years age category, there are at least three times more boys who are in the older categories of 18-19 years and 20+ age groups. This pattern is also evident in Form 4 where the modal age group is 16-17 years of age, and there are at least three times more boys in the 20+ age group. The lack of girls compared to boys in Form 4 at the 20+ age range may suggest that there are fewer girls of the older age group who finish Form 4 or that overage enrolment and/or grade repetition is more of an issue for boys than for girls.

Following the presentations on age from each country, additional analysis was conducted to show the age dynamics within cohort classes. Table 6d below shows the average ages in intervention and comparison districts for marginalised and less marginalised students across the three countries.

Table 6d Comparison of average ages across countries.

		Female				Male			
		Form 2/Grade 5		Form 4/Grade 7		Form 2/Grade 5		Form 4/Grade 7	
		Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Tanzania	Intervention	16.10	15.50	17.65	17.43	16.25	15.98	18.16	17.95
	Comparison	15.65	15.54	17.65	17.52	16.25	15.99	18.26	17.91
Zambia	Intervention	12.23	11.93	14.19	13.79	12.53	12.22	14.67	14.34
	Comparison	12.24	11.98	14.33	13.81	12.67	12.35	14.85	14.1
Zimbabwe	Intervention	15.03	14.69	17.23	16.88	15.48	15.12	17.86	17.47
	Comparison	15.03	14.75	17.1	17.00	15.53	15.17	17.89	17.54

There were statistically significant differences between the mean ages of marginalised and less marginalised students in Zambia in both cohorts. There were similar statistically significant differences in Zimbabwe as well, with the only exception being Form 4 girls in comparison districts. The differences between the mean ages of marginalised and less marginalised girls in Tanzania were not as noteworthy.

3.1.5 Sample distribution by disability

In Tanzania and Zimbabwe, using the Washington Group index, students were asked to indicate if they had any forms of disability. Students were considered to have a disability if they reported 'a lot of difficulty' or 'cannot do at all' in one or more of the six domains. These domains comprise visual impairment, hearing impairment, mobility impairment, cognitive impairment, self-care impairment, and communication impairment. Because of the younger ages in Zambia, these questions were asked to the primary care givers during the household survey. Thus, data was not collected for boys in that country, only marginalised girls in Grade 5. The tables below present the distribution of the sample by disability.

Table 7: Evaluation samples breakdown (by disability)

Table 7a Tanzania

	Intervention				Comparison			
	Female		Male		Female		Male	
Sample Size	4133		3321		3821		3077	
Students with one or more forms of disability	716	17.3%	604	18.2%	574	15.0%	386	12.5%
Visual Impairment	309	7.5%	281	8.5%	236	6.2%	146	4.7%
Hearing impairment	236	5.7%	196	5.9%	172	4.5%	126	4.1%
Mobility Impairment	206	5.0%	153	4.6%	124	3.2%	75	2.4%
Cognitive Impairment	197	4.8%	175	5.3%	155	4.1%	107	3.5%
Self-care Impairment	138	3.3%	142	4.3%	63	1.6%	55	1.8%
Communication Impairment	139	3.4%	125	3.8%	71	1.9%	60	1.9%

In Tanzania, between an average of 17% of girls reported some form of disability, with the most commonly reported being visual impairment (7%). In intervention districts, males (18%) were more likely to report a disability than females (17%; p=0.0465). Separately, the survey collected information on any life-threatening illness/sickness[36]. Girls who reported being regularly sick were 5% of marginalised girls in Intervention and 6% in Comparison districts in Tanzania. This was much lower than the percentage of girls who reported having one or more forms of disability. At 17% this is much higher than the national average of 7.8%[37] which was also collected using the Washington Group questions for measuring disability except that the national study used a lower threshold for determining if a participant is living with a disability[38].

[36] This is not treated as a form of disability in this analysis, but mentioned by schools whenever disability is discussed.

[37] National Bureau of Statistics (2010) Tanzania 2008 Disability Survey Report. 7.8 percent of the population aged 7 years and above had some form of activity limitation. 8.2% of rural women aged 7 years and above had some form of activity limitation.

[38] The criteria used were either (a) 'some difficulty' against two or more domains, or (b) 'a lot of difficulty' or 'cannot do at all' against one or more domains.

Table 7b Zambia

	Intervention			Comparison		
	Female		Male	Female		Male
Disability/Sample Size	848		n.a	850		n.a
Students with one or more forms of disability[39]	38	4.5%		29	3.4%	
Visual Impairment	7	0.8%		9	1.1%	
Hearing impairment	3	0.4%		8	0.9%	
Mobility Impairment	9	1.1%		8	0.9%	
Cognitive Impairment	9	1.1%		2	0.2%	
Self-care Impairment	13	1.5%		2	0.2%	
Communication Impairment	6	0.7%		5	0.6%	

For Zambia, data was collected from primary care givers in the household survey using the Child-Functioning Set of the Washington Group questions (rather than self-reported by the cohort students in the case of Tanzania and Zimbabwe using the Short Set of Washington Group questions). This further meant that the sample is limited to Grade 5 marginalised girls (i.e. the sample for the household survey). Reported disabilities were much fewer; 4.5% of intervention Grade 5 marginalised girls and 3.4% of comparison Grade 5 marginalised girls were reported to have any form of disability. 2% is reported as the national average in the 2010 census but the WHO statistics for 2005 give 15% as the national average.

Table 7c Zimbabwe

	Intervention				Comparison			
	Female		Male		Female		Male	
Disability/Sample Size	3454		2885		3011		2651	
Students with one or more forms of disability	522	15%	442	15%	584	19%	535	20%
Visual Impairment	197	6%	151	5%	228	8%	188	7%
Hearing impairment	141	4%	130	5%	213	7%	196	7%
Mobility Impairment	159	5%	135	5%	205	7%	191	7%
Cognitive Impairment	192	6%	170	6%	234	8%	209	8%
Self-care Impairment	123	4%	104	4%	159	5%	134	5%
Communication Impairment	116	3%	120	4%	145	5%	146	6%

15% of intervention girls in Zimbabwe reported some form of disability, with the most common being visual impairment in the intervention districts. This is greater than the 2013 national statistic on disability (7%), although it should be noted that the Washington Group approach was not used for the latter. Across disability types, there were similarities between results in Zimbabwe and Tanzania.

There are significant differences between the results for disability for Tanzania and Zimbabwe and those for Zambia, with Zambia results being much lower than the other two countries. A possible reason for this is that the Washington Group questions were asked of students in Tanzania and Zimbabwe in school but the questions were asked of primary caregivers in Zambia; it is possible that the students self-completing the questionnaire may not have fully understood the question or thought there may be some benefit to be gained from stating that they have a disability. Conversely it may be possible that the primary caregiver was not fully aware of their child's difficulties and gave a different answer to what the child herself might have given. It may also be the case that some primary caregivers in Zambia were minded to under-report their child's difficulties because of social stigmas attached to disability.

[39] This number does not include students that reported sickness as an issue.

The way in which education statistics on children living with disability are collected and the availability of that data varies from country to country as outlined below, but so far none of the three countries is using the Washington Group questions to collect data from schools on disability.

In **Zimbabwe** some disability data are collected at school level but Camfed does not have access to it. The EMIS disability data are available online but these data are only shown at provincial and national levels. The disability data currently collected does not use the WG set of questions, but ZIMSTAT is planning to start using the WG questions to collect disability data in schools in 2019. The available EMIS data are disaggregated by the following disability types: visual impairment, physical impairment, hearing impairment, intellectual challenges, communication and speech, learning disability and multiple disabilities. According to the 2017 Annual Education Statistics Profile[40], the overall disability prevalence for primary and secondary students was 1.94% (72,599 students with disability out of a total of 3,731,810 students enrolled). Disability prevalence for secondary students was 1.08% (11,702 students with disability out of a total of 1,075,325 students enrolled). Both national figures are clearly much lower that the students' self-reported figures in this baseline survey.

In **Zambia** at school level enrolment data only include the number of learners with disabilities but these are not disaggregated by the type of disability. Camfed does not have access to this school-level data. The data are collected using the Early Grade Screening Tool developed by the Ministry of General Education in collaboration with UNICEF. This tool was initially developed for screening special education needs and disabilities at pre-school and grade one entrance, but it is actually used from preschool through to Grade 12. The tool looks at seven areas: Speech/Language Skills, receptive language, physical characteristics, social emotional skills, activities for daily living, cognitive skills, hearing and visual impairment. These are not consistent with the WG set of questions.

The Basic Education Statistic in **Tanzania** (BEST) provides information about disability in pre-primary, primary and secondary schools. Disability data are disaggregated by the following disability typetypes: Albino, Autism, Deaf/ Mute, Deaf-Blind, Intellectual Impairment, Physical Impairment, Poor vision, Visual Impairment. The process for screening disability at school level is not clear and given the numbers/ prevalence, it does not appear to be comparable with the Washington Group questions. Numbers are provided for each category, but no overall disability prevalence is calculated. Data are available at national level and regional/council level. According to BEST 2017, the most common type of disability in secondary schools is poor vision with a prevalence of 0.2% (3769 students out of 1,908,857).

Currently the project has no discrete strategies in place to target girls living with disabilities. It is recommended that Camfed conducts a study into the needs of girls living with disabilities and, based on the results, develop affirmative actions to address their needs.

3.2 Educational Marginalisation

3.2.1 Marginalisation as defined by Camfed's criteria

The measurement of marginality, or rather the determination of whether a child is counted as 'marginalised', uses the same approach that was employed for the GEC1 evaluation. It is important to note that this is different to Camfed's approach for selecting which girls will receive financial and material support, a process which is led by school and community stakeholders, overseen by the Community Development Committee in each Camfed partner district. The approach described below was developed for the GEC1 baseline survey in order to meet the particular requirements of the evaluation, whereby large numbers of boys and girls (the tracked cohort) needed to be categorised as either 'marginalised' or 'less marginalised'. Camfed's community-based selection structures and processes do not exist in the comparison schools and districts and so a survey-based approach was required that could be administered consistently in both intervention and comparison schools. This is also the case for the current evaluation.

[40] http://www.mopse.gov.zw/wp-content/uploads/2017/04/2017_National_Statistical_Profile.pdf

Nonetheless the survey-based approach to measuring marginality that was developed for the GEC1 evaluation was intended to closely approximate the decisions that would be made by the community-based selection structures and processes.

The approach to identifying marginalised girls that was developed for the GEC1 evaluation is founded on 20 scenarios that describe key elements of a child's personal situation. These scenarios were developed by staff in Camfed Tanzania and Camfed Zimbabwe in consultation with programme stakeholders in both Tanzania and Zimbabwe, in particular members of the committees experienced with selecting the neediest girls in their communities for Camfed support. They were also grounded in government definitions of marginality as laid out in the National Guidelines for the Care and Support of Most Vulnerable Children in Tanzania. The scenarios were designed to be unambiguous indicators of marginality in the contexts of rural Tanzania and Zimbabwe. If a girl's situation is captured by any one of the 20 scenarios, Camfed would consider her to be 'marginalised'.

Following the development of the 20 scenarios, a questionnaire was developed to collect the information necessary to determine if a girl would be categorised in each of the 20 scenarios. Some of the 20 scenarios include an element of economic marginality: for example, scenario 3 'a child living in a household with very low income so that they cannot afford even the basic needs'. In such cases, economic marginality ('very low income') is measured using the Grameen Foundation's Progress Out of Poverty Index (PPI). The ten questions used by the Grameen PPI to measure poverty were included in Camfed's marginality questionnaire. Girls scoring on or below a threshold score of 19 were considered to be economically marginalised.

Table 8 shows that the majority of girls who were classified as marginalised using the Camfed criteria fell into just seven of the 20 categories/scenarios. The three highest scoring scenarios in all countries were 'parents' inability to pay school fees', 'insufficient income to meet basic needs' and 'girls that spend most of their spare time working to earn money'. Girls who are given so much work to do at home that they do not have time to do homework or go to school and those that miss school to care for sick relatives, also scored highly, especially in Zambia. Being unfairly treated by guardians was also an issue that placed quite a number of girls in the marginalised category.

In the majority of scenarios, many more girls in Zambia were categorised as being marginalised than those in Tanzania and Zimbabwe. In fact, overall the percentage of girls categorised as marginalised in Zambia is almost twice that of the other two countries, as illustrated in Figure 2. One reason for this could be that the Zambian cohort are still in primary school. If the 40-50% marginalised students at secondary forms 2 and 4 are extrapolated to Zambian secondary schools, we may find at midline, that many of the marginalised children have dropped out and do not reach secondary school at all.

The marginality rate in Tanzania and Zimbabwe was a lot lower than expected and assumed in the MEL-F calculation of the transition sample. Moreover, for all three countries the official figures given to develop the school sample size (as in the MEL framework) were higher than the actual attendance numbers found at the schools when enumerators arrived. This was explained by absenteeism on the day of the survey (for different reasons such as sickness or involvement in seasonal work), and dropouts not yet recorded in official data. Where there were other children of the same grade, enumerators sampled those but in the majority of cases this was not possible. The table below shows the difference between the assumed in the MEL Framework and the actual.

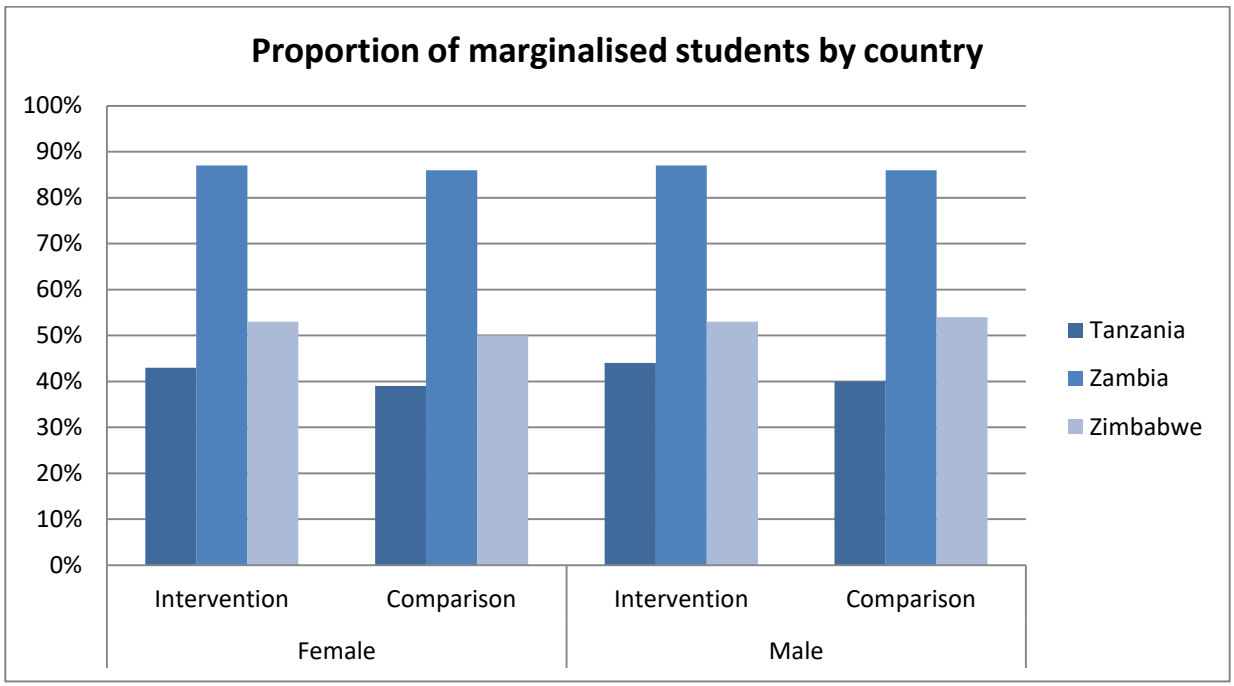
Difference between the MEL Framework Assumption of Marginality and the Actual

	MEL Framework Assumption % Marginalised Girls (intervention and comparison)	Actual % Marginalised Girls in intervention districts	Actual % Marginalised Girls in Comparison districts
Zimbabwe	76%	49%	47%
Zambia	65%	87%	86%
Tanzania	60%	43%	39%

Table 8 Marginalisation based on the Camfed Criteria

Percentage of girls indicating a Camfed Marginality scenario							
		Tanzania		Zambia		Zimbabwe	
		Intervention	Comparison	Intervention	Comparison	Intervention	Comparison
	Sample size	4154	3843	2026	1886	3454	3011
1	A child whose parents/guardians cannot pay the school costs and so are often sent home or drop out of school.	14%	14%	25%	27%	25%	28%
2	A child living in a family that gets only one meal per day, or sometimes goes to bed hungry.	6%	3%	12%	12%	6%	7%
3	A child living in a household with very low income so that they cannot afford even the basic needs.	21%	16%	53%	51%	25%	20%
4	A child living with old relatives with no or little income, so the child has to earn income for the family	0%	0%	1%	2%	0%	0%
5	An orphaned child living with guardians who is being neglected and not having all needs provided, including school costs	1%	1%	3%	3%	4%	3%
6	A child taking care of sick or disabled parents, siblings or other relatives (which stops them going to school)	9%	7%	28%	28%	4%	5%
7	A child who lives in the street	0%	0%	0%	0%	1%	0%
8	A child who lives in a household headed by a child [not him/herself]	0%	0%	2%	1%	0%	0%
9	A child who is the head of the household	1%	0%	2%	2%	1%	1%
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%	24%	24%	1%	1%
11	A child whose guardian treats them unfairly compared to other children in the household in terms of work or provisions	3%	2%	8%	9%	8%	7%
12	A child who spends a lot of time in church activities to the extent that she/he misses school.	1%	1%	3%	5%	1%	1%
13	A child whose parents/guardians do not value education and so do not pay school fees and other school costs	0%	0%	2%	2%	0%	0%
14	A child whose parents/guardians are sick or disabled so that they have very low or no income	3%	2%	15%	14%	8%	5%
15	A child with a chronic illness or disability whose parents/guardians cannot afford the treatment and school-going costs	2%	1%	1%	1%	4%	4%
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%	0%	2%	2%	1%	1%
17	A child living in a household with many children so that the parents/guardians cannot pay the school going costs	2%	1%	10%	9%	4%	5%
18	A child who spends most or all of their leisure time working to make some money.	19%	18%	29%	30%	20%	20%
19	A child who does not have a permanent home and therefore often misses school.	0%	0%	4%	6%	1%	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.	1%	0%	12%	11%	2%	2%
	All girls	43%	39%	87%	86%	49%	47%

Figure 2: Proportion of marginalised students by country



Using Camfed's criteria, 43% of intervention district girls in Tanzania were marginalised, 87% of girls in Zambia and 49% in Zimbabwe.

There is qualitative substantiation to the effect of being an orphan and marginalisation. For example in Zimbabwe, a community leader said:

"Some children could be orphans whereby both parents are dead, so we encourage him or her to go school and sometimes even BEAM helps paying the school fees. This child could be staying alone or is sometimes being taken care of by the grandmother. So, when this child is done with Grade 7 the grandmother can ask him or her to stay at home because she no longer has money for him or her to carry on to secondary school. So as people who have led the community, we will approach the grandmother and explain to her what the law says and why it is important for the child to carry on with school. The grandmother will say she doesn't have money. Even if she doesn't have money we will go to school explain her situation to the headmaster. The headmaster being someone who knows the rules of the school might opt to take the child on board and if it so happens that there is BEAM then the child can join BEAM. Our main concern is that children do not stay at home for too long. This is because once they stay home for too long they will start to think that they are now grown up as a result she can get impregnated or he can impregnate someone. This is becoming a challenge because it destroys our community" (Community leader, Mwenezi District).

This was corroborated by other community leaders present at the meeting.

Some religious organisations, such as the Apostolic Church in Zimbabwe and Tanzania, are also noted by multiple respondents (community, teachers etc.) as being responsible for encouraging early marriage and school dropout.

3.2.2 Fund Manager-proposed Characteristics of students in the baseline sample

The Fund Manager proposed additional marginalisation characteristics that were also investigated alongside those identified by Camfed. The table below shows the distribution of the baseline survey sample by these extra characteristics. The table includes characteristics that are contributing significantly to marginalisation (as defined by Camfed), as well as those proposed by the FM.

Table 9: Students' characteristics by Country

Table 9a: Tanzania

Tanzania	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Household characteristics								
Single orphans	24%	20%	19%	16%	24%	18%	18%	15%
Double orphans	6%	4%	5%	2%	4%	2%	5%	2%
Living without both parents	58%	49%	49%	44%	52%	41%	47%	40%
Living in female headed household	32%	26%	29%	24%	26%	20%	23%	18%
Marriage and pregnancy								
Married	0.9%	-	0.8%	-	-	-	-	-
Mothers (any age)	0.7%	-	0.5%	-	-	-	-	-
Mothers under 18	0.1%	-	0.1%	-	-	-	-	-
Mothers under 16	0.4%	-	0.4%	-	-	-	-	-
Poor households								
Economically marginalised	14%	0.0%	12%	0.0%	12%	0.0%	11%	0.0%
Difficult to afford for girl to go to school (student)	79%	53%	65%	35%	74%	46%	62%	39%
Difficult to afford for girl to go to school (primary caregiver)	16%	-	16%	-	-	-	-	-
Parents have difficulty with paying fees- child has been sent home from school more than once	40%	21%	37%	19%	39%	21%	36%	19%

Tanzania	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Household does not have regular income	74%	55%	59%	45%	66%	50%	59%	44%
Household doesn't own land for themselves	14%	-	12%	-	-	-	-	-
Material of the roof	46%	16%	30%	11%	46%	19%	35%	12%
Household unable to meet basic needs	48%	0.0%	40%	0.0%	42%	0.0%	38%	0.0%
Gone to sleep hungry for many days in past year	14%	0.0%	8%	0.0%	13%	0.0%	10%	0.0%
Household has skipped meals on some days	62%	34%	42%	20%	61%	33%	48%	27%
Language difficulties								
Language of Instruction different from mother tongue (primary caregiver)	87%	-	88%	-	-	-	-	-
Girl doesn't speak Language of Instruction (primary caregiver)	7%	-	15%	-	-	-	-	-
Students with difficulties with language of instruction	29%	24%	31%	27%	29%	23%	28%	23%
Have difficulties learning in English	29%	23%	27%	24%	26%	23%	25%	19%
Parental education								
Head of Household has no education	16%	-	21%	-	-	-	-	-
Primary caregiver has no education	24%	-	26%	-	-	-	-	-
Head of household is illiterate (student)	21%	9%	20%	8%	24%	16%	17%	11%
Other								
Missed school to be with partner	0.8%	0.3%	0.9%	0.3%	0.3%	0.3%	0.8%	0.4%

Sources:
For rows with data for all columns: School based survey, student questionnaire. Form 2 and 4 Cohorts.
For rows with data in columns for marginalised girls only: Household survey, primary care giver questionnaire. Form 2 Cohort only.

All the students identified as not being economically marginalised were also regarded as less marginalised using Camfed's criteria. Comparing the measures of marginalisation consistently over the three countries gives much higher Camfed marginalisation figures than the economic marginalisation figures of 14% of intervention district Tanzanian girls, 29% of Zambian girls and 29% of Zimbabwean girls. It may mean that Camfed's marginalisation criteria are better able to capture marginalisation that is not necessarily directly influenced by the economic indicators that are part of the Grameen Index.

In intervention districts, a statistically significantly larger proportion of girls who do not live with both parents (58%) are marginalised, compared to those less marginalised (49%). Comparison districts show more students living with their parents and fewer in female headed households than intervention districts; intervention districts have a higher proportion of single orphancy than comparison districts by a few percentage points. There is quite a difference in prevalence of irregular income; for girls, this is a difference of 15 percentage points between the intervention and comparison district (statistically significant at p=0.05) and for boys it is seven percentage points. For both boys and girls, regular incomes are more common in comparison district households. These factors could combine to overall have a more negative effect on learning and transition in the intervention districts than in the comparison ones.

Table 9b: Zambia

Zambia	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Household characteristics								
Single orphans	20%	18%	20%	14%	21%	14%	20%	15%
Double orphans	6%	3%	5%	0.5%	6%	0.8%	7%	3%
Living without both parents	57%	50%	55%	48%	51%	38%	54%	43%
Living in female headed household	33%	31%	34%	28%	28%	17%	33%	17%
Marriage and pregnancy								
Married	2%	-	2%	-	-	-	-	-
Mothers (any age)	3%	-	3%	-	-	-	-	-
Mothers under 18	3%	-	3%	-	-	-	-	-
Mothers under 16	2%	-	2%	-	-	-	-	-
Poor households								
Economically marginalised	29%	0.0%	27%	0.0%	33%	0.0%	26%	0.0%
Difficult to afford for girl to go to school (student)	44%	36%	37%	29%	48%	34%	41%	25%
Difficult to afford for girl to go to school (primary caregiver)	49%	-	55%	-	-	-	-	-
Parents have difficulty with paying fees- child has been sent home from school more than once	100%	100%	100%	100%	100%	100%	100%	100%
Household does not have regular income	34%	28%	32%	19%	38%	28%	31%	29%
Household doesn't own land for themselves	26%	-	31%	-	-	-	-	-
Material of the roof	45%	19%	44%	23%	47%	28%	44%	17%
Household unable to meet basic needs	61%	0.0%	59%	0.0%	63%	0.0%	60%	0.0%

Zambia	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Gone to sleep hungry for many days in past year	13%	0.0%	`	0.0%	15%	0.0%	15%	0.0%
Household has skipped meals on some days	51%	35%	49%	20%	54%	29%	51%	24%
Language difficulties								
Language of Instruction different from mother tongue (primary caregiver)	59%	-	70%	-	-	-	-	-
Girl doesn't speak Language of Instruction (primary caregiver)	36%	-	16%	-	-	-	-	-
Students with difficulties with language of instruction	38%	36%	37%	39%	39%	33%	41%	30%
Have difficulties learning in English	27%	16%	29%	24%	29%	23%	31%	18%
Parental education								
Head of Household has no education	18%	-	16%	-	-	-	-	-
Primary caregiver has no education	23%	-	22%	-	-	-	-	-
Head of household is illiterate (student)	Data not collected							
Other								
Missed school to be with partner	9%	6%	13%	5%	10%	5%	12%	2%

Sources:
For rows with data for all columns: School based survey, student questionnaire. Grade 5 and Grade 7 Cohorts.
For rows with data in columns for marginalised girls only: Household survey, primary care giver questionnaire. Grade 5 Cohort only.

Using Camfed's Criteria, the majority of girls (87%) and boys (87%) are marginalised in Zambia. Table 9b shows that 29% of girls in intervention districts are also economically marginalised. Other characteristics associated with marginalisation that affect many girls include orphanhood (26% have lost one or both parents); not living with both parents (57%); female headed households (33%); irregular incomes (34%)

and skipping meals (51%). Roughly half of all households skip meals on some days. There is also a sizable proportion of girls who have been absent from school to be with a partner (9%).

Table 9c: Zimbabwe

Zimbabwe	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Household characteristics								
Single orphans	37%	29%	34%	28%	33%	26%	33%	28%
Double orphans	21%	8%	15%	7%	23%	8%	18%	8%
Living without both parents	70%	58%	64%	56%	64%	53%	65%	54%
Living in female headed household	42%	32%	42%	35%	32%	26%	33%	28%
Marriage and pregnancy								
Married	0.6%	-	1.2%	-	-	-	-	-
Mothers (any age)	0.4%	-	1.0%	-	-	-	-	-
Mothers under 18	0.4%	-	0.8%	-	-	-	-	-
Mothers under 16	0.1%	-	0.2%	-	-	-	-	-
Poor households								
Economically marginalised	29%	0.0%	23%	0.0%	22%	0.0%	20%	0.0%
Difficult to afford for girl to go to school (student)	82%	54%	83%	54%	75%	47%	74%	49%
Difficult to afford for girl to go to school (primary caregiver)	91%	-	97%	-	-	-	-	-
Parents have difficulty with paying fees- child has been sent home from school more than once	86%	60%	90%	68%	86%	64%	87%	68%
Household does not have regular income	65%	44%	61%	40%	59%	38%	56%	39%
Household doesn't own land for themselves	11%	-	11%	-	-	-	-	-
Material of the roof	66%	30%	57%	25%	60%	28%	56%	25%

Zimbabwe	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Household unable to meet basic needs	52%	0.0%	43%	0.0%	40%	0.0%	38%	0.0%
Gone to sleep hungry for many days in past year	13%	0.0%	15%	0.0%	12%	0.0%	14%	0.0%
Household has skipped meals on some days	65%	27%	69%	30%	58%	22%	67%	30%
Language difficulties								
Language of Instruction different from mother tongue (primary caregiver)	72%	-	75%	-	-	-	-	-
Girl doesn't speak Language of Instruction (primary caregiver)	8%	-	5%	-	-	-	-	-
Students with difficulties with language of instruction	22%	18%	19%	17%	21%	17%	19%	17%
Have difficulties learning in English	35%	31%	31%	28%	35%	32%	32%	29%
Parental education								
Head of Household has no education	17%	-	11%	-	-	-	-	-
Primary caregiver has no education	20%	-	13%	-	-	-	-	-
Head of household is illiterate (student)	29%	16%	21%	12%	31%	16%	25%	14%
Other								
Missed school to be with partner	0.8%	0.3%	1.1%	0.6%	2.2%	0.7%	1.8%	1.2%

Sources:
For rows with data for all columns: School based survey, student questionnaire. Form 2 and 4 Cohorts.
For rows with data in columns for marginalised girls only: Household survey, primary care giver questionnaire. Form 2 Cohort only.

Approximately half (49%) of girls in Zimbabwe were characterised as marginalised in intervention districts (47% in comparison) whereas economic marginalisation was 29%; substantially lower. Orphanhood (single

or double) among girls was high (intervention: 58%, comparison: 49%); and as high among boys as well. This is contributing significantly to the high numbers of girls (70%) and boys (64%) not living with both parents; and those coming from female headed households (42% of marginalised girls in intervention areas). As a result, the proportion of parents or guardians who find it difficult to pay fees is quite large (86% of marginalised girls in intervention; though an even higher figure, 90%, in comparison). These figures for marginalised girls finding it difficult to pay fees are similar across intervention and comparison and marginalised boys and girls though also above 50% in less marginalised children in all categories. Illiteracy rates among parents and guardians were between 12% and 31% in Zimbabwe.

From Table 9c in Zimbabwe there some differences between intervention and comparison districts and the characteristics show that whereas 38-45% of less marginalised households do not have regular incomes this is 56-65% for marginalised children regardless of whether in intervention or comparison districts. 58-69% of marginalised households skipped some meals whereas this was 27-30% of less marginalised households with much larger proportions among marginalised girls- 65% compared to less marginalised-27% in intervention districts. 14% of girls in intervention schools surveyed are double orphans (21% of marginalised girls in intervention districts, compared to 8% of less marginalised; $p<0.05$). The fact that higher rates of marginalised double orphans (boys and girls) attend schools in intervention districts than comparison districts could suggest that Camfed support is enabling children to continue school where otherwise they may not.

In common with Tanzania around 1 in 5 children have one or more forms of disability. Of note, and comparing marginalised and less marginalised girls in intervention districts, characteristics such as difficulties with learning in English, difficulties with language of instruction, and missing school to be with a boyfriend did not produce statistically significant differences.

The qualitative data has helped to highlight perceived marginalisation issues that lead to school dropout and also brings out attitudinal differences around marginalisation. In Zambia and Zimbabwe a number of those in prominent professional (teaching) or community (leaders) roles appear to blame girls for getting pregnant when they are at school. The following quotation by a community leader is illustrative of the comments made repeatedly to the evaluators:

"… a lot of girls get pregnant and we do not [know] what to do. They are putting their parents through a very difficult time because of this….When you see them walking like this, they already have boyfriends. We do not know how we can tell them to stop this because at a very tender age you will find her with her own child. Then it will be very difficult to take care of them." (Community Leader, Chinsali District, Zambia)

Furthermore, due to the complexity of the interaction of marginality, Camfed's ability to solve one part of the issue, such as paying school fees, may not make the defining difference in the end, as one Head teacher says:

"The bursaries are very helpful. There is Camfed that provides fees, uniforms and sanitary wear. This does help the girls as more of these beneficiaries stay in school because their fees are always paid. Others do tend to miss school or drop out because they don't have food or have to take care of their siblings. Their fees are always paid for so they come to school but there are other problems like no food and poverty so they end up dropping out." (Head teacher, Kilombero District, Tanzania)

However, it is clear in many mothers and fathers and beneficiaries reported to the evaluators that CAMFED bursaries make a key difference in keeping girls in school and helping their parents or carers too, with one parent in Zimbabwe saying the bursary "*you will notice that for me it's now easier*".

These issues are further explored in *Section 5: Intermediate Outcomes*.

3.2.3 Barriers to education

A number of questions were asked relating to barriers to education. The evaluation will track how these change through midline to endline. The baseline results can be found in the tables below.

Table 10a: Potential barriers to learning and transition (Tanzania)

Tanzania	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Home - community								
Safety:								
Fairly or very unsafe travel to schools in the area (primary caregiver)	47%	-	48%	-	-	-	-	-
Doesn't feel safe travelling to/from school (student)	14%	8%	12%	6%	12%	6%	9%	3%
Parental/caregiver support:								
Sufficient time to study: High chore burden	51%	8%	54%	9%	59%	11%	57%	15%
Doesn't get support to stay in school and do well	19%	10%	15%	7%	21%	11%	16%	7%
Does not decide when to play with friends	7%	5%	6%	5%	6%	3%	6%	3%
School Level								
Attendance:								
Attends school less than 85% of the time	56%	55%	49%	46%	61%	55%	56%	52%
Attend school less than half of the time	2%	1.3%	0.8%	0.6%	2%	1.4%	0.8%	2%
Doesn't feel safe at school	5%	4%	6%	3%	9%	4%	6%	3%
School facilities:								
No seats for all students	20%	18%	18%	14%	24%	21%	21%	16%
Difficult to move around school	15%	11%	12%	8%	17%	14%	12%	8%

Tanzania	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Doesn't use drinking water facilities	Data not collected							
Doesn't use toilet at school	Data not collected							
Doesn’t use areas where children play/ socialise	Data not collected							
Teachers:								
Disagrees teachers make them feel welcome	13%	12%	16%	11%	10%	8%	13%	10%
Agrees teachers treat boys and girls differently in the classroom	42%	36%	38%	36%	42%	38%	39%	35%
Agrees teachers often absent from class	4%	2%	4%	3%	6%	3%	5%	3%
Not enough teachers for the number of students	58%	53%	60%	59%	60%	52%	63%	61%
Other								
Students with difficulties with Language of Instruction	10%	7%	11%	8%	10%	7%	9%	6%

Sources:
For rows with data for all columns: School based survey, student questionnaire. Form 2 and 4 Cohorts.
For rows with data in columns for marginalised girls only: Household survey, primary care giver questionnaire. Form 2 Cohort only.

In intervention districts, significantly more marginalised girls in Tanzania indicated that they had a high chore burden (51%) compared to those less marginalised (8%; $p<0.01$). This pattern was also evident for boys. Related to this finding, nearly twice as many marginalised girls (19%) also indicated that they did not receive adequate support from their parents or caregivers to stay in school and do well, compared to less marginalised girls (10%; $p<0.01$). Nearly half of the parents of Form 2 marginalised girls in both the intervention and comparison areas felt concerned about the safety of their children while travelling to school, although children themselves were much less likely to report being concerned (3%-14%). Only a small minority (3%-7%) of children reported not feeling safe while at school, with little difference report by gender and marginality. Around half of all children – boys and girls, marginalised and less marginalised, in both intervention and comparison areas – attended school for less than 85% of the time (classed as ‘irregular attendance’) – see section 5.1 for further discussion about attendance. In the schools themselves, 20% of marginalised girls in intervention areas (18% in comparison areas) reported insufficient numbers of seats for the children and 15% (12% comparison) said they had difficulty moving around their school. Within the classroom, the most prevalent issues were insufficient numbers of teachers for the

number of students, reported by 58% of intervention marginalised girls and 53% of less marginalised girls, and teachers treating girls and boys differently, reported by 42% of both marginalised girls and marginalised boys in intervention schools. In addition, in intervention districts, the proportions of marginalised girls or boys indicating that teachers did not make students feel welcome were between 8-13%, with marginally higher rates among girls than boys. Only a small minority of children (2%-6%) reported that teachers are often absent from class.

There is a lot of similarity between the findings from the qualitative data and the results in table 10a. Teachers' attitudes, expectations and gender stereotyping affect girls' learning in schools. Many teachers, Head teachers, students and parents commented on the limited quantity and quality of learning resources in schools and lack of textbooks. In one school in Tanzania it was reported that 20 students had to share one textbook. Lack of science and maths teachers was highlighted as a big challenge. Classrooms are also too small or there are not enough classrooms in schools; one school in Zambia mentioned how, due to the high number of students and lack of classrooms, they had to share classrooms between the forms/levels of students which they also said affected their learning. These issues are further reported on further in *Section 5: Intermediate Objectives.*

Findings from the qualitative research identified additional barriers that were not measured quantitatively. One such is the effect of the initiation rites that take place in many districts on a girl's educational prospects. Since initiation takes place at puberty, it was explained by mothers and community leaders that after undergoing such rites, girls often engage in sexual activity then they are likely to be married and/or increasingly miss school and eventually drop out.

Table 10b: Potential barriers to learning and transition (Zambia)

Zambia	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Home - community								
Safety:								
Fairly or very unsafe travel to schools in the area (primary caregiver)	25%	-	40%	-	-	-	-	-
Doesn't feel safe travelling to/from school (student)	12%	5%	15%	6%	14%	10%	16%	10%
Parental/caregiver support:								
Sufficient time to study: High chore burden	48%	20%	50%	16%	48%	17%	51%	12%
Doesn't get support to stay in school and do well	18%	16%	20%	22%	22%	16%	21%	19%
Does not decide when to play with friends	13%	11%	12%	15%	14%	10%	12%	14%
School Level								

Zambia	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Attendance:								
Attends school less than 85% of the time	64%	55%	80%	71%	68%	69%	78%	71%
Attend school less than half of the time	3%	0.0%	1.5%	1.3%	3%	1.2%	1.3%	0.0%
Doesn't feel safe at school	23%	14%	26%	17%	24%	13%	30%	15%
School facilities:								
No seats for all students	31%	31%	27%	24%	30%	29%	28%	24%
Difficult to move around school	38%	28%	34%	27%	37%	28%	30%	19%
Doesn't use drinking water facilities	Data not collected							
Doesn't use toilet at school	Data not collected							
Doesn't use areas where children play/ socialise	Data not collected							
Teachers:								
Disagrees teachers make them feel welcome	13%	11%	14%	12%	14%	13%	16%	9%
Agrees teachers treat boys and girls differently in the classroom	80%	76%	75%	76%	75%	79%	76%	67%
Agrees teachers often absent from class	73%	64%	71%	62%	70%	69%	69%	56%
Not enough teachers for the number of students	Data not collected							
Other								
Students with difficulties with Language of Instruction	14%	10%	14%	12%	16%	11%	16%	9%

Sources:
For rows with data for all columns: School based survey, student questionnaire. Grade 5 and 7 Cohorts.
For rows with data in columns for marginalised girls only: Household survey, primary care giver questionnaire. Grade 5 Cohort only.

The Zambian data on barriers shows a few other dimensions that were not so apparent in the other two countries. For example:

- Significantly more marginalised than less marginalised girls and boys reported not feeling safe at school
- More than 75% of all students reported that teachers treat boys differently to girls
- More than twice the proportion of marginalised girls to less marginalised girls did not feel safe travelling to or from school
- High numbers of students mentioned teacher absenteeism as an issue (>60%).

During FGDs with girls and separately with boys, gender differences in aspirations were revealed. The boys talked of leisure (football) or productive activities such as charcoal burning. They mentioned straight off aspirations for high professional roles, such as being a judge. Alternatively the girls often initially spoke of doing domestic work in the home and the garden. When encouraged further the girls said they would like to be a teacher or a nurse or a business woman. Already by Grades 5 and 7 their ambitions are limited to working in and around the home. Since they are CAMFED supported girls it will be interesting to see how these ambitions grow or shrink in the midline and endline study. The lack of higher achieving role models was something that is pointed out by CAMA, CDC members and teachers alike.

Table 10c: Potential barriers to learning and transition (Zimbabwe)

Zimbabwe	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Home - community								
Safety:								
Fairly or very unsafe travel to schools in the area (primary caregiver)	29%	-	29%	-	-	-	-	-
Doesn't feel safe travelling to/from school (student)	31%	17%	28%	14%	33%	14%	25%	14%

Zimbabwe	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Parental/caregiver support:								
Sufficient time to study: High chore burden	58%	18%	57%	17%	59%	22%	63%	25%
Doesn't get support to stay in school and do well	29%	18%	25%	16%	31%	18%	25%	15%
Does not decide when to play with friends	16%	12%	17%	12%	13%	11%	14%	10%
School Level								
Attendance:								
Attends school less than 85% of the time	19%	12%	20%	11%	21%	14%	27%	16%
Attend school less than half of the time	0.3%	0.2%	0.1%	0.2%	0.1%	0.2%	0.6%	0.4%
Doesn't feel safe at school	7%	4%	11%	6%	9%	6%	10%	7%
School facilities:								
No seats for all students	38%	28%	42%	31%	39%	28%	36%	33%
Difficult to move around school	18%	11%	22%	11%	20%	14%	22%	15%
Doesn't use drinking water facilities	Data not collected							
Doesn't use toilet at school	Data not collected							
Doesn't use areas where children play/ socialise	Data not collected							
Teachers:								
Disagrees teachers make them feel welcome	8%	5%	7%	5%	9%	6%	8%	7%
Agrees teachers treat boys and girls differently in the classroom	34%	25%	33%	24%	41%	36%	45%	36%
Agrees teachers often absent from class	12%	7%	14%	7%	13%	8%	17%	12%

Zimbabwe	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Not enough teachers for the number of students	46%	43%	44%	39%	47%	43%	47%	43%
Other								
Students with difficulties with Language of Instruction	9%	7%	8%	6%	9%	6%	8%	6%

Sources:
For rows with data for all columns: School based survey, student questionnaire. Form 2 and 4 Cohorts.
For rows with data in columns for marginalised girls only: Household survey, primary care giver questionnaire. Form 2 Cohort only.

As in the other two countries, in Zimbabwe there is a big difference between marginalised and less marginalised students in the prevalence of barriers such as a high chore burden (58% marginalised vs 18% less marginalised among girls in intervention districts); safety traveling to and from school (31% vs 17%); and teachers treating boys differently to girls (34% vs 25%). 6-9% mentioned difficulties with language of instruction; while between 5% and 9% also mentioned that teachers did not make them feel welcome in class. On the latter, more marginalised girls in intervention districts (8%) reported this as an issue that those less marginalised (5%; $p<0.05$).

Whereas the quantitative surveys contained no questions about distance to school, this was reported in the qualitative research in all three countries as a major issue by students, teachers and parents. For example teachers in Zimbabwe reported the following in focus group discussions:

"…, the longest distance students travel is 10km. We have children who come from [redacted] just after [redacted] which is 7-8 km from here then 2-3 from there to [redacted], they still come here.

…. there is a hill to climb so yeah it becomes difficult especially for children who leave home early before breakfast is prepared hence walk on empty stomachs. They spend the day here, we don't give them lunch and then they have to go back home so they will only have supper a day. Absenteeism maybe there but not much, what we experience are delays but we have come to understand them." (Teacher, Binga District)

"Students travel as far as 10kms to school and they are too tired to concentrate." (Teacher, Hurungwe District)

"Distance is also an issue. Those that come from [two places names redacted] have to walk very long distances so they end up not coming to school or transferring. Because of the distance, some girls get friendly with the commuter omnibus drivers who sometimes end up taking advantage of the girls. Those who walk from village [] have to walk about 15km to school. They get to school tired and find it hard to concentrate in school. They wake up as early as 3 am to go to school and get home as late as 8 pm when they are dismissed late. We also have children who are disabled and walking to school is a challenge so these children have to stop going to school or transfer." (Teacher, Mudzi District)

Distance as a single factor thus impacts on teachers' perceptions of student safety as well as children's lateness and concentration, especially where hunger may be a factor.

A range of other barriers were also mentioned by teachers. For example teachers in an FGD in one school in Binga stated the following:

- *There are students who live far away from school and always come late to school and get punished for it*
- *The classrooms are few and sometimes the students learn from outside*
- *There is a lot of broken furniture*
- *The toilets are dirty*
- *There is no water at the school*
- *There are few textbooks*
- *Some students miss school because they stay far and cant travel in hot temperatures*
- *Some subjects were dropped because of shortage of teachers*
- *There is no school bus*
- *There are no computers*
- *Some classes have no light*
- *Lack of provision of sanitary wear for girls*
- *There are no medical facilities at the school*

Meanwhile some parents raised different barriers, citing the following as key concerns; although they more often talked about these relating to 'others' rather than of themselves:

- *Others do not have means for their children to study such as lights to use when studying*
- *Others do not have people who help them with their homework and other children come from very poor families who do not afford to buy textbooks for them to study. Others are not educated so they cannot help their children with their homework*
- *Even though school fees is being paid for by Camfed, other children do not afford materials to use for example others do not have school shoes to wear, others do not have uniforms*
- *Pads are a big challenge for the female children. This is because they do not have money to buy pads so most children will not be comfortable with going to school when they are menstruating and they miss out on some of the school stuff*
- *Now that school fees are being paid for our children, I don't see any challenges. The only challenge we had was that, before the girls went to Camfed we did not have money for school fees. Yes, we do not have challenges anymore actually you will notice that for me it's now easier.*

CAMA members raise the issue of early marriage in particular as a barrier to keeping girls in school:

- *Early marriages. At times we give the children only books and school fees. But the situation back home may lead the children to such acts. It can be lack of food so if older men propose love to the children they just accept as long as they benefit. Some of the parents also accepts this shameful act as they will be benefiting from that.*
- *There are some child headed families, they end up making decisions of getting married early so that the husband can assist them in raising their sibling.*
- *Some of the parents are giving up their children for early marriages following the demands of their religious beliefs. Once a girl child gets married they will be in no position to be in school again, Unless the CDC gets to know about it in time.*
- *Sickness, one child for example who was HIV positive due to the sickness she had no power to walk to school hence she made decision of dropping out of school.*

- *Lack of parental guidance has also led to early marriages and pregnancies since there is no one to give proper care and advice to the children. There is no one to monitor the child's movement hence they end up taking the wrong road.*

Barriers are further discussed in *Section 5: Intermediate Outcomes*.

3.3 Intersection between key characteristics and barriers

Table 11 on the next page shows the intersection between barriers and some key characteristics that are required to be analysed by the Fund Manager. Data enables a comparison between marginalised and less marginalised girls in intervention with those in comparison districts. Four main characteristics - disability, orphanhood, incomes and skipping meals - are cross-tabulated with the range of barriers that were discussed in the preceding section. These were the most common barriers mentioned by girls during the qualitative survey in all three countries.

Comparing marginalised with less marginalised girls in Tanzania and Zimbabwe, the barriers that seem to be most associated with disability are as follows:

- High chore burden- (53% for marginalised girls vs 8% for less marginalised girls in Tanzania (51% vs 8% when disregarding disability, c.f. previous section); and 58% vs 22% in Zimbabwe (58% vs 18% when disregarding disability))
- Safety at school - (9% vs 4% in Tanzania (5% vs 4% when disregarding disability); and 13% vs 7% in Zimbabwe (7% vs 4% when disregarding disability))
- Safety traveling to and from school- (18% vs 8% in Tanzania (14% vs 8% when disregarding disability) and 43% vs 21% in Zimbabwe (31% vs 17% when disregarding disability))
- Teacher absence from school-(10% vs 3% in Tanzania (4% vs 2% when disregarding disability) and 20% vs 10% in Zimbabwe (12% vs 7% when disregarding disability)).

As the percentages in brackets show, however, these issues are not exclusive to girls living with a disability and these differences were also found among marginalised and less marginalised girls more generally.

Focusing on single and double orphans, there is a statistical difference between marginalised and less marginalised children in terms of:

- High chore burden-(51% vs 8% in Tanzania (51% vs 8% when disregarding orphan status) and 62% vs 20% in Zimbabwe (58% vs 18% when disregarding orphan status))
- Not feeling safe when travelling to and from school-(15% vs 8% in Tanzania (14% vs 8% when disregarding orphan status) and 29% vs 17% in Zimbabwe (31% vs 17% when disregarding orphan status)).

Again, as the percentages in brackets show, marginalised girls more generally experienced these challenges, meaning that they were not particular to orphans per se.

For girls whose households do not have a regular income, the issues identified above for disabled and for orphans are also present.

As the Zambia sample school based survey took place with younger children in primary school they were not asked the questions relating to disability in the student questionnaire. These questions were only therefore asked of the primary caregiver of marginalised girls during the household survey in Zambia.

Table 11: 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
Tanzania																
Does not feel safe at school	9%	4%	10%	3%	6%	5%	4%	2%	6%	4%	6%	3%	6%	5%	10%	5%
Has difficulties with language of instruction	14%	11%	17%	12%	9%	9%	10%	8%	11%	9%	12%	11%	12%	9%	14%	14%
Does not feel safe traveling to or from school	18%	8%	17%	7%	15%	8%	14%	7%	14%	7%	13%	7%	15%	9%	15%	9%
Has a high chore burden	53%	8%	54%	11%	51%	8%	53%	8%	54%	10%	53%	12%	53%	10%	57%	11%
Does not receive adequate support to stay in school	23%	10%	18%	8%	20%	11%	17%	7%	22%	13%	19%	10%	25%	16%	24%	18%
Does not decide when to play with friends	9%	3%	8%	9%	6%	4%	6%	4%	8%	6%	7%	5%	7%	6%	6%	6%
Not enough teachers for the number of students	58%	52%	53%	59%	59%	51%	63%	55%	60%	53%	61%	59%	60%	54%	61%	57%
Teachers often Absent from school	10%	3%	8%	5%	3%	2%	2%	3%	4%	2%	3%	4%	4%	3%	4%	4%
Teachers do not make student feel welcome	18%	14%	23%	17%	10%	10%	16%	9%	13%	12%	16%	13%	14%	10%	18%	13%
Teachers treat boys differently to girls	46%	38%	44%	40%	42%	34%	33%	34%	42%	36%	37%	36%	43%	40%	43%	39%
Zambia																
Does not feel safe at school	21%	0%	29%	0%	28%	19%	31%	15%	23%	23%	30%	25%	25%	26%	30%	16%
Has difficulties with language of instruction	3%	0%	18%	0%	16%	10%	17%	4%	16%	11%	16%	15%	17%	14%	17%	14%
Does not feel safe traveling to or from school	12%	0%	25%	0%	11%	7%	18%	10%	12%	4%	13%	7%	13%	9%	18%	11%
Has a high chore burden	28%	0%	62%	0%	53%	29%	56%	25%	45%	25%	57%	20%	54%	32%	62%	27%
Does not receive adequate support to stay in school	14%	0%	18%	0%	17%	13%	23%	19%	19%	19%	19%	23%	19%	16%	22%	23%
Does not decide when to play with friends	3%	0%	18%	0%	15%	13%	13%	11%	13%	5%	10%	13%	14%	11%	12%	18%
Teachers often absent from school	83%	0%	59%	0%	70%	58%	69%	74%	67%	68%	69%	70%	72%	66%	70%	71%
Teachers do not make student feel welcome	7%	0%	12%	0%	12%	8%	14%	7%	12%	11%	14%	8%	13%	9%	15%	7%
Teachers treat boys differently to girls	86%	0%	71%	0%	78%	73%	75%	85%	80%	68%	75%	70%	79%	82%	72%	77%
Zimbabwe																
Does not feel safe at school	13%	7%	15%	10%	8%	3%	11%	7%	7%	4%	11%	6%	9%	4%	12%	7%
Has difficulties with language of instruction	13%	7%	8%	9%	10%	8%	9%	6%	9%	7%	7%	7%	10%	7%	8%	5%
Does not feel safe traveling to or from school	43%	21%	28%	19%	29%	17%	28%	13%	31%	19%	29%	16%	33%	22%	30%	21%
Has a high chore burden	58%	22%	52%	19%	62%	20%	60%	22%	59%	23%	59%	23%	64%	26%	62%	27%

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 receive adequate support to stay in school	30%	23%	23%	17%	31%	20%	26%	18%	32%	21%	28%	20%	33%	24%	28%	22%
Does not decide when to play with friends	17%	17%	22%	13%	16%	12%	18%	15%	15%	11%	18%	12%	17%	14%	18%	16%
Not enough teachers for the number of students	45%	39%	39%	41%	46%	43%	43%	41%	46%	43%	44%	41%	47%	42%	44%	40%
Teachers often Absent from school	20%	10%	21%	13%	14%	6%	13%	6%	10%	5%	13%	7%	11%	9%	13%	7%
Teachers do not make student feel welcome	13%	12%	11%	8%	9%	4%	8%	5%	7%	5%	7%	5%	8%	5%	8%	7%
Teachers treat boys differently to girls	42%	36%	44%	34%	36%	26%	31%	23%	33%	24%	32%	24%	34%	29%	33%	26%

3.4 Appropriateness of project activities to the characteristics and barriers identified

Camfed's long-standing experience of supporting girls' education in the project countries has resulted in a strong design that, as a whole, addresses the barriers to education of the identified marginalised girls. Lack of funds to pay school-going costs appears to be the main reason 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 forwards.

However, because the programme has been operating in the same schools with the same beneficiaries under GEC 1, GEC-T provides an opportunity to 'go the extra mile' through addressing some of the recommendations below. Moreover, the foundation established under GEC 1 provides Camfed with an opportunity to, for example:

- Target some of the **most marginalised girls,** such as those who, in spite of Camfed bursary, attend irregularly, under-perform or are in danger of dropping out
- Strengthen the focus on the quality of teaching in order to raise the literacy and numeracy results of the most under-achieving girls
- Provide support for children living with disabilities, as this is currently missing from the project.

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.

Family poverty and hunger are major barriers to attendance. While the project may pay the school-going costs for girls and CDCs may make linkages and seek support at district level, 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 i**t 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.**

The high level of chores that girls (and boys) 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 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 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 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.**

According to the results, distance to school is a serious barrier to attendance for many marginalised girls in all three countries. This results in girls arriving late for school, not attending on some days, being tired in class, being sexually harassed or abused on the journey or 'bush boarding' sometimes in insecure or unsafe accommodation, in communities near the school. In Tanzania, the New Generation Bursary (NGB) provides an opportunity for girls to select bicycles and boarding fees and beneficiaries report how valuable the bicycles have been in terms of accessing school. Funds will be allocated to Zambia recipients for transport costs and boarding fees, yet neither have been allocated in Zimbabwe. **It is recommended that Camfed rethinks the bursary allocation to Zimbabwe beneficiaries to include some support for travel or accommodation. Alternatively there is a need to develop activities that directly support schools to solve the provision for local boarding near to the school in a structured and secure manner.**

The activities identified in project documentation for improving the quality of teaching are mostly limited to providing additional resources and training Teacher Mentors and Learner Guides 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 mid-line 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.**

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.**

Furthermore, insufficient teachers for the number of students was identified as a problem by stakeholders in all countries and teacher absenteeism was a serious problem in Zambia. Insufficient female teachers in rural areas was also emphasised in all countries, particularly during the qualitative interviews. **It is recommended that Camfed advocates for, and forms partnerships with other agencies advocating at district and at national levels, to support a change in these areas.**

Using the Washington Group analysis, the baseline data shows that between 2 and 16% of marginalised girls currently in school are living with one or more disability. The most common is 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 the existing girls living with a disability is within the projects 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.**

Overall, the most prevalent barriers identified by the baseline analysis correspond with the project's Theory of Change, which cites them all. It is, however, recommended that the project reviews its Theory of Change to consider the differences in marginalised girls' experience of these barriers between the three project countries, and the particular context in which activities will be implemented. It should also look at the balance between the attention given to different barriers, while recognising that these are interlinked. For example, the ToC particularly addresses poverty, although distance-to-school is only addressed through the provision of bicycles in Tanzania – as described above this should be reviewed for Zambia and

Zimbabwe. 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 Learner Guides. Again as described above, the project's Theory of Change could consider additional strategies to strengthen the demand-side response to this barrier. Please see the EE's discussion of the ToC elsewhere in this report and the recommendations above and at the end of this report for further reflection.

Box 2: Project's contribution

The barriers identified in the baseline survey correspond in general with those in the project's Theory of Change and confirms the need for the project activities and the validity of its multidimensional design: the External Evaluator (EE) notes the project's 'strong design that, as a whole, addresses the barriers to education of the identified marginalised girls'. We note the differences in prevalence, intensity and nature found in those barriers and girls' experience between the regions and countries where the project is operating, and are reviewing the Theory of Change so as to better reflect and consider this differentiation. As part of this review we will refine a ToC for each country, and focus particularly on the areas the EE has highlighted – since these also inform key recommendations for the report overall, a more specific response to these can be found in Annex 13: Project Management Response.

4. Section 4: Key Outcome Findings

4.1 Learning Outcome

In all three countries, the literacy (EGRA and SeGRA) and numeracy (EGMA and SeGMA) tests were developed in partnership with the ministries of education and examination councils. They were conducted 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 councils for marking.

SeGRA and SeGMA tests were used to assess literacy and numeracy learning outcomes in all three countries. In Zambia, these tests were administered alongside EGRA and EGMA which were better suited for the learners at this stage and administered only to Grade 5 and Grade 7 girls. However, SeGRA and SEGMA tests which will be used in the future as the learners transition, were also used at baseline. Grade 5 students (girls and boys) attempted the first subtask. Grade 7 students (girls and boys) were supposed to respond to the first two subtasks but such small numbers attempted subtask two, that results have been calculated based solely on subtask one.

The table below summarises analysis of floor and ceiling effects for the literacy and numeracy assessments used in the baseline survey. It reveals that there were some concerns about the assessments, particularly for numeracy. These will be discussed with the Fund Manager so that any adaptations required will be implemented before the midline survey.

Floor and ceiling effects for the literacy and numeracy assessments administered at baseline

	Literacy	Numeracy
Tanzania	SeGRA: no floor or ceiling effects	SeGMA: a floor effect for Form 2 and a restriction of range for Form 4
Zambia	EGRA: no ceiling effect, but a floor effect particularly for Grade 5 students	EGMA: no floor or ceiling effects
	SeGRA: a floor effect	SeGMA: a floor effect for Grade 5 and a restriction of range for Grade 7
Zimbabwe	SeGRA: no floor or ceiling effects	SeGMA: a floor effect

The sample sizes for learning presented in the Outcome Spreadsheet match the number of students who actually sat for the Numeracy and Literacy tests. Some students who completed the Marginality and Student surveys did not complete both the literacy and numeracy tests. Some opted out, left early or did not begin one or other of the tests. Thus Tables 4a-c and 5 a–c contain information on the maximum possible sample size, that is, the maximum number of students for whom information was collected on the marginalisation and student surveys, and either the numeracy or literacy tests. The tables below present the various groups who participated in each survey and tests.

Tanzania

	Girls				Boys			
	Form 2		Form 4		Form 2		Form 4	
Sample Size	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised

Intervention								
School Based Survey	1051	1320	729	1054	829	990	647	878
Literacy (SeGRA)	1049	1319	728	1054	828	982	645	877
Numeracy (SeGMA)	1050	1318	728	1054	828	982	644	877
Transition (Household)	914	-	-	-	-	-	-	-
Comparison								
School Based Survey	885	1324	614	1020	691	1060	541	801
Literacy (SeGRA)	880	1322	610	1018	688	1057	540	794
Numeracy (SeGMA)	881	1321	610	1018	688	1056	540	794
Transition (Household)	803	-	-	-	-	-	-	-

Zambia

	Girls				Boys			
	Grade5		Grade 7		Grade5		Grade 7	
Sample Size	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Intervention								
School Based Survey	934	104	820	168	937	116	989	171
Literacy (SeGRA, but not EGRA)	186	22	57	11	921	115	955	167
Literacy (EGRA, but not SeGRA)	7	0	12	2	-	-	-	-
Literacy (both SeGRA and EGRA)	739	81	749	155	-	-	3	-
Numeracy (SeGMA, but not EGMA)	137	22	152	29	916	115	963	170
Numeracy (EGMA, but not SeGMA)	19	3	9	1	-	-	-	-
Numeracy (both SeGMA and EGMA)	774	78	656	138	-	-	-	-
Transition (Household)	752	-	-	-	-	-	-	-
Comparison								
School Based Survey	981	120	650	135	863	109	662	139
Literacy (SeGRA, but not EGRA)	369	40	270	53	833	103	657	139
Literacy (EGRA, but not SeGRA)	29	4	5	1	1	-	-	-
Literacy (both SeGRA and EGRA)	551	69	362	80	-	-	1	-
Numeracy (SeGMA, but not EGMA)	152	23	80	23	821	104	613	135
Numeracy (EGMA, but not SeGMA)	26	2	34	2	-	-	-	-
Numeracy (both SeGMA and EGMA)	789	94	529	110	-	-	-	-
Transition (Household)	833	-	-	-	-	-	-	-

Zimbabwe

	Female				Male			
	Form 2		Form 4		Form 2		Form 4	
Sample Size	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Intervention								
School Based Survey	1033	760	647	1014	735	742	625	783
Literacy (SeGRA)	997	742	619	992	706	729	604	769
Numeracy (SeGMA)	1030	758	645	1012	730	737	623	779
Transition (Household)	939	-	-	-	-	-	-	-
Comparison								
School Based Survey	839	810	579	783	769	644	612	626
Literacy (SeGRA)	818	796	571	763	756	633	600	619
Numeracy (SeGMA)	836	810	575	780	767	643	606	625
Transition (Household)	732	-	-	-	-	-	-	-

In Tanzania and Zimbabwe, learners attempted three SeGRA literacy and three SEGMA numeracy tasks, with each marked out of 36. The same papers were written by both cohort classes. The results were then converted into percentage scores for each task, and an overall score (out of 100) was calculated. It is important to note that Grade 5 and Grade 7 Zambian students could only score a maximum of 33.3% on the SeGRA and SeGMA tests as they only attempted one subtask.

An aggregate score was calculated for literacy and numeracy for each country. The results are shown in the following tables.

Tanzania

	Female				Male				All Female Students
	Form 2		Form 4		Form 2		Form 4		
Sample Size	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	
Intervention									
Literacy (SeGRA)	25.5	31.1	34.4	39.2	28.6	34.0	40.3	44.5	32.3
Numeracy (SeGMA)	12.0	15.0	15.1	18.5	14.9	17.8	20.6	23.0	15.1
Comparison									
Literacy (SeGRA)	25.7	28.1	37.4	39.7	29.8	31.0	42.2	45.2	32.1
Numeracy (SeGMA)	12.1	13.9	16.5	16.8	15.0	16.6	19.6	21.5	14.7
Overall	**18.8**	**22.0**	**25.7**	**28.6**	**22.1**	**24.8**	**30.7**	**33.6**	**14.9**

Zambia[41]

	Female				Male				All Female Students
	Grade 5		Grade 7		Grade 5		Grade 7		
Sample Size	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	
Intervention									
Literacy (EGRA & SeGRA)	31.5	43.3	41.0	52.2	-	-	-	-	38.3
Numeracy (EGMA & SeGMA)	59.9	65.3	66.5	74.5	-	-	-	-	64.0
SeGRA only[42]	1.72	4.45	8.1	18.17	1.66	3.99	7.48	14.97	5.8
SeGMA only[43]	1.98	3.42	9.6	17.22	2.2	3.16	11.33	15.83	6.4
Comparison									
Literacy (EGRA & SeGRA)	32.1	33.3	43.3	52.1	-	-	-	-	37.53
Numeracy (EGMA & SeGMA)	62.3	65.4	71.9	78.2	-	-	-	-	66.96
SeGRA only[44]	2.13	4.59	8.95	18.48	1.73	6.07	9.28	17.03	5.9
SeGMA only[45]	2.21	2.78	11.18	20.24	2.15	3.45	13.04	16.36	6.6

[41] Boys in Zambia did not write EGMA and EGRA due to the high cost and time needed to administer these tests. Boys only attempted the first subtasks for SEGMA and SEGRA.
[42] Based on the first subtask of SeGRA, using the full sample of those who completed this assessment.
[43] Based on the first subtask of SeGMA, using the full sample of those who completed this assessment.
[44] Based on the first subtask of SeGRA, using the full sample of those who completed this assessment.
[45] Based on the first subtask of SeGMA, using the full sample of those who completed this assessment.

Zimbabwe

	Girls				Boys				All Female Students
	Form 2		Form 4		Form 2		Form 4		
Sample Size	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	
Intervention									
Literacy (SeGRA)	22.3	30.2	37.2	44.3	21.0	27.0	37.0	40.8	33.3
Numeracy (SeGMA)	10.7	16.3	21.5	27.8	12.7	16.3	27.5	32.0	19.0
Comparison									
Literacy (SeGRA)	22.6	30.7	38.3	45.3	18.8	27.2	31.9	39.0	33.7
Numeracy (SeGMA)	10.4	15.6	24.0	26.8	10.5	15.9	24.4	25.8	18.7
Overall	**16.4**	**23.1**	**30.1**	**36.0**	**15.7**	**21.6**	**30.2**	**34.6**	**26.1**

Table 12: Literacy (SeGRA) and Numeracy SeGMA

The literacy and numeracy scores were as follows:

Table 12 a: Tanzania

		Form 2				Form 4				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	25.5	14.5	31.1	16.0	34.4	17.1	39.2	16.5	32.3	16.7
	Comparison	25.7	14.8	28.1	15.4	37.4	18.6	39.7	18.5	32.1	17.7
Boys	Intervention	28.6	16.2	34.0	17.2	40.3	18.0	44.5	18.3	36.7	18.4
	Comparison	29.8	18.0	31.0	16.8	42.2	18.5	45.2	19.7	36.3	19.3
SeGMA score out of 100											
Girls	Intervention	12.0	9.0	15.0	10.1	15.1	9.6	18.5	11.3	15.1	10.3
	Comparison	12.1	8.7	13.9	9.9	16.5	10.7	16.8	11.3	14.7	10.3
Boys	Intervention	14.9	11.8	17.8	12.2	20.6	13.1	23.0	14.4	19.0	13.2
	Comparison	15.0	10.5	16.57	11.3	19.6	14.0	21.5	14.2	18.5	13.0

In Tanzania, the results for literacy scores show that marginalised Form 2 Intervention school girls scored an average of 25.53 out of 100, on the SeGRA test, compared to 25.68 scored in comparison schools ($p<0.05$). For Form 4, the marginalised intervention group scored 34.35, and the comparison scored 37.406%; at this time, the comparison group performed better than the intervention group. The same trends were observed for the boys, with the marginalised intervention Form 2 scoring a mean of 28.63% and the comparison 29.76%. Marginalised Form 4 intervention group scored 40.28% and the comparison scored 42.23%.

The mean SeGMA scores for the marginalised girls in Form 2 were 12.0 in intervention schools and 12.1 in comparison schools, while for Form 4 marginalised girls, they were 15.1 for intervention and 16.5 for comparison. For the Form 2 boys, the mean score was 14.9 for the intervention and 15.0 for the comparison. Form 4 scores were 20.6 for the intervention but 19.6 for the comparison group.

When compared to less marginalised students, both marginalised girls and boys performed worse ($p<0.05$ in all cases except for comparison Form 2 boys and comparison Form 4 girls (SeGMA). Less marginalised girls performed as much as 6 percentage points better than those who are marginalised. The results also showed that boys performed as much as 4 percentage points better than girls in both SeGRA and SeGMA.

Midline Targets for Tanzania

Cohort grade (at baseline)	Baseline mean (Intervention sample)	Baseline mean (Comparison sample)	Expected grade at midline	Benchmark sample size	Benchmark mean	Benchmark SD	Gap between Baseline and Midline	Basis for midline target	Midline target
Literacy									
Form 2	25.5	25.7	Form 4	728 (the Form 4 cohort)	34.4	17.1	2 years	0.25 SD x 2 (years)	8.6
Form 4	34.4	37.4	Form 6 / Post-School 2	196	29.6	13.8	2 years	0.25 SD x 2 (years)	6.9
Numeracy									
Form 2	12.0	12.1	Form 4	728 (the Form 4 cohort)	15.1	9.5	2 years	0.25 SD x 2 (years)	4.8
Form 4	15.1	16.5	Form 6 / Post-School 2	195	17.3	15.7	2 years	0.25 SD x 2 (years)	7.9

The table above shows the data used to calculate the targets for the learning outcomes in Tanzania at the midline. The midline survey will be conducted in 2019, two years after the baseline survey, when the cohorts are expected to be in Form 4 (the younger cohort) and Form 6 or Post-School 2 (the older cohort), depending on whether they continue to study at A-level. The target for each cohort is set based on data collected from a benchmarking sample, which comprised girls/women at the same expected stage as the cohort will be at the midline, i.e. Form 4 and Form 6/Post-School 2 in the case of Tanzania. For the younger cohort, the midline benchmark is provided by the older cohort, who were in Form 4 at the baseline. The benchmark sample also completed the learning assessments and the means and standard deviations for their scores are shown in the table above. The midline target is calculated as 0.25 standard deviation per year, which for this project is 0.5 because the gap between the baseline and midline will be two years. The midline targets are shown in the last column in the table above. For example, the midline target for literacy for the younger cohort is 8.6, meaning that the target will be achieved if the increase in the mean score achieved by the intervention cohort between the baseline and midline is 8.6 points greater than the increase in the mean score achieved by the comparison cohort between the same two points.

Table 12 b: Zambia

		Grade 5				Grade 7				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
Combined EGRA/SeGRA score out of 100											
Girls	Intervention	31.5	24.1	43.3	24.8	41.0	22.2	52.2	20.9	37.9	24.0
	Comparison	32.9	22.6	33.3	21.4	43.3	22.4	52.1	21.2	37.3	23.4
Boys	Intervention	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a
	Comparison	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a
Combined EGMA/SeGMA score out of 100											
Girls	Intervention	59.9	17.2	65.3	18.4	66.5	15.2	74.5	13.6	63.9	16.9
	Comparison	62.3	16.3	65.4	14.6	71.9	14.5	78.2	12.5	66.9	16.4
Boys	Intervention	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a
	Comparison	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a

Girls in Zambia wrote EGMA and EGRA tests as well as the first tasks for SeGRA and SeGMA. Boys participated in SeGRA and SeGMA only (the cost and time required to administer EGMA and EGRA made it impossible to include boys). The percentage scores for SeGMA and SeGRA were calculated using the

results for the first subtask only, because only a handful attempted some questions from the second subtask. Additionally, there was a problem with the fourth EGRA subtask, Oral Reading, so that by mistake, the required reading passage was not included in the Assessor Protocol (though it was included in the Pupil Stimuli Packet), and so most Assessors did not administer this subtask to the students. As a result, literacy scores were calculated for girls only, and were based on EGRA (excluding subtask 4) and the first subtask of SeGRA.

Literacy test results show that marginalised Grade 5 Intervention school girls scored an average of 31.5 out of 100 on the test, compared to 32.9 scored in comparison schools ($p<0.05$). On the more appropriate EGRA test alone, marginalised intervention Grade 5 girls scored an average 36.71% compared to 37.64% in comparison schools ($p<0.05$) (data not shown in the table).

For Grade 7, the marginalised intervention group scored a mean of 41.0% on EGRA and SeGRA and the comparison scored 43.3% on SeGRA; therefore, the comparison group performed better than the intervention group in both cases ($p<0.05$).

The mean EGMA and SeGMA scores for the marginalised girls in Grade 5 were 59.9 out of 100 for intervention and 62.3 for comparison. For Grade 7 marginalised girls they were 66.5 for intervention and 71.9 for comparison.

When compared to less marginalised students, marginalised girls performed worse ($p<0.05$ in all cases). Less marginalised girls performed up to 5 percentage points better than those who are marginalised in Zambia.

Midline Targets for Zambia

Cohort grade (at baseline)	Baseline mean (Intervention sample)	Baseline mean (Comparison sample)	Expected grade at midline	Benchmark sample size	Benchmark mean	Benchmark SD	Gap between Baseline and Midline	Basis for midline target	Midline target
Literacy									
Grade 5	31.5	32.1	Grade 7	749 (the Grade 7 cohort)	41.0	22.2	2 years	0.25 SD x 2 (years)	11.1
Grade 7	41.0	43.3	Grade 9	68	47.4	13.4	2 years	0.25 SD x 2 (years)	6.7
Numeracy									
Grade 5	59.9	62.3	Grade 7	656 (the Grade 7 cohort)	66.5	15.2	2 years	0.25 SD x 2 (years)	7.6
Grade 7	66.5	71.9	Grade 9	62	67.5	14.4	2 years	0.25 SD x 2 (years)	7.2

The table above shows the data used to calculate the targets for the learning outcomes in Zambia at the midline. The midline survey will be conducted in 2019, two years after the baseline survey, when the cohorts are expected to be in Grade 7 (the younger cohort) and Grade 9 (the older cohort). The target for each cohort is set based on data collected from a benchmarking sample, which comprised girls/women at the same expected stage as the cohort will be at the midline, i.e. Grade 7 and Grade 9 in the case of Zimbabwe. For the younger cohort, the midline benchmark is provided by the older cohort, who were in Grade 7 at the baseline. The benchmark sample also completed the learning assessments and the means and standard deviations for their scores are shown in the table above. The midline target is calculated as 0.25 standard deviation per year, which for this project is 0.5 because the gap between the baseline and midline will be two years. The midline targets are shown in the last column in the table above. For example, the midline target for literacy for the younger cohort is 11.1, meaning that the target will be achieved if the increase in the mean score achieved by the intervention cohort between the baseline and

midline is 11.1 points greater than the increase in the mean score achieved by the comparison cohort between the same two points.

Table 12 c: Zimbabwe

		Form 2				Form 4				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	22.3	14.9	30.2	19.1	37.2	20.2	44.3	20.2	33.3	20.5
	Comparison	22.6	15.5	30.7	17.5	38.3	20.8	45.3	20.6	33.7	20.5
Boys	Intervention	21.0	15.6	27.0	17.7	37.0	21.1	40.8	21.1	31.4	20.6
	Comparison	18.8	14.8	27.2	18.2	31.9	21.2	39.0	21.7	28.6	20.4
SeGMA score out of 100											
Girls	Intervention	10.7	12.6	16.3	15.1	21.5	20.2	27.8	21.2	19.0	18.8
	Comparison	10.4	12.0	15.6	14.4	24.0	21.3	26.8	21.4	18.7	18.6
Boys	Intervention	12.7	14.7	16.3	16.3	27.5	23.7	32.0	25.0	22.1	21.9
	Comparison	10.5	13.3	15.9	15.3	24.4	22.7	25.8	22.6	18.6	19.7

In Zimbabwe, the SeGRA results show that marginalised girls in Form 2 of intervention schools scored an average of 22.30%, compared to 22.64% in comparison schools ($p<0.05$). The marginalised girls in Form 4 of intervention schools scored 37.24%, compared to 38.30% in the comparison schools. While the marginalised girls in comparison schools performed better than the intervention school group, the trends were different for marginalised boys: intervention school Form 2 boys scored 21.04% and those in comparison schools, 18.76%; intervention school Form 4 boys scored 37.00% and those in comparison schools, 31.87%.

The SeGMA scores for the marginalised intervention Form 2 girls were 10.71% compared to 10.36% in comparison districts. For Form 4s, marginalised girls scored 21.47% for intervention and for 24.00% for comparison. For the male Form 2s, the score was 12.71% for the intervention and 10.53% for the comparison. Form 4 scores were 27.47% for the intervention and 24.38% for the comparison group respectively.

When compared to less marginalised students, both marginalised girls and boys tended to perform worse ($p<0.05$ in all cases). In intervention schools, less marginalised girls performed as much as 7 percentage points better than those who are marginalised, and the gap was as wide in comparison schools. Similar patterns were observed for boys. Form 2 boys in intervention districts did not outperform girls in SeGRA, although the margins were a significant 3 percentage points for Form 4.

Midline Targets for Zimbabwe

Cohort grade (at baseline)	Baseline mean (Intervention sample)	Baseline mean (Comparison sample)	Expected grade at midline	Benchmark sample size	Benchmark mean	Benchmark SD	Gap between Baseline and Midline	Basis for midline target	Midline target
Literacy									
Form 2	22.3	22.6	Form 4	619 (the Form 4 cohort)	37.2	20.8	2 years	0.25 SD x 2 (years)	10.4
Form 4	37.2	38.3	Form 6 / Post-School 2	184	57.7	21.6	2 years	0.25 SD x 2 (years)	10.8
Numeracy									
Form 2	10.7	10.4	Form 4	645 (the Form 4 cohort)	21.5	20.2	2 years	0.25 SD x 2 (years)	10.1
Form 4	21.5	24.0	Form 6 / Post-School 2	253	38.8	23.2	2 years	0.25 SD x 2 (years)	11.6

The table above shows the data used to calculate the targets for the learning outcomes in Zimbabwe at the midline. The midline survey will be conducted in 2019, two years after the baseline survey, when the cohorts are expected to be in Form 4 (the younger cohort) and Form 6 or Post-School 2 (the older cohort), depending on whether they continue to study at A-level. The target for each cohort is set based on data collected from a benchmarking sample, which comprised girls/women at the same expected stage as the cohort will be at the midline, i.e. Form 4 and Form 6/Post-School 2 in the case of Zimbabwe. For the younger cohort, the midline benchmark is provided by the older cohort, who were in Form 4 at the baseline. The benchmark sample also completed the learning assessments and the means and standard deviations for their scores are shown in the table above. The midline target is calculated as 0.25 standard deviation per year, which for this project is 0.5 because the gap between the baseline and midline will be two years. The midline targets are shown in the last column in the table above. For example, the midline target for literacy for the younger cohort is 10.4, meaning that the target will be achieved if the increase in the mean score achieved by the intervention cohort between the baseline and midline is 10.4 points greater than the increase in the mean score achieved by the comparison cohort between the same two points.

Skills Gaps

The EGRA/SeGRA and EGMA/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. Learning levels are then those that should be achieved by students at the end of each grade through the achievements of subtasks. sub-task 1 to be appropriate for grades 5-6, sub-task 2 for grades 7-8 and sub-task 3 for grades 9-10. Based on the results, students were then categorised according to a scale of *Non-learner, Emergent Learner, Established Learner* and *Proficient Learner* for each of the subtasks they undertook. The difference between the expected and actual result for their grade is identified as the skills gaps.

Tables 14 and 15 provide the results and classification of students according to task and skills gap.

Table 14: Foundational numeracy skills gaps

Table 14a: Tanzania SeGMA

	Form 2				Form 4			
	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	3%	2%	1%	1%	1%	0%	0%	1%
Emergent learner	73%	62%	74%	68%	65%	51%	59%	59%
Established learner	23%	34%	24%	29%	33%	46%	39%	37%
Proficient learner	1%	2%	1%	2%	1%	3%	2%	3%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGMA Subtask 2								
Non-learner	56%	43%	54%	48%	48%	35%	44%	41%
Emergent learner	43%	55%	44%	50%	50%	61%	53%	56%
Established learner	1%	2%	1%	2%	2%	4%	3%	3%
Proficient learner	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGMA Subtask 3								
Non-learner	75%	67%	76%	70%	74%	70%	72%	70%
Emergent learner	25%	33%	24%	29%	25%	29%	26%	28%
Established learner	0%	0%	0%	2%	1%	2%	2%	2%
Proficient learner	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	3%	1%	1%	1%	1%	0%	1%	1%
Emergent learner	64%	55%	66%	61%	46%	43%	55%	50%
Established learner	31%	40%	31%	35%	48%	52%	40%	45%
Proficient learner	3%	4%	3%	3%	6%	5%	3%	5%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGMA Subtask 2								
Non-learner	45%	34%	42%	38%	33%	27%	34%	32%
Emergent learner	51%	62%	55%	59%	61%	63%	58%	59%
Established learner	4%	4%	3%	4%	7%	10%	8%	9%
Proficient learner	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGMA Subtask 3								
Non-learner	69%	62%	73%	66%	66%	59%	64%	60%
Emergent learner	30%	37%	27%	33%	31%	37%	32%	35%
Established learner	1%	1%	0%	1%	3%	4%	4%	5%
Proficient learner	0%	0%	0%	0%	0%	1%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%

The results for Tanzania show that most marginalised Form 2 girls (73%) learners were emergent learners on subtask 1, and non-learners on subtask 2 (56%) and subtask 3 (75%). The respective results for Form 4s were 65% emergent on subtask 1; 48% non-learners on subtask 2, and 75% non-leaners on subtask 3. By sex, there were bigger proportions of males in the established and proficient levels, and this is clearly visible for subtask 1 (24% marginalised girls vs 34% marginalised boys).

Zambia

The results for Zambia include both EGMA (for girls only) and SeGMA (girls and boys).

Table 14b: Zambia EGMA

	Grade 5				Grade 7			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Female								
Category of student based on Number Identification								
Non-learner	1%	0%	0%	1%	0%	0%	0%	0%
Emergent learner	5%	5%	2%	1%	1%	1%	1%	0%
Established learner	51%	52%	34%	39%	39%	30%	21%	21%
Proficient learner	44%	43%	63%	59%	60%	70%	79%	79%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on Number Discrimination								
Non-learner	1%	1%	1%	0%	0%	0%	1%	0%
Emergent learner	10%	10%	5%	2%	5%	1%	2%	0%
Established learner	47%	27%	26%	18%	32%	20%	14%	6%
Proficient learner	42%	62%	69%	80%	63%	79%	84%	94%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on Missing Number								
Non-learner	5%	5%	4%	1%	2%	0%	2%	0%
Emergent learner	56%	44%	30%	31%	37%	17%	18%	9%
Established learner	33%	33%	45%	46%	42%	42%	49%	36%
Proficient learner	7%	17%	21%	22%	19%	42%	31%	55%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on Addition Level 1								
Non-learner	2%	3%	2%	1%	1%	2%	1%	0%
Emergent learner	7%	10%	10%	5%	5%	2%	6%	4%
Established learner	30%	20%	40%	44%	38%	28%	34%	23%
Proficient learner	61%	68%	49%	50%	57%	69%	59%	73%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on Addition Level 2								
Non-learner	12%	9%	7%	7%	6%	4%	3%	0%
Emergent learner	28%	23%	23%	21%	19%	12%	15%	9%
Established learner	32%	28%	37%	36%	37%	31%	30%	28%
Proficient learner	28%	41%	33%	35%	37%	53%	52%	63%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on Subtraction Level 1								
Non-learner	3%	3%	3%	3%	2%	1%	2%	1%
Emergent learner	9%	11%	12%	10%	6%	1%	7%	1%
Established learner	40%	28%	49%	45%	49%	38%	41%	34%
Proficient learner	48%	59%	37%	42%	42%	61%	50%	64%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on Subtraction Level 2								
Non-learner	15%	13%	10%	10%	7%	4%	5%	1%
Emergent learner	30%	18%	29%	29%	26%	20%	18%	12%
Established learner	33%	39%	34%	34%	42%	42%	35%	34%
Proficient learner	22%	31%	27%	27%	24%	35%	42%	53%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on Word Problems								
Non-learner	3%	1%	3%	1%	1%	1%	1%	0%
Emergent learner	9%	8%	8%	3%	7%	3%	4%	3%
Established learner	31%	20%	29%	31%	27%	20%	17%	9%
Proficient learner	58%	71%	60%	65%	65%	76%	79%	88%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Table 14c: Zambia: SeGMA

	Grade 5				Grade 7			
	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	78%	61%	75%	70%	42%	20%	38%	20%
Emergent learner	22%	39%	25%	30%	54%	64%	56%	60%
Established learner	0%	0%	0%	0%	4%	16%	6%	20%
Proficient learner	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGMA Subtask 2								
Non-learner	100%	100%	100%	100%	99%	100%	99%	96%
Emergent learner	0%	0%	0%	0%	1%	0%	1%	4%
Established learner	0%	0%	0%	0%	0%	0%	0%	0%
Proficient learner	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	75%	66%	77%	65%	35%	29%	32%	24%
Emergent learner	25%	35%	23%	35%	59%	58%	60%	66%
Established learner	0%	0%	0%	0%	6%	13%	8%	10%
Proficient learner	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGMA Subtask 2								
Non-learner	100%	100%	100%	100%	99%	97%	99%	98%
Emergent learner	0%	0%	0%	0%	1%	3%	1%	2%
Established learner	0%	0%	0%	0%	0%	0%	0%	0%
Proficient learner	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%

On the EGMA tests, the majority of marginalised and less marginalised girls in both grades and across intervention and comparison groups are categorised as established or proficient learners in the basic numeracy tasks of number recognition and discrimination and Addition Level 1. However, the results show that, as the tasks get more difficult (Missing Numbers, Subtraction and Word Problems), fewer marginalised than less marginalised girls are categorised as *Proficient Learners*.

The SeGMA results show that a large percentage of marginalised girls (78% of Grade 5, and 42% of Grade 7) are still non-learners on subtask 1. The respective results for boys are better but still low with 75% of Grade 5 and 35% of Grade 7 marginalised boys also categorised as non-learners on subtask 1. A greater percentage of marginalised girls and marginalised boys are categorised as Non-learners than their less marginalised counterparts.

Zimbabwe

Table 14d: Zimbabwe SeGMA

	Form 2				Form 4			
	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	33%	18%	32%	20%	19%	13%	17%	16%
Emergent learner	51%	52%	51%	54%	54%	46%	49%	43%
Established learner	14%	27%	15%	23%	23%	32%	28%	35%
Proficient learner	1%	3%	1%	4%	5%	9%	7%	6%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGMA Subtask 2								
Non-learner	51%	35%	53%	40%	35%	23%	29%	26%
Emergent learner	42%	53%	41%	47%	36%	39%	39%	36%
Established learner	6%	11%	6%	12%	23%	28%	23%	26%
Proficient learner	1%	2%	0%	1%	7%	11%	9%	12%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGMA Subtask 3								
Non-learner	67%	57%	71%	53%	36%	26%	37%	29%
Emergent learner	33%	42%	29%	45%	59%	66%	58%	64%
Established learner	1%	1%	1%	2%	5%	8%	5%	7%
Proficient learner	0%	0%	0%	0%	0%	0%	1%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Male								
Category of student based on SeGMA Subtask 1								
Non-learner	31%	21%	37%	20%	17%	13%	21%	20%
Emergent learner	48%	50%	46%	52%	44%	40%	43%	43%
Established learner	18%	23%	13%	24%	30%	33%	29%	29%
Proficient learner	3%	5%	3%	5%	9%	15%	8%	8%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGMA Subtask 2								
Non-learner	50%	40%	59%	43%	30%	25%	35%	33%
Emergent learner	40%	46%	34%	44%	31%	29%	30%	30%
Established learner	10%	12%	7%	12%	25%	27%	23%	25%
Proficient learner	1%	2%	1%	1%	14%	20%	12%	12%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGMA Subtask 3								
Non-learner	67%	58%	71%	61%	33%	31%	40%	33%
Emergent learner	32%	41%	29%	38%	57%	57%	55%	59%
Established learner	1%	2%	0%	2%	9%	11%	6%	8%
Proficient learner	0%	0%	0%	0%	1%	1%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%

The results for Zimbabwe show that, overall, marginalised girls are categorised lower that less marginalised girls. For example, on subtask 1, intervention schools Form 2, 33% of marginalised girls are categorised as *Non-learners* whereas 18% of less marginalised girls fall into the same category. This pattern reverses at *Established Learner* level with 14% of marginalised girls categorised at this level as opposed to 27% of less marginalised girls. This pattern was mostly repeated across all sub-tasks, forms, intervention and comparison schools and boys as well as girls. There was not a great deal of difference between girls and boys with just a slightly larger proportion of boys than girls in the combined *Established Learner* and *Proficient Learner* categories, for example for subtask 1: 15% marginalised girls vs 21% marginalised boys.

Table 15: Foundational Literacy skills gaps

Table 15a: Tanzania SeGRA

	Form 2				Form 4			
	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	2%	1%	2%	0%	0%	0%	1%	1%
Emergent learner	31%	20%	28%	26%	17%	9%	16%	12%
Established learner	61%	67%	58%	60%	66%	69%	65%	66%
Proficient learner	6%	12%	13%	14%	17%	22%	19%	22%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGRA Subtask 2								
Non-learner	11%	7%	15%	10%	8%	4%	6%	6%
Emergent learner	72%	69%	74%	74%	64%	60%	64%	61%
Established learner	15%	22%	11%	14%	27%	33%	28%	29%
Proficient learner	1%	2%	1%	2%	2%	3%	2%	4%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGRA Subtask 3								
Non-learner	68%	57%	65%	65%	48%	41%	37%	36%
Emergent learner	26%	32%	29%	27%	35%	36%	35%	34%
Established learner	5%	10%	6%	8%	15%	21%	21%	24%
Proficient learner	1%	1%	1%	1%	3%	2%	7%	6%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Male								
Category of student based on SeGRA Subtask 1								
Non-learner	1%	0%	2%	0%	0%	0%	1%	0%
Emergent learner	29%	18%	25%	21%	11%	7%	10%	7%
Established learner	60%	67%	54%	60%	68%	64%	67%	67%
Proficient learner	9%	15%	19%	19%	21%	28%	22%	25%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGRA Subtask 2								
Non-learner	10%	7%	14%	10%	5%	4%	5%	5%
Emergent learner	67%	61%	64%	69%	54%	50%	55%	51%
Established learner	22%	29%	20%	19%	37%	40%	37%	37%
Proficient learner	2%	4%	2%	2%	4%	6%	3%	7%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGRA Subtask 3								
Non-learner	63%	52%	61%	61%	37%	29%	29%	27%
Emergent learner	27%	33%	25%	27%	33%	34%	36%	33%
Established learner	10%	15%	13%	11%	25%	34%	29%	30%
Proficient learner	1%	1%	1%	2%	5%	4%	7%	11%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Results from Tanzania show that there were very few marginalised girls non-learners on subtask 1 (2%) compared to subtask 2 (11%) and more so subtask 3 (68%). This shows a sharp decline in performance as the tasks got harder.

The difference in results and categorisation between marginalised and less marginalised is clear across all subtasks in both forms and in intervention and comparison schools, with a greater percentage of marginalised than less marginalised girls categorised as *Non-learners* and *Emergent Learners* and a lower percentage categorised as *Established* and *Proficient Learners.* The pattern for boys is the same. A greater number of boys than girls were categorised as *Non-learners* in both forms and in intervention as well as comparison schools.

Zambia

Table 15b: Zambia: EGRA (Girls only, Boys did not write EGRA).

	Grade 5				Grade 7			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Female								
Category of student based on EGRA Letter Sound Identification								
Non-learner	61%	63%	50%	53%	56%	43%	59%	47%
Emergent learner	31%	22%	34%	32%	36%	41%	22%	30%
Established learner	3%	9%	11%	9%	5%	9%	16%	15%
Proficient learner	5%	6%	4%	6%	3%	7%	3%	8%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on EGRA Familiar Word Reading								
Non-learner	26%	18%	27%	21%	15%	7%	14%	7%
Emergent learner	19%	8%	14%	23%	11%	6%	6%	1%
Established learner	18%	15%	32%	30%	22%	19%	27%	26%
Proficient learner	37%	60%	27%	26%	53%	68%	52%	66%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on EGRA Non-word Reading								
Non-learner	31%	18%	31%	24%	21%	12%	17%	6%
Emergent learner	20%	8%	17%	25%	12%	10%	9%	7%
Established learner	19%	23%	32%	25%	26%	26%	27%	28%
Proficient learner	30%	52%	21%	27%	41%	53%	47%	59%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on Oral Reading								
Non-learner								
Emergent learner								
Established learner								
Proficient learner								
Total								
Category of student based on Reading Comprehension								
Non-learner	25%	17%	18%	21%	18%	6%	8%	5%
Emergent learner	20%	14%	17%	7%	13%	11%	12%	4%
Established learner	27%	36%	30%	29%	37%	35%	32%	31%
Proficient learner	28%	33%	35%	43%	32%	48%	48%	60%
Total	100%	100%	100%	100%	100%	100%	100%	100%

The EGRA results show a slightly more mixed picture that EGMA. One interesting point is that all students scored poorly on Letter Sound Identification, which indicates that teachers do not use phonics as a learning to read method.

Table 15c: Zambia: SeGRA

	Grade 5				Grade 7			
	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	85%	61%	83%	67%	53%	32%	48%	23%
Emergent learner	15%	39%	17%	30%	43%	50%	49%	64%
Established learner	0%	0%	1%	3%	3%	17%	4%	14%
Proficient learner	0%	0%	0%	0%	0%	1%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGRA Subtask 2								
Non-learner	100%	100%	100%	100%	94%	78%	94%	80%
Emergent learner	0%	0%	0%	0%	6%	22%	6%	20%
Established learner	0%	0%	0%	0%	0%	0%	0%	0%
Proficient learner	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Male								
Category of student based on SeGRA Subtask 1								
Non-learner	85%	70%	85%	66%	56%	37%	47%	33%
Emergent learner	14%	29%	15%	31%	41%	50%	48%	50%
Established learner	0%	1%	0%	3%	3%	13%	5%	17%
Proficient learner	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGRA Subtask 2								
Non-learner	100%	100%	100%	100%	93%	84%	93%	81%
Emergent learner	0%	0%	0%	0%	7%	13%	7%	18%
Established learner	0%	0%	0%	0%	0%	2%	0%	1%
Proficient learner	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%

SeGRA results from Zambia show that the majority of marginalised girls were non-learners on subtask 1 (85% Grade 5 and 53% Grade 7) and that less marginalised girls fared better than marginalised in both intervention and comparison schools. The difference in the categorisation of girls and boys was minimal across Form 2 and 4 and between intervention and comparison schools. Only Grade 7 girls attempted subtask 2 and they clearly struggled.

Zimbabwe

Table 15d: SeGRA

	Form 2				Form 4			
	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	3%	2%	5%	2%	2%	1%	2%	1%
Emergent learner	48%	38%	51%	36%	28%	18%	26%	18%
Established learner	46%	53%	42%	57%	58%	66%	59%	65%
Proficient learner	3%	7%	2%	5%	12%	15%	12%	16%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGRA Subtask 2								
Non-learner	15%	10%	14%	7%	7%	4%	8%	4%
Emergent learner	72%	62%	69%	64%	56%	44%	51%	42%
Established learner	13%	27%	17%	28%	36%	48%	37%	48%
Proficient learner	0%	1%	0%	0%	2%	5%	4%	7%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGRA Subtask 3								
Non-learner	61%	45%	57%	38%	27%	20%	29%	17%
Emergent learner	31%	34%	32%	42%	36%	33%	32%	32%
Established learner	8%	20%	10%	20%	37%	45%	38%	47%
Proficient learner	0%	1%	0%	0%	1%	3%	1%	5%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Male								
Category of student based on SeGRA Subtask 1								
Non-learner	7%	3%	9%	4%	4%	2%	4%	3%
Emergent learner	48%	42%	56%	43%	25%	23%	37%	27%
Established learner	43%	52%	34%	48%	56%	61%	51%	59%
Proficient learner	2%	4%	1%	4%	15%	15%	9%	12%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGRA Subtask 2								
Non-learner	20%	11%	23%	13%	11%	6%	11%	9%
Emergent learner	65%	63%	64%	62%	47%	44%	55%	46%
Established learner	15%	25%	13%	24%	39%	45%	31%	40%
Proficient learner	0%	1%	0%	1%	3%	5%	3%	5%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Category of student based on SeGRA Subtask 3								
Non-learner	65%	52%	68%	48%	31%	29%	47%	28%
Emergent learner	28%	34%	25%	35%	36%	32%	29%	34%
Established learner	8%	14%	7%	16%	32%	38%	23%	36%
Proficient learner	0%	0%	0%	0%	1%	2%	1%	2%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Results from Zimbabwe show that there were fewer marginalised girl non-learners on subtask 1 (3%) compared to subtask 2 (15%) and more so subtask 3 (61%). This shows a gradual decline in performance as the tasks got harder. The respective results for Form 4 are 2% non-learners on subtask 1, 7% on subtask 2, and 27% on subtask 3, showing a slower decline in performance. There were fewer marginalised Form 2 boys categorised as non-learners (7% on subtask 1, 20% on subtask 2, and 65% on subtask 3). Throughout, marginalised girls scored lower and thereby achieved lower categories than less marginalised girls.

4.2 Subgroup analysis of the Learning Outcome

The following tables report on the scores of students by categories of marginalisation.

Table 16: Marginalised Girls average SeGMA score for key subgroups (out of 100)

Tanzania

Table 16a: SeGMA

SeGMA (Tanzania)	Form 2				Form 4			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Students with one or more forms of disability	9.94	13.02	9.81	11.41	12.97	16.98	14.1	15.21
Not Disabled	12.69	15.33	12.7	14.25	15.49	18.76	17.09	16.96
Single or double orphan	12.1	15.31	13.04	14.01	14.9	18.78	16.14	16.55
Not an orphan	12.01	14.86	11.88	13.84	15.13	18.43	16.67	16.8
Not living with both parents	11.88	14.53	12.17	12.87	14.8	18.81	15.84	16.57
Living with both parents	12.23	15.4	12.08	14.69	15.41	18.25	17.26	16.88
Female headed household	12.7	14.47	13.18	13.77	14.5	19.23	16.7	16.9
Male headed household	11.73	15.14	11.73	13.9	15.35	18.26	16.47	16.7
Parents have difficulty with paying fees- child has been sent away more than once	13.67	15.01	13.41	15.1	14.9	17.78	17.64	18.35
Parents have little or no difficulty with paying fees	11.36	14.96	11.66	13.73	15.25	18.85	15.31	16.05
Students with little or no difficulties with LoI	12.12	15.12	12.4	14.15	15.1	18.82	16.91	16.99
Students with difficulties with LoI	11.19	13.15	10.01	11	14.85	14.27	13.91	13.8
NOT economically marginalised	12.47	14.96	12.18	13.87	15.26	18.51	16.8	16.75
Economically marginalised	9.56	.	11.72	.	13.59	.	14.44	.
All girls	**12.03**	**15.06**	**12.12**	**13.87**	**15.06**	**18.51**	**16.54**	**16.75**

The SeGMA results from Tanzania show that, compared with less marginalised girls, marginalised girls' scores were statistically lower across the board, and the differences were biggest for girls who reported some form of disability, orphans, and those economically marginalised. These patterns were observed for both Form 2 and Form 4 Girls.

Table 16b: Tanzania SeGRA

SeGRA (Tanzania)	Form 2				Form 4			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Students with one or more forms of disability	22.14	27.38	22.11	26	29.17	38.58	33.72	39.87
Not Disabled	26.59	31.73	26.61	28.42	35.43	39.31	38.21	39.74
Single or double orphan	25.27	30.88	26.03	27.56	35.15	40.07	36.99	39.84
Not an orphan	25.62	31.11	25.59	28.17	34.01	38.95	37.54	39.7
Not living with both parents	25.26	30.19	24.77	27.33	34.21	39.65	36.26	38.8
Living with both parents	25.88	31.93	26.54	28.69	34.54	38.81	38.56	40.38
Female headed household	26.57	31.34	26.32	29.12	33.67	39.58	38.74	39.44
Male headed household	25.06	30.96	25.45	27.74	34.7	39.07	36.78	39.82
Parents have difficulty with paying fees- child has been sent away more than once	28.56	30.95	26.31	30.64	34.66	38.71	39.56	42.27
Parents have little or no difficulty with paying fees	24.28	31.08	25.46	27.79	33.97	39.43	34.97	38.61
Students with little or no difficulties with LoI	25.51	31.37	26.13	28.5	34.5	39.56	37.66	40.26
Students with difficulties with LoI	25.68	27.23	22.48	24.07	33.54	34.18	35.85	33.33
NOT economically marginalised	26.2	31.06	25.68	28.07	34.68	39.2	37.02	39.72
Economically marginalised	21.75	.	25.71	.	31.96	.	40.57	.
All girls	**25.48**	**31.06**	**25.54**	**28.07**	**34.3**	**39.2**	**37.16**	**39.65**

SeGRA results from Tanzania were higher than on SeGMA, and less marginalised girls performed better than those marginalised. By main characteristics, students with a reported disability and those economically marginalised scored the lowest.

Zambia

Table 16c: Zambia EGMA and SeGMA

SeGMA (Zambia)	Grade 5				Grade 7			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Students with one or more forms of disability	63.19	.	67.05	.	.	.	.	.
Not Disabled	59.25	.	62.08	.	74.44	.	.	.
Single or double orphan	58.72	56.74	61.23	60.94	67.79	76.89	71.90	77.70
Not an orphan	60.43	66.96	62.64	66.23	66.95	73.90	71.98	78.07
Not living with both parents	59.09	63.15	60.91	64.34	64.86	75.16	71.24	77.93
Living with both parents	60.90	66.77	63.75	66.41	68.48	73.44	72.81	78.38
Female headed household	59.68	67.53	63.32	66.42	65.00	75.33	72.16	79.59
Male headed household	60.02	64.16	61.76	64.90	67.17	74.06	71.75	77.74
Parents have difficulty with paying fees- child has been sent away more than once	59.50	72.80	63.13	66.21	66.14	75.38	73.53	77.42
Parents have little or no difficulty with paying fees	60.07	64.36	61.89	65.19	66.68	74.29	70.69	78.29
Students with little or no difficulties with LoI	60.80	66.92	62.80	63.43	67.40	75.73	72.11	78.67
Students with difficulties with LoI	56.13	58.76	62.70	75.54	62.10	68.01	71.12	79.05
NOT economically marginalised	60.55	65.33	62.69	65.42	65.48	74.45	72.31	78.18
Economically marginalised	58.32	.	60.98	.	68.77	.	70.95	.
All girls	59.92	65.33	62.28	65.42	66.46	74.45	71.89	78.18

As already highlighted, SeGMA results in Zambia were lowest because the students are still in primary and the results were determined for the first subtask which was attempted by all students. Additionally, it was already established that the majority of students (87%) were categorised as marginalised. Nevertheless, it was still evident that those living with both parents and those who indicated no difficulties with language of instruction obtained higher scores on SeGMA.

Table 16 d: Zambia EGRA and SeGRA

SeGRA (Zambia)	Grade 5				Grade 7			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Students with one or more forms of disability	28.76	.	39.55	.	.	.	.	.
Not Disabled	29.86	.	31.65	.	3.40	.	.	.
Single or double orphan	30.30	47.51	30.15	28.01	41.63	58.21	40.39	39.31
Not an orphan	32.11	42.48	32.67	34.18	41.64	51.81	44.43	53.79
Not living with both parents	28.87	43.08	33.15	29.90	38.55	52.27	44.42	48.51
Living with both parents	34.52	43.35	31.07	36.80	44.29	52.14	42.07	53.98
Female headed household	32.80	45.50	34.26	34.10	37.03	47.94	41.48	36.72
Male headed household	30.97	42.08	31.02	32.87	43.03	53.92	44.29	54.85
Parents have difficulty with paying fees- child has been sent away more than once	30.72	51.88	31.32	29.51	41.95	56.32	42.47	43.38
Parents have little or no difficulty with paying fees	31.80	42.31	32.49	34.63	40.32	51.61	43.90	53.99
Students with little or no difficulties with LoI	33.21	45.24	35.06	35.54	41.96	53.57	44.03	52.21
Students with difficulties with LoI	24.26	34.43	28.31	39.58	31.93	37.44	41.10	60.27
NOT economically marginalised	31.46	43.26	32.12	33.30	38.02	52.22	41.18	52.13
Economically marginalised	31.64	.	32.20	.	47.59	.	48.52	.
All girls	31.51	43.26	32.14	33.30	40.96	52.22	43.33	52.13

SeGRA results showed that girls who were not orphans, those with no difficulties with language of instruction and those living with both parents had the higher average scores on SeGRA. In contrast with other countries, those that reported a form of disability and were economically marginalised tended to score higher, but this could be because the sample sizes were much smaller. In each category, marginalised girls scored lower than less marginalised girls in both forms and both intervention and comparison schools. These results were statistically significant (at p=0.05) except for disability (which did not have adequate data).

Zimbabwe

Table 16e: SeGMA

SeGMA (Zimbabwe)	Form 2				Form 4			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Students with one or more forms of disability	8.93	14.77	9.47	14.75	16.54	26	22.2	28.53
Not Disabled	11.07	16.35	10.75	15.86	22.58	28.28	24.45	26.58
Single or double orphan	10.25	15.47	8.96	13.33	20.31	24.35	25.37	25.99
Not an orphan	10.95	16.59	11.32	16.51	22.35	29.61	23.19	27.2
Not living with both parents	10.4	16.33	10.09	14.24	21.34	25.43	24.08	26.66
Living with both parents	11.21	16.14	10.9	17.24	21.8	31.13	23.86	26.99
Female headed household	10.91	16.81	9.78	14.78	21.3	27.21	24.72	25.99
Male headed household	10.45	16.01	10.83	16	21.6	28.12	23.52	27.26
Parents have difficulty with paying fees- child has been sent away more than once	10.95	13.96	10.72	14.94	22.43	24.71	24.96	27.47
Parents have little or no difficulty with paying fees	10.02	16.21	9.23	15.63	20.5	31.73	25.95	28.78
Students with little or no difficulties with LoI	10.9	16.29	10.92	16.06	21.91	28.79	24.06	27.37
Students with difficulties with LoI	7.36	14.49	5.23	9.96	17.56	18.21	22.31	17.42
NOT economically marginalised	9.98	16.25	10.66	15.59	21.16	27.81	24.13	26.8
Economically marginalised	12.21	.	9.46	.	22.24	.	23.47	.
All girls	**10.71**	**16.25**	**10.36**	**15.59**	**21.47**	**27.81**	**24.00**	**26.80**

When analysed by subgroup, trends in the results for SeGMA from Zimbabwe were similar to those obtained from Tanzania: the subgroups with lowest scores included those who were disabled, not living with both parents or had difficulties with language of instruction. Marginalised girls who were further categorised as 'economically marginalised' were found, on average, to score better in the SeGRA and SeGMA assessments than marginalised girls overall. This was the case both in Form 2 and Form 4, but only in the intervention districts, while the reverse was the case in the comparison districts. This difference may reflect an impact of Camfed's financial and material support which is likely to be focused on those classified as 'economically marginalised' in this way.

Table 16f: Zimbabwe SeGRA

SeGRA (Zimbabwe)	Form 2				Form 4			
	Intervention		Comparison		Intervention		Comparison	
	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised	Marginalised	Less marginalised
Students with one or more forms of disability	19.27	28.61	20.51	30.04	28.89	40.13	33.56	45.11
Not Disabled	23	30.36	23.57	30.97	38.79	44.7	39.76	45.39
Single or double orphan	21.34	29.28	20.58	28.67	36.81	41.6	38.9	43.85
Not an orphan	23.03	30.63	23.96	31.54	37.56	45.77	37.95	46.08
Not living with both parents	21.77	29.48	21.26	30.44	37.14	42.86	38.77	44.96
Living with both parents	23.52	31.2	25.29	31.03	37.47	46.39	37.57	45.85
Female headed household	21.73	28.67	21.51	29.66	35.21	44.68	37.58	42.89
Male headed household	22.73	30.89	23.46	31.23	38.73	44.16	38.76	46.73
Parents have difficulty with paying fees- child has been sent away more than once	23.26	26.46	22.78	28.26	38.31	42.55	39.06	44.27
Parents have little or no difficulty with paying fees	19.74	28.83	22.02	31.72	35.44	45.67	40.54	49.46
Students with little or no difficulties with LoI	22.64	30.82	23.38	31.34	37.88	45.13	38.85	45.76
Students with difficulties with LoI	17.47	21.59	16.06	23.18	28.84	33.5	31.02	38.63
NOT economically marginalised	21.61	30.22	22.93	30.71	36.71	44.34	37.63	45.34
Economically marginalised	24.03	.	21.58	.	38.59	.	40.88	.
All girls	**22.3**	**30.22**	**22.64**	**30.71**	**37.24**	**44.34**	**38.30**	**45.34**

In Zimbabwe, the highest average SeGMA scores for marginalised Form 2 girls were obtained by those living with both parents. Similar patterns were observed for Form 4 girls. The difference between marginalised and less marginalised girls was most visible for students with disabilities (>10% points); and orphaned children (>8%).

Table 17: Learning scores of key barriers

Table 17 assesses the impact of different barriers to education, identified in the quantitative surveys. The tables below show the impact of individual barriers on results, however, it is more likely that various combinations of such barriers have the most negative impact. These findings are triangulated and further explored from a qualitative perspective in *Section 5: Intermediate Outcomes.*

Tanzania

Table 17a: Tanzania SeGMA and key barriers

SeGMA (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	11.4	13.43	10.71	12.27	14.61	15.11	13.57	16.28
Student has high chore burden and spends most free time on chores	11.85	16.64	12.58	15.41	15.42	19.1	17.89	19.16
Student does not receive adequate support to stay in school and do well	12.9	13.91	12.09	14.06	14.7	17.89	15.39	15.45
Students who attend school for less than 85% of the time	10.07	12.81	10.47	11.71	13.49	16.7	15.05	15.31
Students who DO NOT feel safe at school	11.84	16.32	9.94	16.91	14.27	17.16	15.44	18.89
Does not decide when to play with friends	11.25	13.18	9.8	9.93	12.85	16.42	15.05	15.87
Teachers often absent from school	9.04	12.25	8.86	12.53	14.25	13.71	17.69	12.54
Teachers DO NOT make students feel welcome in the classroom	11.66	14.85	9.63	10.27	13.97	17.24	14.41	15.05
Teachers treat boys differently to girls	11.86	14.57	11.6	12.83	14.88	18.14	15.47	16.04
All girls	**12.03**	**15.06**	**12.12**	**13.87**	**15.06**	**18.51**	**16.54**	**16.75**

SeGMA data for marginalised girls in Tanzania suggested that key barriers to learning include low attendance and teacher absenteeism. For these, and for all the barriers, marginalised girls scored lower than less marginalised girls, indicating that the different barriers may have a greater impact on marginalised girls. Although there are variations, on the whole the results are very similar for intervention and comparison schools.

Table 17b: Tanzania 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	25.08	27.3	27.27	26.25	35.55	33.09	33.21	38.28
Student has high chore burden and spends most free time on chores	25.9	31.86	25.99	29.62	35.59	41.14	38.85	40.81
Student does not receive adequate support to stay in school and do well	27.12	30.85	27.16	29.91	33.65	35.75	37.56	37.46
Students who attend school for less than 85% of the time	22.42	27.55	24.67	25.5	31.0	35.95	35.94	39.46
Students who DO NOT feel safe at school	23.84	31.83	23.11	33.4	32.85	38.76	40.87	38.19
Does not decide when to play with friends	23.48	28.4	22.02	20.81	29.55	36.39	28.68	29.72
Teachers often absent from school	20.04	23.51	16.82	23.15	33.7	35.39	41.79	40.28
Teachers DO NOT make students feel welcome in the classroom	24.74	29.85	22.64	21.66	31.21	35.36	32.62	35.29
Teachers treat boys differently to girls	24.82	30.59	26.08	27.14	34.27	38.45	36.88	38.53
All girls	**25.48**	**31.06**	**25.54**	**28.07**	**34.3**	**39.2**	**37.16**	**39.65**

SeGRA data from marginalised girls in Tanzania suggested that key learning barriers included low attendance and teacher absenteeism. As with SeGMA, for these, and for all the barriers, marginalised girls scored lower than less marginalised girls, indicating that the different barriers may have a greater impact on marginalised girls.

Zambia

Table 17c: Zambia EGMA/SeGMA and key barriers

SeGMA (Zambia)	Grade 5				Grade 7			
	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	57.19	50.31	64.65	70.19	66.88	70.83	67.96	70.56
Student has high chore burden and spends most free time on chores	59.56	58.87	62.49	61.44	63.58	70.25	71.98	76.13
Student does not receive adequate support to stay in school and do well	58.52	68.55	66.57	68.66	67.96	72.33	73.34	80.49
Students who attend school for less than 85% of the time	57.64	62.77	65.20	66.57	63.63	65.83	73.21	73.83
Students who DO NOT feel safe at school	58.22	58.84	63.44	71.54	65.19	70.82	71.03	81.68
Does not decide when to play with friends	59.19	58.98	65.94	65.48	67.58	76.77	76.86	77.61
Teachers often absent from school	59.89	64.12	61.47	63.66	65.23	72.49	70.65	76.81
Teachers DO NOT make students feel welcome in the classroom	59.93	64.32	64.26	69.97	66.67	71.03	73.97	79.51
Teachers treat boys differently to girls	59.85	66.25	61.52	64.03	65.73	75.01	71.20	77.46
All girls	59.92	65.33	62.28	65.42	66.46	74.45	71.89	78.18

According to the SeGMA data for Zambia, not feeling safe travelling to and from school was the barrier which had the greatest negative impact on the scores of Grade 5 marginalised and less marginalised girls in intervention schools. The specific barriers that impacted most on Grade 7 marginalised girls in intervention schools were slightly different to those in Grade 5, with poor attendance and a high chore burden having the greatest negative impact on the scores. In comparison schools, Grade 5 marginalised girls were most affected by poor attendance whereas less marginalised girls who did not feel safe travelling to and from school scored lower. The greatest barrier to achievement of Grade 7 marginalised girls in comparison schools was that teachers do not make children welcome in the classroom and, for less marginalised girls, it was lack of safety on the way to and from school and lack of decision-making power about their free time.

Table 17d: Zambia EGRA/SeGRA and key barriers

SeGRA (Zambia)	Grade 5				Grade 7			
	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	26.30	58.63	28.67	48.40	39.02	38.42	40.70	53.95
Student has high chore burden and spends most free time on chores	28.60	31.44	31.09	18.61	35.81	39.15	40.27	45.80
Student does not receive adequate support to stay in school and do well	28.01	45.83	33.60	47.10	41.88	47.76	41.41	60.61
Students who attend school for less than 85% of the time	29.93	42.49	33.69	38.08	38.54	47.15	39.05	58.57
Students who DO NOT feel safe at school	26.53	37.46	30.92	38.47	35.05	39.84	40.03	58.39
Does not decide when to play with friends	27.61	46.45	35.79	34.36	42.20	47.45	39.18	59.36
Teachers often absent from school	31.81	43.56	32.70	33.15	39.68	50.43	42.75	52.93
Teachers DO NOT make students feel welcome in the classroom	30.21	41.39	32.17	50.28	36.74	48.45	41.15	52.56
Teachers treat boys differently to girls	31.79	44.75	32.70	34.95	39.55	53.58	43.83	50.57
All girls	31.51	43.26	32.14	33.30	40.96	52.22	43.33	52.13

SeGRA data from Zambia suggests that poor attendance had a major negative impact on marginalised girls in Grade 5 intervention schools. Not feeling safe at school, unwelcoming teachers and a high chore burden were also identified as barriers for this group. In Grade 7, low attendance appeared to have less of a negative effect on the learning outcomes of marginalised girls. Instead, not feeling safe at school and high chore burden had the greatest negative effect.

Zimbabwe

Table 17e: Zimbabwe SeGMA and key barriers

SeGMA (Zimbabwe)	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	11.64	15.49	12.49	14.85	21.88	23.68	26.04	26.85
Student has high chore burden and spends most free time on chores	10.68	16.65	10.11	16.94	21.94	28.24	23.52	28.92
Student does not receive adequate support to stay in school and do well	12.24	13.87	10.54	15.99	22.87	24.86	24.7	26.98
Students who attend school for less than 85% of the time	6.3	10.09	5.99	6.68	14.92	18.94	14.94	21.8
Students who DO NOT feel safe at school	7.68	19.84	7.76	10.38	21.3	26.9	18.85	23.98
Does not decide when to play with friends	12.38	16.33	10.65	18.43	24.44	27.45	25.75	29.47
Teachers often absent from school	7.89	14.73	7.56	16.87	13.54	28.75	24.4	24.69
Teachers DO NOT make students feel welcome in the classroom	5.34	12.27	8.72	14.27	18.68	30.12	15.36	18.25

Teachers treat boys differently to girls	8.15	12.98	8.13	13	16.68	26.94	19.69	22.45
All girls	**10.71**	**16.25**	**10.36**	**15.59**	**21.47**	**27.81**	**24.00**	**26.80**

In Zimbabwe, two barriers stand out across all groups of girls and types of schools: poor attendance and teachers not making children feel welcome in the classroom. These appeared to have a stronger impact on marginalised girls than less marginalised girls. Absenteeism by teachers also appears to have a negative impact on marginalised girls in both forms in both intervention and comparison schools.

Table 17f: Zimbabwe SeGRA and key barriers

SeGRA (Zimbabwe)	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	23.7	28.82	24.54	29.05	39.43	42.63	37.35	44.55
Student has high chore burden and spends most free time on chores	21.94	29.61	21.94	33.15	37.43	45.32	37.33	45.46
Student does not receive adequate support to stay in school and do well	22.62	24.94	25.22	31.79	37.97	43.04	39.83	44.8
Students who attend school for less than 85% of the time	17.11	22.66	16.72	19.1	33.97	38.95	30.71	34.86
Students who DO NOT feel safe at school	20.8	34.26	19.82	27.36	34.48	42.65	30.83	47.43
Does not decide when to play with friends	24.2	31.59	21.47	31.09	39.91	46.15	38.73	46.73
Teachers often absent from school	19.35	30.61	16.64	33.93	31.87	43.34	34.83	40.41
Teachers DO NOT make students feel welcome in the classroom	14.91	24.35	20.32	28.55	31.79	44.44	28.99	39.68
Teachers treat boys differently to girls	18.36	24.59	18.54	27.65	30.98	40.82	31.08	40.54
All girls	**22.3**	**30.22**	**22.64**	**30.71**	**37.24**	**44.34**	**38.30**	**45.34**

SeGRA results for Zimbabwe show that poor attendance is the most significant barrier for the learning outcomes of marginalised and less marginalised girls in both Form 2 and Form 4 in both intervention and comparison schools. For marginalised girls in Form 2, this is combined with teachers not making girls feel welcome in the classroom which also results in lower scores. Absenteeism of teachers appears to have a negative impact on marginalised Form 2 girls in comparison schools in particular.

Table 17g: Highest and lowest performing quintiles by performance in the literacy and numeracy assessments combined, marginalised girls, intervention and comparison combined

	Tanzania		Zambia		Zimbabwe	
	Lowest performing quintile	Highest performing quintile	Lowest performing quintile	Highest performing quintile	Lowest performing quintile	Highest performing quintile
Characteristics						
Single orphans	22%	22%	20%	19%	34%	31%
Double orphans	4.7%	5.8%	5.9%	4.4%	19.9% *	12.4%
Living without both parents	57% *	48%	56% *	50%	71% *	64%
Living in female headed household	28%	31%	35%	30%	46% *	39%
Married	0.6%	0.0%	1.9%*	0.0%	1.3%	0.3%
Mothers (any age)	0.9%	0.0%	2.5% *	0.0%	0.9%	0.3%
Mothers under 18	0.2%	0.0%	2.0% *	0.0%	0.0%	0.0%
Mothers under 16	0.6%	0.0%	2.4% *	0.0%	0.8%	0.3%
Economically marginalised	15% *	11%	23% *	30%	23% *	28%
Difficult to afford for girl to go to school (student)	69% *	75%	36% *	51%	77% *	84%
Difficult to afford for girl to go to school (primary caregiver)	15%	15%	50%	52%	95%	93%
Parents have difficulty with paying fees- child has been sent home from school more than once	34% *	45%	100%	100%	83% *	89%
Household does not have regular income	70% *	64%	29%	35%	56% *	65%
Household doesn't own land for themselves	14%	12%	22%	29%	6% *	15%
Material of the roof	46% *	29%	40%	42%	65% *	55%
Household unable to meet basic needs	48% *	40%	56%	61%	51% *	44%
Gone to sleep hungry for many days in past year	13.1% *	9.4%	14.5%	11.8%	18.0% *	9.4%
Household has skipped meals on some days	56% *	48%	50%	45%	67%	68%
LoI different from mother tongue (primary caregiver)	86%	89%	56% *	77%	76%	70%
Girl doesn't speak LoI (primary caregiver)	11.0%	8.1%	26.2%	26.0%	11.6% *	2.2%
Students with difficulties with language of instruction	28%	28%	42% *	35%	27% *	15%
Have difficulties learning in English	30% *	22%	40% *	20%	42% *	21%
HoH has no education	19%	15%	24%	17%	15%	10%
Primary caregiver has no education	32% *	21%	27%	24%	20%	17%
Head of household is illiterate (student)	21%	21%			22%	28%
Missed school to be with partner	2.3% *	0.8%	13.1%	9.6%	2.0% *	0.0%
Barriers						

	Tanzania		Zambia		Zimbabwe	
	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)	49%	45%	32% *	20%	31%	26%
Doesn't feel safe travelling to/from school (student)	11%	15%	16% *	10%	25% *	32%
Sufficient time to study: High chore burden	49% *	57%	56% *	40%	61%	57%
Doesn't get support to stay in school and do well	16%	20%	22%	20%	25%	29%
Does not decide when to play with friends	10.0% *	4.6%	14.6%	12.9%	15.2%	18.6%
Attends school less than 85% of the time	65% *	37%	74%	66%	30% *	9%
Attend school less than half of the time	2.1%	1.1%	3.2%	1.3%	0.4%	0.2%
Doesn't feel safe at school	6.6%	5.7%	29.2% *	19.6%	12.3% *	6.7%
No seats for all students	16% *	24%	37% *	24%	38%	43%
Difficult to move around school	13% *	14%	42% *	32%	26% *	15%
Doesn't use drinking water facilities	Data not collected					
Doesn't use toilet at school	Data not collected					
Doesn't use areas where children play/ socialise	Data not collected					
Disagrees teachers make them feel welcome	18%	11%	15%	12%	13% *	4%
Agrees teachers treat boys and girls differently in the classroom	43%	39%	82% *	72%	49% *	22%
Agrees teachers often absent from class	6.8% *	3.5%	74.9% *	64.6%	18.4% *	7.4%
Not enough teachers for the number of students	52% *	65%	Data not collected		45%	47%
Students with difficulties with LoI	11.7% *	8.5%	20.9% *	9.8%	14.7% *	5.0%

* (asterisk) indicates a statistically significant difference at the 95% confidence level between the highest and the lowest quintiles in each country.

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 17g. It shows that many of the listed characteristics and barriers are statistically significantly associated with differences in performance in the literacy and numeracy assessments when measured by comparing the highest performing quintile (20%) of marginalised girls against the lowest performing quintile. The following characteristics were found to be associated with lower academic performance among marginalised girls in all three countries (with percentages showing prevalence among the lowest performing quintiles):

- Living without both parents (57%, 56% and 71% in Tanzania, Zambia and Zimbabwe, respectively)
- Being economically marginalised (15%, 23% and 23%)
- Difficulty with affording for the girl to go to school, according to the student (69%, 36% and 77%)
- Difficulty with learning in English (30%, 40% and 42%).

In addition, low academic performance was positively, significantly associated with the following characteristics in two of the three countries (with percentages showing prevalence among the lowest performing quintiles):

- Poor quality roofing material on the home (Tanzania, 46%, and Zimbabwe, 65%)
- Households unable to meet the basic needs (Tanzania, 48%, and Zimbabwe, 51%)
- Often going to sleep hungry (Tanzania, 13%, and Zimbabwe, 18%)
- Students experiencing difficulties with the language of instruction (Zambia, 42%, and Zimbabwe, 27%)
- Students missing school to be with a partner (Tanzania, 2.3%, and Zimbabwe, 2.0%).

The first three listed above demonstrate the link between household poverty and academic performance.

It is also noteworthy that, while rare, having a child in Zambia was statistically associated with being in the lowest performing quintile of marginalised girls by academic performance (2.0% compared with 0.0% for the highest performing quintile). In addition, in Tanzania (but not in Zambia and Zimbabwe), the girl's primary caregiver having no education was associated with lower performance (32% compared with 21%).

There were also found to be many statistically significant associations between academic performance and the potential barriers that children may face. Notable among these were:

- Frequent teacher absenteeism, which was especially common in Zambia, though it was statistically linked with lower academic performance in all three countries
- Difficulty in moving around the school, which again was found in all three countries, but was most prevalent in Zambia
- Irregular (less than 85%) attendance, which was statistically associated with lower performance in Tanzania and Zimbabwe
- Teachers treating boys and girls differently in the classroom, which was found to be statistically linked with lower performance in Zambia and Zimbabwe.

Another analysis was undertaken in order to explore the extent to which life skills impact on learning by using the FM life skills index and the highest and lowest scoring (in SeGRA and SeGMA) and the highest and lowest scoring 20% of marginalised girls. As the table below shows there was few differences at the baseline in the level of life skills of the highest and lowest scoring marginalised girls. This is important contextual information given that the purpose of the Camfed "My Better World" life skills programme is to build self- esteem, confidence and life skills for the development of well-rounded individual able to transition successfully into adulthood. For more analysis see IO 3 (Life Skills). The following are the most notable differences between the highest and lowest quintiles by attainment in their responses to the Life Skills Index questions (also highlighted in the table below):

- The lowest performing quintiles in all three countries were more likely to reporting getting nervous reading aloud and doing Maths in front of others.
- In Tanzania and Zimbabwe, the lowest performing quintiles were more likely to think that when they do well in a test it is because they are lucky, suggesting a low belief in their academic ability.
- In Tanzania and Zimbabwe, the lowest performing quintiles were more likely to often feel lonely in school.
- In Tanzania, the lowest performing quintile were much more likely to believe that choices they make today about their studies can affect their future. This perhaps reflects a concern about the negative consequences of performing poorly in school.
- In Zimbabwe, the lowest performing quintile were less likely to believe they can put a plan in place and stick to it. They were also less likely to be believe they can stay focused on a goal despite things getting in the way.

Table 17h: Learning and Life Skills for Marginalised Girls

		Tanzania		Zambia		Zimbabwe	
		Highest 20%	Lowest 20%	Highest 20%	Lowest 20%	Highest 20%	Lowest 20%
1.I am able to do things just as well as my friends	Strongly agree or agree	90%	90%	90%	85%	64%	67%
2. I want to do well in school	Strongly agree or agree	97%	95%	91%	91%	83%	69%
3. I get nervous when I have to read out loud to others	Strongly agree or agree	23%	44%	67%	77%	16%	50%
4. I get nervous when I have to do Maths in front of others	Strongly agree or agree	37%	56%	73%	79%	25%	54%
5. I feel confident answering questions in class	Strongly agree or agree	94%	89%	89%	84%	93%	88%
6. I can stay focused on a goal despite things getting in the way	Strongly agree or agree	94%	87%	-	-	88%	69%
7. I would like to continue studying/attending school after this year	Strongly agree or agree	95%	94%	88%	84%	98%	91%
8. I can put a plan in place and stick with it	Strongly agree or agree	98%	94%	-	-	78%	64%
9. I recognise that choices I make today about my studies can affect my future	Strongly agree or agree	14%	45%	-	-	81%	88%
10. I can describe my thoughts to others when I speak	Strongly agree or agree	90%	84%	84%	81%	90%	86%
11. If someone doesn't understand me I try to find a different way of saying what's	Strongly agree or agree	94%	91%	-	-	93%	82%
12. When others talk I pay attention to their body language, gestures and facial expressions	Strongly agree or agree	91%	83%	-	-	74%	67%
13. I work well in a group with other people	Strongly agree or agree	99%	95%	88%	80%	96%	93%
14. When I have the opportunity, I can organize my peers or friends to do an activity	Strongly agree or agree	98%	93%	87%	82%	73%	71%
15. I often feel lonely in school	Strongly agree or agree	20%	33%	-	-	26%	52%
16. I ask the teacher if I don't understand something	Strongly agree or agree	97%	93%	86%	81%	96%	84%
17. When I succeed at school it is because I worked hard	Strongly agree or agree	99%	96%	87%	82%	97%	88%
18. When I do well in a test it is because I am lucky	Strongly agree or agree	15%	39%	83%	81%	48%	67%
19. I get the support I need from my family to stay in school and perform well	Strongly agree or agree	80%	84%	82%	81%	69%	71%

Table 17i shows the mean scores achieved in the literacy and numeracy assessments by cohort girls in Tanzania. Among the intervention districts, Iringa and Chalinze produced the strongest results in both SeGRA and SeGMA, while the weakest results in both assessments were found in Morogoro Rural and Handeni. Among the comparison districts, Bahi produced the best results in the SeGRA paper, but it performed less well, relative to other districts, in the SeGMA paper. Wanging'ombe was the strongest performing comparison district in SeGMA. The weakest performing comparison districts in both SeGRA and SeGMA were Kilindi and Lindi.

Table 17i: Mean SeGRA and SeGMA scores by girls in Tanzania, by district

	SeGRA				SeGMA			
	Form 2		Form 4		Form 2		Form 4	
	Margin-alised	Less Margin-alised	Margin-alised	Less Margin-alised	Margin-alised	Less Margin-alised	Margin-alised	Less Margin-alised
Intervention								
Chalinze	33.50	37.78	41.26	45.32	15.36	15.65	17.52	20.49
Handeni	18.75	24.92	20.02	25.55	8.32	11.06	10.35	15.64
Iringa	33.60	38.94	40.57	45.17	16.93	20.52	18.19	20.97
Kilombero	28.84	29.14	37.11	37.62	13.48	14.62	14.72	16.06
Morogoro Rural	19.56	24.72	31.56	34.04	8.74	11.90	13.25	15.06

Rufiji	23.17	27.20	32.94	38.96	10.97	12.97	15.18	19.88
Comparison								
Bahi	34.23	35.16	51.39	55.01	11.48	12.91	14.73	16.63
Kilindi	14.05	16.22	18.45	20.00	6.17	8.15	10.12	10.74
Lindi	16.95	20.08	30.83	29.51	8.70	10.57	12.91	11.93
Mpwapwa	24.51	26.09	37.93	40.28	13.20	14.37	15.87	16.87
Muheza	23.45	30.75	37.43	41.65	9.89	13.27	15.15	15.44
Wanging'ombe	26.85	30.45	40.90	41.99	16.15	17.96	21.08	20.95

Table 17j shows the mean scores achieved in the literacy and numeracy assessments by cohort girls in Zambia. The districts with the strongest performance in the literacy assessments among the Grade 5s were Chinsali among the intervention districts and Kapiri Mposhi among the comparison districts. Among the Grade 7s, the strongest performing districts were Mpika among the intervention districts and Chitambo among the comparison districts. Chibombo had the poorest literacy results among the comparison districts, while Shiwangandu overall had the poorest literacy results among the intervention districts. In terms of the numeracy assessments, Chinsali and Kapiri Mposhi again tended to perform relatively well, while Shiwangandu performed poorly.

Table 17j: Mean EGRA/SeGRA and EGMA/SeGMA scores by girls in Zambia, by district

	EGRA/SeGRA				EGMA/SeGMA			
	Grade 5		Grade 7		Grade 5		Grade 7	
	Margin-alised	Less Margin-alised	Margin-alised	Less Margin-alised	Margin-alised	Less Margin-alised	Margin-alised	Less Margin-alised
Intervention								
Chinsali	34.84	52.48	41.06	50.64	67.28	73.43	66.6	77.2
Mpika	31.93	32.07	41.01	53..2	59.19	61.38	67.85	74.81
Shiwangandu	26.04	45.40	40.78	50.86	53.64	59.73	59.55	61.05
Comparison								
Chibombo	25.11	27.45	42.44	26.82	60.22	65.35	59.15	
Chitambo	26.17	16.47	49.41	65.20	54.55	59.13	65.22	79.83
Kapiri Mposhi	36.19	42.55	42.9	52.80	66.33	68.18	75.06	77.56

Table 17k shows the mean scores achieved in the literacy and numeracy assessments by cohort girls in Zimbabwe. A common trend was that many districts performed relatively well in one paper (SeGRA or SeGMA), but performed poorly in the other paper. Among the intervention districts, Mount Darwin produced the strongest results in SeGRA, while it was among the poorest performers in SeGMA. Conversely, Nyanga produced the best average scores for the SeGMA paper, while it ranked much lower among the districts in terms of performance in SeGRA. Mudzi District overall produced the lowest results in both the SeGRA and the SeGMA assessments. Among the comparison districts, Uzumba-Maramba-Pfungwe scored particularly well in SeGRA, but it was among the lowest performing districts in the SeGMA assessment. Conversely, Mutare scored well in SeGMA, but it was among the lowest performing districts in the SeGRA assessment.

Table 17k: Mean SeGRA and SeGMA scores by girls in Zimbabwe, by district

	SeGRA				SeGMA			
	Form 2		Form 4		Form 2		Form 4	
	Margin-alised	Less Margin-alised	Margin-alised	Less Margin-alised	Margin-alised	Less Margin-alised	Margin-alised	Less Margin-alised
Intervention								
Binga	28.81	29.58	40.60	47.37	13.49	16.05	21.77	23.86
Hurungwe	20.00	34.57	37.47	49.44	8.03	16.55	15.69	24.30

Mt Darwin	25.87	34.53	40.60	51.21	8.69	12.87	16.99	27.17
Mudzi	14.18	17.90	24.70	31.74	7.69	11.26	18.32	26.18
Mwenezi	20.82	23.99	39.90	44.91	10.43	14.55	24.79	29.26
Nyanga	22.87	32.96	31.61	40.94	17.07	25.97	29.75	39.19
Shurugwi	23.33	33.26	40.24	48.70	10.37	17.29	22.89	28.27
Umzingwane	24.35	39.68	35.85	42.29	9.30	16.02	19.64	22.73
Comparison								
Hwange	23.01	29.10	42.42	48.69	8.85	12.11	19.36	25.25
Mutare	19.99	26.09	32.38	38.30	13.25	18.13	30.24	29.50
Uzumba-Maramba-Pfungwe	26.17	37.67	43.79	49.87	7.71	15.56	18.34	25.07

4.3 Transition Outcome

Table 18 shows the transition pathways that the beneficiary population of marginalised girls in Tanzania, Zambia and Zimbabwe 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 in each country (Grade 5 in Zambia, Form 2 in Tanzania and Zimbabwe) – i.e. those whose families take part in the household survey. Benchmark data about transition pathways are not available and so this benchmark will be provided at the midline and endline by tracking the cohort from the comparison areas in each country through the household survey.

Table 18: Transition pathways

	Baseline point	Successful Transition	Unsuccessful Transition
Upper primary	Enrolled in Grade 5 and 7	In-school progression Moves into secondary school	Drops out of school and stays at home Repeats Grade Moves into work, but is below legal age
Secondary school	Enrolled in Form 2 and Form 4	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 Grade Moves into employment, but is paid below minimum wage
Out of school	Dropped out	Re-enrol in appropriate Grade level in basic education	Remains out of school

National surveys, such as the Demographic and Health Survey (DHS), nonetheless provide some relevant contextual information. One such statistic is the net attendance ratio, which is the proportion of children in the official age group for school attendance who are in fact attending school. In Zambia, the net attendance ratio for females in rural areas in 2013-14 was 80.3% at primary level and 26.9% at secondary level. In Tanzania and Zimbabwe, the net attendance ratios for females in rural areas at secondary level were 18.7% (in 2015-16) and 47.3% (in 2016), respectively. These figures indicate that the majority of females in rural areas who are of secondary school-going age are not in school, which would be categorised under the GEC-T as 'unsuccessful' transition.

The DHS also provides statistics on the proportion who were employed in the preceding 12 months. This will be particularly relevant for the cohorts in Tanzania and Zimbabwe, many of whom are expected to have finished their education by the time of the midline and endline surveys, although employment is not the only transition pathway considered to be 'successful' as Table 18 shows. According to the DHS, among women aged 15-49 in rural areas, 81.4% in Tanzania (2015-16) and 45.0% in Zimbabwe (2015) had been employed in the previous 12 months. Among 20-24 year olds nationally (that is, in urban and rural areas together), 75.1% of women in Tanzania and 47.0% of women in Zimbabwe had been employed in the previous 12 months.

Specific barriers of transition amongst the beneficiary population include economic hardship in rural communities; the lack of adequate school infrastructure; inadequate teaching and learning resources and an acute shortage of qualified teachers in the most rural of schools. Distance to school is also a major factor which impacts significantly on successful transition as secondary schools are often positioned outside of the rural village areas where beneficiaries would have attended primary schools which were within a reasonable walking distance of their homes. In a large majority of cases the secondary schools for transition are a long distance from the homes of the beneficiaries and therefore this challenge is one of the causal factors of drop out or failure to successfully transition. Safe guarding and child protection also become a critical key factor when marginalised girls have to walk long distances to and from school as they are susceptible to potential abuse during their long journey to and from school.

Enablers of transition amongst the beneficiary cohort include the bursary which caters for either school fees, exam fees or provision of targeted, needs-based support to meet school-going costs. One of the other enablers of successful transition is in the work undertaken by CAMA and the community. Through their community activism CAMA are able to identify the children who are the most vulnerable, and therefore most in need of support; such as those living in child headed households, those who are at risk of child marriage, and children living with disabilities. These children are often the hardest to reach as they may be struggling to attend school, or have already dropped out and the support of CAMA helps them to transition and complete secondary schooling.

Table 19: Benchmarking for the Transition Outcome

Table 19a: Tanzania

		Benchmark 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 (%)
15	14	4	4	1	0	0	0	0	4	1	43%
16	20	7	4	0	0	0	1	1	6	1	50%
17	14	4	0	0	0	0	0	0	10	0	29%
18	9	2	0	0	0	0	2	0	3	2	67%
19	9	0	0	0	0	0	1	0	8	0	11%
20	14	0	0	0	0	0	2	0	11	1	21%
21	12	0	0	2	0	0	2	0	7	1	42%
22	8	0	0	0	0	0	1	0	6	1	25%
23	9	0	0	0	0	0	1	0	2	6	78%
24	5	0	0	1	0	0	1	0	2	1	60%
25	12	0	0	0	0	0	2	2	6	2	50%
Total	126	17	8	4	0	0	13	3	65	16	42%

* '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'.

Successful transition rates were lowest at age 20-21 in Tanzania, coinciding with ages when most students finish school. 29 students were grouped under 'other' because they were either waiting for exam results, or had been accepted to go to tertiary education, but had not started. A number of these girls were involved in farming, making crafts or other work, but on a temporary basis.

Table 19b: Zambia

		Benchmark 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 (%)
10	3	2	1	0	0	0	0	0	0	0	67%
11	2	1	1	0	0	0	0	0	0	0	50%
12	5	2	2	0	0	0	0	0	0	1	60%
13	4	2	2	0	0	0	0	0	0	0	50%
14	19	6	10	0	0	0	0	0	3	0	32%
15	12	3	5	0	0	0	0	0	4	0	25%
16	15	4	6	0	0	0	0	0	5	0	27%
17	9	1	0	0	0	1	0	0	7	0	22%
18	13	1	2	0	0	0	0	0	9	1	15%
19	7	0	0	0	0	0	0	0	7	0	0%
20	15	0	1	1	0	0	1	0	12	0	13%
21	3	0	0	0	0	0	0	0	3	0	0%
22	9	0	0	0	0	0	1	0	7	1	22%
Total	116	22	30	1	0	1	2	0	57	3	25%

* 'Other' here captures women/girls who were waiting for exam results. They have been included as 'successful transition'.

In Zambia, the younger pupils between ages of 9 to 13 were more likely to transition successfully (>55%), compared to 18-21 (15%). The main reason is that when girls finish school at these ages, most do not immediately find work to do. There were five students who were waiting for Grade 7 results and were therefore classified as other.

Table 19c: Zimbabwe

		Benchmark 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 (%)
14 to 15 years	21	11	5	0	0	0	0	0	4	1	57%
16 to 17 years	34	14	2	0	0	0	0	1	16	1	47%
18 to 19 years	46	5	0	0	0	1	0	1	36	3	22%
20 to 21 years	25	0	0	0	0	0	1	2	21	1	16%
22 to 23 years	22	0	0	0	0	0	0	2	20	0	9%
24 to 25 years	10	0	0	0	0	0	3	0	7	0	30%
26+ years	5	0	0	0	0	0	0	0	5	0	0%
Total	163	30	7	0	0	1	4	6	109	6	29%

* 'Other' here captures women/girls who were either waiting for exam results (5) or were married and working (1). They have been included as 'successful transition'.

Results from Zimbabwe show that successful transition is difficult from age 18 onwards. It was observed to be lowest between the ages of 20-23 (<15%). Six students who were classified as 'Other' were waiting for exam results (5), married but working (1). One of those waiting for exam results was also working as a volunteer for Camfed.

In all three countries, most of the girls sampled for benchmarking were not in employment education or training (e.g.133/250 for Tanzania); or in school (e.g. 48/250 for Tanzania). What is very clear from the above statistics is that, except for in Tanzania, the percentage of successful transitions decreases as the ages increase.

Table 20 Intervention group (girls)

The transition cohort was sampled in school at baseline, so all transition rates were expected to be very high with the only reduction on 100% being due to students repeating grades. For this reason, other than 'In-school progression' and 'Grade repetition', the other columns in the tables below remain blank at this stage (baseline) but will be likely to have entries at midline and endline.

Table 20a: Tanzania

	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 (%)
13	6	5	1	0	0	0	0	0	0	0	83%
14	98	87	11	0	0	0	0	0	0	0	89%
15	336	286	50	0	0	0	0	0	0	0	85%
16	293	237	56	0	0	0	0	0	0	0	81%
17	153	124	29	0	0	0	0	0	0	0	81%
18	32	20	12	0	0	0	0	0	0	0	63%
19	7	5	2	0	0	0	0	0	0	0	71%
20	0	0	0	0	0	0	0	0	0	0	0%
21	1	0	1	0	0	0	0	0	0	0	0%
23	0	0	0	0	0	0	0	0	0	0	0%
Total	**926**	**764**	162	**0**	**0**	**0**	**0**	**0**	**0**	**0**	82%

Table 20b: Zambia

	Intervention Group (Girls)											
	Transition pathway											Transition rates
Age	Sample size (#)	In-school progression	In-school grade repetition	Moves into Secondary School	Tertiary education	Vocational Education	Non-formal education	Running own business	In employment	At Home	Other	Successful transition rate per age (%)
8	3	3	0	0	0	0	0	0	0	0	0	100%
9	13	10	3	0	0	0	0	0	0	0	0	77%
10	50	38	12	0	0	0	0	0	0	0	0	76%
11	163	120	43	0	0	0	0	0	0	0	0	74%
12	234	156	78	0	0	0	0	0	0	0	0	67%
13	156	98	58	0	0	0	0	0	0	0	0	63%
14	85	46	39	0	0	0	0	0	0	0	0	54%
15	34	22	12	0	0	0	0	0	0	0	0	65%
16	5	5	0	0	0	0	0	0	0	0	0	100%
17	9	5	4	0	0	0	0	0	0	0	0	56%
125	**752**	**503**	**249**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**67%**

Table 20c: Zimbabwe

	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 (%)
12	2	2	0	0	0	0	0	0	0	0	100%
13	30	23	7	0	0	0	0	0	0	0	77%
14	238	213	25	0	0	0	0	0	0	0	89%
15	404	356	48	0	0	0	0	0	0	0	88%
16	200	179	21	0	0	0	0	0	0	0	90%
17	56	50	6	0	0	0	0	0	0	0	89%
18	9	7	2	0	0	0	0	0	0	0	78%
19	2	2	0	0	0	0	0	0	0	0	100%
Total	**941**	**832**	109	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**88%**

The transition rates presented in the three tables above show that for the younger cohort class (for which this data was collected during the household survey), repeating a Grade is highest in Zambia and lowest in Zimbabwe. It seems that failure to transition is higher for the older students in Zambia, and Tanzania but more evenly distributed for students in Zimbabwe. This could possibly be due to institutional bottlenecks such as insufficient secondary school places, for example, in Tanzania.

In the case of Zambia, repetition occurs at times when students are reportedly told to repeat a grade by the teachers if they see that a child is underperforming. However this contradicts Government policy. Another reason could be that students are unable to transition to Grade 8 where education is not free. Due to lack of finance they are unable to pay both school fees and levies and therefore the only way to remain in school is to repeat a grade as they cannot afford to transition to Grade 8. .

A key factor in all three countries is distance which impacts significantly on students' successful transition and also the lack of adequate teaching and Learning materials and school infrastructure such as lack of sanitary wear and WASH facilities especially when girls are menstruating.

Table 21: Comparison group (girls)

Table 21a: Tanzania

	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 (%)
13	8	7	1	0	0	0	0	0	0	0	88%
14	78	71	7	0	0	0	0	0	0	0	91%
15	292	275	17	0	0	0	0	0	0	0	94%
16	266	244	22	0	0	0	0	0	0	0	92%
17	132	121	11	0	0	0	0	0	0	0	92%
18	26	17	9	0	0	0	0	0	0	0	65%
19	2	2	0	0	0	0	0	0	0	0	100%
20	2	0	2	0	0	0	0	0	0	0	0%
21	0	0	0	0	0	0	0	0	0	0	0%

23	1	1	0	0	0	0	0	0	0	0	100%
Total	**807**	**738**	**69**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**91%**

Table 21b: Zambia

Comparison Group (Girls)												
		Transition pathway										Transition rates
Age	Sample size (#)	In-school progression	In-school grade repetition	Moves into Secondary School	Tertiary education	Vocational Education	Non-formal education	Running own business	In employment	At Home	Other	Successful transition rate per age (%)
8	2	2	0	0	0	0	0	0	0	0	0	100%
9	5	5	9	0	0	0	0	0	0	0	0	100%
10	51	42	34	0	0	0	0	0	0	0	0	82%
11	186	152	77	0	0	0	0	0	0	0	0	82%
12	259	182	82	0	0	0	0	0	0	0	0	70%
13	203	121	24	0	0	0	0	0	0	0	0	60%
14	89	65	9	0	0	0	0	0	0	0	0	73%
15	26	17	4	0	0	0	0	0	0	0	0	65%
16	9	5	0	0	0	0	0	0	0	0	0	56%
17	3	3	0	0	0	0	0	0	0	0	0	100%
Total	**833**	**594**	**239**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**71%**

Table 21c: Zimbabwe

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 (%)
13	28	27	1	0	0	0	0	0	0	0	96%
14	189	163	26	0	0	0	0	0	0	0	86%
15	323	274	49	0	0	0	0	0	0	0	85%
16	147	123	24	0	0	0	0	0	0	0	84%
17	41	38	3	0	0	0	0	0	0	0	93%
18	4	4	0	0	0	0	0	0	0	0	100%
19	2	2	0	0	0	0	0	0	0	0	100%
20	1	1	0	0	0	0	0	0	0	0	100%
Total	**735**	**632**	**103**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**86%**

In Tanzania, successful transition for the younger cohort class is higher in comparison than intervention districts (91% vs 82%). This is also observed in Zambia (71% vs 67%) but not in Zimbabwe (86% vs 88%). In Zimbabwe, the older students seem to transition better than the younger ones, however the achieved sample sizes for women aged 18-20 were very small.

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 younger cohort only. In this section, we analyse, for each country, the characteristics and barriers associated with girls who were likely to repeat a grade.

a: Tanzania

		Is girl currently repeating her class from the previous year?			
		Intervention		Comparison	
		Repeating	Not repeating	Repeating	Not repeating
Characteristics	n	160	754	69	734
Girl with one or more forms of disability		28%	23%	22%	20%
Single orphans		24%	23%	12%	18%
Double orphans		4.9%	5.4%	1.6%	4.6%
Living without both parents		64%	57%	49%	49%
Living in female headed household		33%	31%	17%	27%
Married		0.6%	0.9%	0.0%	0.8%
Mothers (any age)		1.9% *	0.4%	0.0%	0.5%
Mothers under 18		0.0%	0.3%	0.0%	0.1%
Mothers under 16		1.3%	0.4%	0.0%	0.5%
Economically marginalised		12%	16%	19%	13%
Difficult to afford for girl to go to school (student)		78%	77%	70%	64%
Difficult to afford for girl to go to school (primary caregiver)		21%	16%	23%	15%
Parents have difficulty with paying fees- child has been sent home from school more than once		31%	27%	29%	26%
Household does not have regular income		74%	73%	55%	58%
Household doesn't own land for themselves		23% *	12%	15%	12%
Material of the roof		58% *	46%	35%	33%
Household unable to meet basic needs		52%	53%	55%	47%
Gone to sleep hungry for many days in past year		17%	14%	13%	7%
Household has skipped meals on some days		65%	62%	42%	42%
LoI different from mother tongue (primary caregiver)		91%	86%	91%	87%
Girl doesn't speak Language of Instruction (primary caregiver)		9.9%	6.8%	14.8%	14.8%
Students with difficulties with language of instruction		30%	33%	36%	32%
Have difficulties learning in English		26%	27%	33%	28%
HoH has no education		21% *	15%	12% *	22%
Primary caregiver has no education		29%	23%	10% *	27%
Head of household is illiterate (student)		34%	22%	8%	22%
Missed school to be with partner		0.6%	0.8%	0.0%	1.6%
Barriers					
Fairly or very unsafe travel to schools in the area (primary caregiver)		55% *	46%	46%	48%
Doesn't feel safe travelling to/from school (student)		13%	15%	20%	11%
Sufficient time to study: High chore burden		48%	51%	35% *	53%
Doesn't get support to stay in school and do well		21%	18%	6% *	16%
Does not decide when to play with friends		10.7%	7.8%	5.8%	6.8%

	Is girl currently repeating her class from the previous year?			
	Intervention		Comparison	
	Repeating	Not repeating	Repeating	Not repeating
Attends school less than 85% of the time	61%	60%	58%	49%
Attend school less than half of the time	3.1%	1.7%	4.3% *	0.3%
Doesn't feel safe at school	3.1%	5.1%	7.2%	5.5%
No seats for all students	18%	21%	16%	17%
Difficult to move around school	15%	15%	9%	11%
Doesn't use drinking water facilities	Data not collected			
Doesn't use toilet at school	Data not collected			
Doesn't use areas where children play/ socialise	Data not collected			
Disagrees teachers make them feel welcome	12%	15%	20%	19%
Agrees teachers treat boys and girls differently in the classroom	39%	40%	41%	38%
Agrees teachers often absent from class	7.5%	4.3%	1.4%	4.2%
Not enough teachers for the number of students	53%	57%	57%	58%
Students with difficulties with Language of Instruction	8.8%	9.8%	13.0%	10.7%

* (asterisk) indicates a statistically significant difference at the 95% confidence level between the proportion repeating and the proportion not repeating (separately for Intervention and Comparison)

In Tanzania, 160/914 (18%) of girls in intervention and 69/803 (9%) in comparison districts were repeating Form 2. When considering disability, orphanhood, female headed household, payment of fees, whether household has skipped meals or difficulties with language of instruction, the data from Tanzania did not show significant differences between marginalised girls who were repeating Form 2 and those who were not, indicating that these characteristics and barriers are not statistically associated with grade repetition in Tanzania.

In intervention districts, the data showed significant differences for four characteristics: having a child, the household not owning any land, poor roofing material (the latter two being indicative of household poverty), and where the head of household has no education. The data also showed significant differences for one type of barrier: where, according to the primary care giver, it is unsafe for children to travel to school.

In comparison districts, the data showed significant differences for two characteristics: where the head of household has no education (similar to intervention districts) and where the primary care giver has no education. There were also significant differences for three types of barrier: having a high chore burden, a child not getting support from her parents/carers to stay in school and do well, and attending school less than half the time. Somewhat surprisingly, in these comparison districts, a high chore burden and not receiving adequate support to stay in school and do well were associated with NOT repeating a grade, suggesting that these children were working hard at home and at school. It could be that they aim to do well in school and see progressing as a way to escape the high chore burden.

B: Zambia

	Is girl currently repeating her class from the previous year?			
	Intervention		Comparison	
	Repeating	Not repeating	Repeating	Not repeating
Characteristics n	249	504	239	593
Girl with one or more forms of disability	6.8%	4.0%	3.8%	3.2%
Single orphans	20%	21%	19%	18%
Double orphans	5.9%	7.0%	7.6% *	3.7%
Living without both parents	59%	56%	52%	53%
Living in female headed household	29%	32%	30%	35%
Married	2.4%	1.4%	3.3%	1.4%
Mothers (any age)	6.1% *	1.4%	3.4%	2.0%
Mothers under 18	6.1% *	1.4%	3.4%	1.9%
Mothers under 16	6.1% *	1.4%	3.4%	2.0%
Economically marginalised	24%	30%	22%	24%
Difficult to afford for girl to go to school (student)	40%	42%	34%	34%
Difficult to afford for girl to go to school (primary caregiver)	57%	50%	53%	57%
Parents have difficulty with paying fees- child has been sent home from school more than once	32%	28%	31%	32%
Household does not have regular income	31%	26%	33%	31%
Household doesn't own land for themselves	17% *	29%	30%	31%
Material of the roof	37% *	45%	43%	42%
Household unable to meet basic needs	60%	60%	55%	59%
Gone to sleep hungry for many days in past year	15%	12%	13%	17%
Household has skipped meals on some days	51%	46%	48%	51%
LoI different from mother tongue (primary caregiver)	56%	60%	74%	69%
Girl doesn’t speak Language of Instruction (primary caregiver)	33%	38%	21% *	14%
Students with difficulties with language of instruction	40%	37%	46% *	36%
Have difficulties learning in English	32% *	25%	32%	33%
HoH has no education	19%	19%	18%	16%
Primary caregiver has no education	22%	25%	28% *	21%
Head of household is illiterate (student)	Data not collected			
Missed school to be with partner	8.5%	6.1%	23.7% *	11.1%
Barriers				
Fairly or very unsafe travel to schools in the area (primary caregiver)	25%	27%	29% *	43%
Doesn’t feel safe travelling to/from school (student)	11%	10%	17%	15%
Sufficient time to study: High chore burden	52%	49%	51%	50%
Doesn’t get support to stay in school and do well	17%	18%	27%	20%
Does not decide when to play with friends	11%	9%	14%	9%
Attends school less than 85% of the time	69%	60%	89% *	75%
Attend school less than half of the time	4.0%	1.4%	1.1%	1.0%
Doesn’t feel safe at school	23%	23%	33%	31%
No seats for all students	34%	28%	32%	27%
Difficult to move around school	41%	39%	37%	36%
Doesn't use drinking water facilities	Data not collected			

	Is girl currently repeating her class from the previous year?			
	Intervention		Comparison	
	Repeating	Not repeating	Repeating	Not repeating
Doesn't use toilet at school	Data not collected			
Doesn't use areas where children play/ socialise	Data not collected			
Disagrees teachers make them feel welcome	10%	13%	17%	13%
Agrees teachers treat boys and girls differently in the classroom	85%	83%	75%	77%
Agrees teachers often absent from class	79%	78%	70% *	78%
Not enough teachers for the number of students	Data not collected			
Students with difficulties with Language of Instruction	18%	13%	18%	18%

* (asterisk) indicates a statistically significant difference at the 95% confidence level between the proportion repeating and the proportion not repeating (separately for Intervention and Comparison)

In Zambia, 249/753 (33%) of Grade 5 girls in intervention and 239/832 (29%) in comparison districts were repeating Grade 5.

In intervention districts, the data showed significant differences for four characteristics: having a child, the household not owning any land, poor roofing material (the latter two being indicative of household poverty), and whether the student has difficulties learning in English. The first three were also found in intervention districts in Tanzania. None of the barriers was shown to have a statistically significant relationship with grade repetition.

In the comparison districts, the data showed significant differences for five characteristics: being a double orphan, not speaking the language of instruction – according to both the primary care giver and the students themselves, the primary care giver having no education, and missing school to be with their partner. There were also significant differences for three types of barrier: where, according to the primary care giver, it is unsafe for children to travel to school, attending school for less than 85% of the time, and where teachers are often absent from class.

c: Zimbabwe		Is girl currently repeating her class from the previous year?			
		Intervention		Comparison	
		Repeating	Not repeating	Repeating	Not repeating
Characteristics	n	109	830	103	629
Girl with one or more forms of disability		23%	24%	24%	28%
Single orphans		35%	38%	43%	34%
Double orphans		15%	20%	15%	16%
Living without both parents		72%	69%	69%	66%
Living in female headed household		50%	42%	49%	44%
Married		0.9%	0.6%	0.0%	1.4%
Mothers (any age)		0.0%	0.5%	0.0%	0.8%
Mothers under 18		0.0%	0.2%	0.0%	0.5%
Mothers under 16		0.0%	0.5%	0.0%	0.8%
Economically marginalised		30%	30%	26%	25%
Difficult to afford for girl to go to school (student)		92% *	83%	92% *	83%
Difficult to afford for girl to go to school (primary caregiver)		91%	92%	99%	96%
Parents have difficulty with paying fees- child has been sent home from school more than once		89%	89%	87%	88%
Household does not have regular income		61%	68%	76% *	60%
Household doesn't own land for themselves		6.5%	11.1%	15.5%	10.0%
Material of the roof		68%	68%	70%	60%
Household unable to meet basic needs		53%	56%	51%	48%
Gone to sleep hungry for many days in past year		17%	15%	18%	18%
Household has skipped meals on some days		70%	66%	75%	70%
LoI different from mother tongue (primary caregiver)		72%	72%	72%	76%
Girl doesn’t speak Language of Instruction (primary caregiver)		1.9% *	8.8%	3.0%	5.5%
Students with difficulties with language of instruction		22%	24%	25%	22%
Have difficulties learning in English		39%	34%	30%	31%
HoH has no education		15%	17%	10%	12%
Primary caregiver has no education		17%	21%	12%	14%
Head of household is illiterate (student)		25%	31%	24%	19%
Missed school to be with partner		0.9%	1.0%	1.9%	1.4%
Barriers					
Fairly or very unsafe travel to schools in the area (primary caregiver)		38% *	28%	29%	29%
Doesn’t feel safe travelling to/from school (student)		26%	33%	25%	25%
Sufficient time to study: High chore burden		64%	60%	61%	59%
Doesn’t get support to stay in school and do well		28%	29%	25%	23%
Does not decide when to play with friends		17%	16%	17%	15%
Attends school less than 85% of the time		23%	22%	22%	22%
Attend school less than half of the time		1.1%	0.3%	0.0%	0.0%
Doesn’t feel safe at school		5.5%	8.6%	9.7%	13.7%
No seats for all students		42%	39%	35%	43%
Difficult to move around school		22%	19%	21%	27%
Doesn't use drinking water facilities		Data not collected			
Doesn't use toilet at school		Data not collected			

c: Zimbabwe	Is girl currently repeating her class from the previous year?			
	Intervention		Comparison	
	Repeating	Not repeating	Repeating	Not repeating
Doesn't use areas where children play/ socialise	Data not collected			
Disagrees teachers make them feel welcome	8.3%	7.5%	2.9% *	9.1%
Agrees teachers treat boys and girls differently in the classroom	39%	37%	31%	37%
Agrees teachers often absent from class	12%	13%	17%	15%
Not enough teachers for the number of students	49%	45%	34%	42%
Students with difficulties with Language of Instruction	9.2%	9.8%	6.8%	9.1%

* (asterisk) indicates a statistically significant difference at the 95% confidence level between the proportion repeating and the proportion not repeating (separately for Intervention and Comparison)

In Zimbabwe, 109/939 (12%) Form 2 girls in intervention and 103/732 (14%) in comparison districts were repeating the form.

In intervention districts, grade repetition was positively associated with difficulty for the family to afford for the child to go to school. It was also *negatively* associated with the girl not speaking the language of instruction, according to the primary care giver, which is difficult to explain. As for the barriers, grade repetition was also statistically associated with the primary care giver feeling that the journey to school is unsafe.

In the comparison districts, the data showed significant differences for two characteristics: difficulty for the family to afford for the child to go to school (as was the case in the intervention areas) and the household not having a regular income. None of the barriers was shown to have a statistically significant relationship with grade repetition in the comparison areas.

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. The sample size of marginalised girls therefore was the same for measuring both the learning and the transition outcomes, except that, as is discussed further in section 6.4, the transition cohort comprised the younger one out of the two cohorts only in each country.

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 Parent Support Group members, CAMA members and village leaders, from those villages, assisted enumerators in locating the marginalised girls' households.

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 information necessary 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.

Many young women become mobile after leaving school in search of work and education opportunities. Clearly this adds to the challenge of tracking them over time. For GEC 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 22: Target setting

Target generated by the outcome spreadsheet		Evaluation point 2 (midline)	Evaluation point 3 (endline)
	Tanzania	**10%**	**12%**
	Zambia	**10%**	**12%**
	Zimbabwe	**12%**	**12%**

4.6 Sustainability Outcome

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 Fund Manager's Sustainability Scorecard aims to measure the key characteristics of sustainability at a given point. The evaluator assesses the extent to which the project is achieving its sustainability indicators for *Community, School* and *Systems* levels at baseline, midline and endline. 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).

At baseline the project has scored a 2 (Emergent) for each of the sustainability indicators and therefore an overall score of 2. The reason for this is that the majority of GEC-T schools have been Camfed supported schools for many years (through GEC SCW and before) and some of these structures are already in place.

For **community:** community members interviewed explained how attitudes to girls' education are gradually changing. However, change is not yet universally accepted among targeted stakeholders. Project staff need to play a key role to support stakeholders, such as the CDC and CAMA members to drive change. For example, CAMA members have stated how, although they are role models to many girls in their communities, they need more help and support to be able to shift some of the more entrenched attitudes to girls and women (Baseline: CAMA members FGD in Tanzania and Zimbabwe) .

In terms of financial contributions to assist girls to attend school. CAMA members are most active in this, but the poverty levels in all three countries in which this project operates are extremely low in all the communities in which this project operates in all three countries are poor, so while they may try to raise funds, they can only do so to a minute proportion of the CAMFED bursaries. While this is a demonstration

of support for girls' education, there is a long way to go before this aspect is sustainable, and the only way forwards may be for governments to provide the required financial support through bursaries or (conditional) cash transfers. All indicators against this level were scored '2', reflecting the status Learner Guides had already gained under GEC SCW, and the cost share contributions and girls supported within the community measured under GEC SCW and more broadly in Camfed's organizational KPIs. The method for measuring this value-add is well established.

At **school** level there is some evidence of support for girls' education in classroom practice and school management. However, this is not yet universal. Some teachers are beginning to understand the need for classrooms to be girl-friendly and to be safe spaces where girl's feel secure, but interviews and FGDs with girls, spoke particularly of excessive use of corporal punishment in some schools, especially in Tanzania. 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 their 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.

Moreover, the quality of teaching is mostly poor, with teachers, many of whom know the importance of more learner-centred methodologies resorting mostly to didactic approaches. Teachers who were interviewed in all countries explained that they knew that more learner-centred approaches would be more suitable but often, because of lack of resources and time, resort to 'telling' the students so that they can cover the curriculum. Until teaching quality improves, learning scores for marginalised girls will remain low and there will be no sustainable evidence throughout the project of higher achieving girls. This is explored further in the section on Intermediate Outcomes.

On this basis, and reflecting the process the project achieved under GEC SCW, the indicators relating to the safety of the learning environment and embedding of the LG programme (indicators 1 and 2) were scored '2'; indicator 3, which relates to school level integration and ownership of Camfed's responsive mechanism for support to marginalized girls, is scored at '1', reflecting that the balance of ownership is expected to shift from Camfed into the system over the course of the project and – as described above – this shift has not yet taken place.

At **systems** level there is evidence of local officials, such as CDC members to supporting girls' education. Government at local and/or national level has engaged with and understood evidence from the project but more advocacy needs to be undertaken before any significant action can be evidenced.

Table 23: Sustainability indicators

	Community	School	System
Indicator 1:	Proportion of Learner Guides with increased visibility in their communities 2	Proportion of schools with an enabling learning environment which is safe, female-friendly and promotes active participation and learning among the most marginalised children. 2	Learner Guide programme [or components of the programme] is/are officially recognised by Ministries (national and district levels) and teacher training 1
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	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		3
Indicator 3:	Number of additional girls benefitting through community & CAMA initiatives to attend school (such as providing money, food, toiletries, clothes, shoes or school supplies to children so they could attend school) 2	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 1	National governments reduce school-going costs for the most marginalised children. (FINANCIAL) 1
Baseline Sustainability Score (0-4)	**2**	**2**	**2**
Overall Sustainability Score (0-4, average of the three level scores)	**2**		

Table 24: Changes needed for sustainability

	Community	School	System
Change: what change should happen by the end of the implementation period	By end-line Camfed anticipates that 698 school communities across the three countries are actively implementing a cost-share approach to meet the associated wraparound costs to support the most marginalised girls to attend and complete school. 40% of Learner Guides in Tanzania and Zambia, and 20% in Zimbabwe, have increased visibility in their communities in order to be able to influence the support provided to marginalised girls. This will be reflected in increased representation on local decision-making bodies and school management committees, for example. By the end of the project, a large number of marginalised girls and young women (113,100) are supported by GEC graduates and community initiatives to attend and complete school across the three countries.	85% of schools reached by the project 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 in all schools in Tanzania (targets TBC in Zambia and Zimbabwe, to be addressed alongside the ToC review). 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. 698 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 33 partner districts across the three countries mobilises and coordinates reciprocal support from other line ministries (e.g. health, social welfare) to address girls' welfare. The Learner Guide programme, or components of it, is officially recognised by Ministries at national and district levels Teacher training institutions in Tanzania and Zimbabwe recognise the value of the Learner Guide programme and accept the BTEC qualification for admission to formal teacher training courses. National Governments reduce school-going costs or provide targeted financing mechanisms for the most marginalised children
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	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	Creation of National Advisory Committee in each country 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.

	and provide guidance to students in school on health, studies and careers. 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. 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).	platforms, district and 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 national teams in all 3 countries	School Based Committees, Head teachers and teachers, Learner Guides, CAMA and Community development committees, parent support groups Camfed national teams in all 3 countries	Ministry of Education at national and district level other line ministries, Teachers training institutions officials, CAMA leaders, Camfed national teams in all 3 countries
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 to achieve the project changes at community level is their well-established structures, procedures and relationships with key stakeholders (especially the CDC) in each district across all three project countries The possibility of cultural resistance to increasing access to education for girls. However, 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 to achieve the project changes at school level is that the GEC-T will build on the established school structures, procedures, policies and relationships with key stakeholders in each Camfed school across all three project countries	One of the enabling factors that will support Camfed to achieve the project changes at system level is that in each country Camfed has a well-established relationship and collaboration with Ministries of Education, 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 25 years, Camfed has built a powerful infrastructure and secured relationships to support the most marginalised girls in Zimbabwe, Zambia and 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 all those constituencies that influence a girl's life to ensure her right to education are brought together. These partnerships dovetail with existing government and community structures, which reinforces the 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.

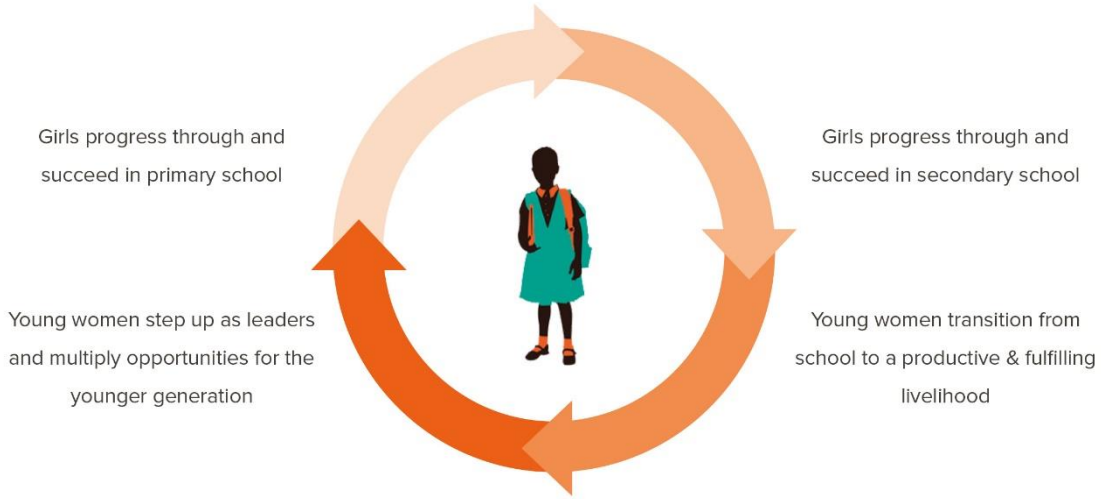
In addressing the sustainability outcomes of the GEC-T, Camfed has designed the focus and key activities at school, community and system level to be inter-linked and interwoven as follows:

- First, in how its innovations are being adopted for integration into government **school systems**; the scale of CAMFED's programmes, the rigour of its evidence base, the cost-effectiveness of its approach and the **quality of its partnerships with Ministries of Education** that have provided the fertile ground for the take-up of Camfed's interventions within **school systems**
- Secondly, in the level of activism and philanthropy now being generated **in the communities** in which Camfed works to further extend support for the most marginalised children
- Thirdly, through **CAMA, Camfed's** alumnae network of young women who have completed secondary school with CAMFED's support. Now with a membership of 120,000, these young women are stepping up in remarkable ways to support the younger generation of children in school. They are not only breaking the cycle of poverty by ensuring children in their own families are educated, but are also supporting the education of the most marginalised children in their own communities – on average, three children per CAMA member. In 2017, they supported 526,616 children in primary and secondary school.

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 Camfed's alumnae network. Key enablers of this outcome are the **strong and collaborative partnerships between Camfed and Ministries of Education in each project country** including other cooperating partners and NGOs, and, through CAMA, the empowered network of graduates who have unrivalled understanding of the context for marginalised girls and are positioned to advocate for and lead initiatives that work for girls.

Camfed's programmes create a virtuous cycle of change, illustrated in Figure 3, by supporting girls both throughout secondary school and then in the transition to adulthood. Camfed's investment in its alumnae network, CAMA, allows young women to build on their education and make a successful transition to productive livelihoods as young adults. These young women emerge within local, national and even international contexts as financially independent and powerful leaders advancing gender equity and mainstreaming child protection in the education system. They are driven to transform their communities by their own experiences, and plough back the investment in their education by supporting others and the next generation of children into school.

Figure 3: Camfed's 'virtuous cycle' of girl's 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 Ministries of Education 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, Camfedwe will 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 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, we haveCamfed has secured representation on the project's national advisory committees 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,** position delivery of project 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 we will build capacity under this project around referral and child protection.
- **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.

Camfed National Directors in each project country are responsible for mobilising local partnership infrastructures to support the implementation of project activities including, shared Camfed policies (covering Human Resources, child protection, fraud, anti-bribery and corruption, and financial controls) and the provisions of the Cooperation Agreement; and engaging with national education partners to share progress, identify best practice, publicise activities, roll out to new areas and collaborate on policy review. In particular Camfed's work at national and district level especially in relation to the adoption and embedding of child protection and safeguarding policies as good practice is clear evidence of sustainability as these policies are 'owned' and adopted by key stakeholders who become the duty bearers in ensuring that all children learn and live in a safe and protected environment.

At national level Camfed has a Memorandum of Understanding (MoU) in place with each Ministry of Education which is mandated to coordinate and oversee the implementation of education programs, guidelines and policies. This will ensure synergy with other programmes as well as the opportunity to explore adoption of practice/guidelines etc. emerging from the project. The MoUs ensure collaboration with government and define respective responsibilities, which includes lesson sharing and recommendations in relation to programme interventions.

Camfed is also represented on national education bodies, for example as Vice Chair of the Board on the Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET); in this position, Camfed pro-actively participates in joint education sector reviews and planning to review implementation of national plans and policies and assess performance. Camfed also uses this as an opportunity to identify ways in which the GEC project can be adapted to support government policies and priorities, and in turn through which components of the project can be integrated into national policy and programmes.

Camfed National Directors in all three project countries actively request regional and HQ officials to participate in district level activities including monitoring, planning/review meetings and training to familiarise them with the programme implementation including policies and thus build a sustainable mechanism for 'champions' within Ministries.

Camfed has established a National Advisory Committee in each country which draws together senior representation from government bodies including the Director of Primary and Secondary Education in the Ministries of Education. To date, this committee has provided valuable guidance in programme development and in positioning the GEC project nationally. Under GEC-T, Camfed has broadened the representation of this committee to include teacher training institutions.

5. Key Intermediate Outcome Findings

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:

- improve the quality of teaching and learning for marginalised girls
- Include girls living with disabilities
- Involve community members more directly to address some of the underlying gender norms

5.1 IO1 - Attendance In-school (Improvement in school attendance of marginalised girls)

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, district and disability (by type and severity). Source: Data gathered from school registers during baseline, midline and endline surveys	Tanzania: 44.1% (F2: 40.1%; F4: 51.1%) Zambia: 35.8% (G5: 37.3%; G7: 33.7%) Zimbabwe: 81.2% (F2: 77.3%; F4: 87.3%)	65%	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 applicable	Tanzania: 90% Zimbabwe: 70%	Tanzania: 90% Zimbabwe: 70%

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 a consultant member of the external evaluator team while 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. The target sample was all cohort members in every sampled cohort school, while the achieved sample was 99.9% in Tanzania (99.9% of marginalised girls), 34% in Zambia (34% of marginalised girls) and 83% in Zimbabwe (85% of marginalised girls). The measurement of attendance rates under GEC1 demonstrated that attendance rates in secondary schools in Tanzania and Zimbabwe when averaged across a cohort tend to be high, with little scope for registering an increase. Based on this experience, under GEC-T, 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', Head teachers' 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.

IO Indicator 1.1 Proportion of marginalised girls attending school regularly

The baseline data for marginalised girls shows that large proportions of marginalised girls in the intervention schools have low attendance, measured as attending less than 85% of the time: 56% in Tanzania, 19% in Zimbabwe and 64% in Zambia (see Table 25). In Tanzania and Zimbabwe, the prevalence of low attendance was greater in Form 2 than Form 4. In Zambia, the prevalence of low attendance was similar in the two grades being tracked (Grade 5 and Grade 7).

Qualitative interviews indicated that the Camfed bursary support through GEC 1, has clearly improved attendance for those marginalised girls that it supports. However, for many girls, especially those identified as marginalised in this baseline, significant barriers remain and these barriers need to be addressed in order to 'leave no girl behind'. **It is recommended that Camfed renews efforts to address the remaining barriers to attendance as outlined in the section below.** When Forms 2 and 4 and Grades 5 and 7 are combined in each country (Table 25) the overall percentages show a mixed pattern in terms of the difference between intervention and comparison sites. Compared with the comparison cohorts, the prevalence of low (or irregular) attendance (<85%) in the intervention cohorts was higher (i.e. worse) in Tanzania, lower (i.e. better) in Zambia and similar in Zimbabwe. For Zimbabwe the difference is very small, yet it would be expected that, given the existing Camfed support to marginalised girls, the attendance rates would be higher. However, an explanation could be that many girls' of the level of marginalisation that Camfed is supporting in the intervention schools, may have already dropped out in the comparison schools. At mid-line the difference-in-difference approach will show more clearly the impact of Camfed support on attendance.

Table 25: Overall percentage of marginalised girls attending school for more than 85% of the time.

	Form 2/Grade 5		Form 4/Grade 7		Overall Mean	
	Intervention	Comparison	Intervention	Comparison	Intervention	Comparison
Tanzania Form 2 and 4	40%	50%	51%	52%	44%	51%
Zimbabwe Form 2 and 4	77%	77%	87%	84%	81%	80%
Zambia Grade 5 and 7	37%	20%	34%	19%	36%	20%

Tables 26 to 28 provide baseline data on attendance for boys as well as girls and less marginalised as well as marginalised students. Overall, low (or irregular) attendance (<85%) was more prevalent among boys than girls, though the difference was small. In addition, low attendance (<85%) was more prevalent among marginalised than less marginalised students, though the difference was not always large; marginality as a differentiator was particularly notable in Zimbabwe, while in Zambia it was a factor for girls, but less so boys, and in Tanzania, marginality was a factor for boys, but less so girls.

In all three countries the difference between districts and between Forms and Grades is noticeable. For example in Tanzania the highest percentage of girls attending more than 85% of the time in Form 2 intervention schools is 84% in Rufiji and lowest is 33% in Iringa. In Form 2 comparison schools the highest is Lindi at 74% and the lowest, Wanging'ombe at 24%. By Form 4 the percentage declines in the majority of intervention districts, except Morogoro Rural, which improves from 64% at Form 2 to being the highest district at 67% in Form 4. The other district that shows an increase between Forms 2 and 4 is Iringa, which remains the lowest but the percentage increases from 33% to 38%. In the comparison districts at Form 4 Bahi scored the highest at 71%. Wanging'ombe still scored the lowest but increased from the 24% in Form 2 to 30% in Form 4.

In Zimbabwe the percentage of girls attending more than 85% of the time was low in both forms and for both intervention and comparison districts. In Form 2 intervention, Hurungwe was the highest district at 30% with Binga being the lowest at just 9%. The Form 2 comparison district of UMP scored highest at 21% with UMP the lowest at 15%. By Form 4 the rate had dropped even lower for all intervention and comparison districts. The highest scoring Intervention district was Mt Darwin at 23%, whereas Nyanga was the lowest at just 4% (a drop from 14% in Form 2).

Except for the comparison district of Chibombo, the percentage of marginalised girls attending more than 85% was higher in Zambia than in the other two countries. In Grade 5 both Mpika and Shiwangandu had 71% with Chinsali lowest at 52%. The highest scoring comparison district was Chitambo at 91% with Chibombo lowest with 29%. At Grade 7 intervention the rate in Shiwangandu had increased to 79%, with Chinsali once again the lowest at 51%. At Grade 7 comparison districts maintained a high score, with Kapiri Mposhi the highest at 85% and once again Chibombo the lowest at 0%.

Although a comparison district, there is a need to investigate the reason for such low sustained attendance rates for Chibombo at this time[46], and possibly consider whether it is suitable as a comparison district. Because the qualitative and quantitative studies happened concurrently it was not possible to follow up during the baseline.

[46] This could be linked with migration for farming or fishing

Tanzania

Table 26: 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		Missing data		Total
			Count	% (excluding missing data)	Count	% (excluding missing data)	Count	%	Count
Intervention	Female	Marginalised	784	44.1%	993	55.9%	3	0.2%	1780
		Less Marginalised	1060	44.7%	1312	55.3%	2	0.1%	2374
		Total	1844	44.4%	2305	55.6%	5	0.1%	4154
	Male	Marginalised	576	39.1%	898	60.9%	2	0.1%	1476
		Less Marginalised	833	44.7%	1031	55.3%	4	0.2%	1868
		Total	1409	42.2%	1929	57.8%	6	0.2%	3344
Comparison	Female	Marginalised	766	51.1%	733	48.9%	0	0.0%	1499
		Less Marginalised	1262	53.9%	1081	46.1%	1	0.0%	2344
		Total	2028	52.8%	1814	47.2%	1	0.0%	3843
	Male	Marginalised	547	44.5%	683	55.5%	2	0.2%	1232
		Less Marginalised	891	47.9%	970	52.1%	0	0.0%	1861
		Total	1438	46.5%	1653	53.5%	2	0.1%	3093

Zimbabwe

Table 27: 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		Missing data		Total
			Count	% (excluding missing data)	Count	% (excluding missing data)	Count	%	Count
Intervention	Female	Marginalised	1164	81.2%	270	18.8%	246	14.6%	1680
		Less Marginalised	1263	88.0%	172	12.0%	339	19.1%	1774
		Total	2427	84.6%	442	15.4%	585	16.9%	3454
	Male	Marginalised	911	79.1%	241	20.9%	208	15.3%	1360
		Less Marginalised	1044	85.6%	175	14.4%	306	20.1%	1525
		Total	1955	82.5%	416	17.5%	514	17.8%	2885
Comparison	Female	Marginalised	961	79.9%	242	20.1%	215	15.2%	1418
		Less Marginalised	1179	88.9%	147	11.1%	267	16.8%	1593
		Total	2140	84.6%	389	15.4%	482	16.0%	3011
	Male	Marginalised	855	73.4%	310	26.6%	216	15.6%	1381
		Less Marginalised	887	83.5%	175	16.5%	208	16.4%	1270
		Total	1742	78.2%	485	21.8%	424	16.0%	2651

Zambia

Table 28: 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		Missing data		Total
			Count	% (excluding missing data)	Count	% (excluding missing data)	Count	%	Count
Intervention	Female	Marginalised	215	35.8%	385	64.2%	1154	65.8%	1754
		Less Marginalised	32	45.1%	39	54.9%	201	73.9%	272
		Total	247	36.8%	424	63.2%	1355	66.9%	2026
	Male	Marginalised	218	31.9%	465	68.1%	1243	64.5%	1926
		Less Marginalised	26	31.0%	58	69.0%	203	70.7%	287
		Total	244	31.8%	523	68.2%	1446	65.3%	2213
Comparison	Female	Marginalised	107	19.9%	431	80.1%	1093	67.0%	1631
		Less Marginalised	22	29.3%	53	70.7%	180	70.6%	255
		Total	129	21.0%	484	79.0%	1273	67.5%	1886
	Male	Marginalised	116	22.0%	412	78.0%	997	65.4%	1525
		Less Marginalised	20	28.6%	50	71.4%	178	71.8%	248
		Total	136	22.7%	462	77.3%	1175	66.3%	1773

IO Indicator 1.2 Beneficiaries', teachers' and parents/guardians' perceptions on the barriers to regular attendance and what has led to improvements in attendance

Barriers to girls' attendance were explored at household, school and community levels. Findings from the quantitative and qualitative research illustrate that the causes of poor attendance were a complex combination of a range of factors. However, the impact of the various barriers may differ with different students and some seemingly more vulnerable children demonstrate greater resilience and survive in school for longer compared to their peers.

During the qualitative interviews, certain barriers to attendance emerged more than others. The chart below provides a summary of some of the key points from the interviews, followed by more detailed explanation in the text.

Table 29: Key Points from Qualitative Interviews

	Girls	Teachers/Head teachers	Parents/Guardians
Tanzania	• Poverty • Too many chores at home • Made to look after siblings • Distance to school • Harassment by boys and men on the journey • Pressured to marry early and sometimes to older men by parents • Corporal punishment • Poor sanitation/toilets in school – no facilities for menstruation • Peer pressure – friends who truant or who are earning money	• Distance to school • Few educated female role models in community • Early marriage and pregnancy • Insufficient chairs, desks and classrooms • Menstruation • Poor sanitation	• Distance to school • Security on the journey • Poverty - School-going costs • No food in the house • Need girls' help with household chores and looking after siblings • Poor school results • Menstruation
Zambia	• Poverty • Too many chores at home • Made to look after siblings • Distance to school • Pressured to marry early and sometimes to older men by parents • Wanting to marry to gain secure financial future • Orphans ill-treated by 'adopted' family • Poor sanitation/toilets in school – no facilities for menstruation • Taken away from school for agricultural work or seasonal migratory farming practices • Needing to miss school some days to earn income for school fees • Menstruation	• Poverty • Distance to school • 'Girls get pregnant because they have nothing better to do' • Not interested in school • Misbehaving in class • Parents do not appreciate value of school • Migration for seasonal farming • Peer pressure • Few educated female role models in community • Hunger • Unqualified teachers in rural schools • Peer pressure –	• No money for uniforms or other school going costs • Girls exchange sexual favours for goods (clothes, jewellery etc.) • Migration for seasonal farming • No food in the house • Security on journey to school • Need girls' help with household chores and looking after siblings
Zimbabwe	• Poverty • Pressured to marry early • Early pregnancy • Distance to school • Harassment by boys and men on the journey • To earn money as maid, mining and gold panning, cross border trade, commercial sex worker in mining area • Lack of current opportunities provided by education • Peer pressure • Poor sanitation/toilets in school – no facilities for menstruation • Hunger • Peer pressure – friends who truant or who are earning money	• Early marriage • Distance to school • Few educated female role models in community • Attraction of income earning opportunities, near mining or cross border • Camfed girls targeted by higher earning local men (e.g. minibus drivers) because they are better dressed and groomed • Religious sects • Peer pressure	• Poverty • Distance to school • Lack of hostel accommodation • School going costs • Need to marry daughter to keep her safe • Poverty – need to marry daughter for bride price • Need help at home and on the farm • Girls go and get pregnant, so better to support boys • May be better off by getting a job now, as very few jobs for educated girls

The most-cited barriers to regular attendance in school across all countries relate to poverty, distance to school, gender social norms, including chores at home, teenage pregnancy and early marriage. The quantitative analysis in section 3.13.2 for Tanzania highlights that the three most significant barriers to attendance for marginalised girls were as follows: 58% of marginalised girls felt there are not enough teachers for the number of students; 51% of marginalised girls felt their household duties and spending their free time on chores impacted on attendance and finally, 42% of marginalised girls felt teachers treat

boys differently to girls. Importantly, students living with one or more forms of disability or a single or double orphan were more likely to experience these three barriers.

These findings are consistent with the data from Zimbabwe; 58% of marginalised girls from intervention districts highlighted the burden of chores as a barrier to attendance; 46% felt there were not enough teachers for students and 34% felt teachers treat girls differently to boys. Moreover, similar to Tanzania, students characterised by one or more forms of disability or single or double orphans are more likely to experience these barriers. However, there are some country differences. Contrary to Tanzania where 18% of students living with one or more form of disability do not feel safe traveling to or from school, compared to 43% of students in Zimbabwe.

These differences between the countries are most evident in Zambia; similar to Tanzania and Zimbabwe, 48% of marginalised girls from intervention districts highlighted the burden of chores as a barrier to attendance; but 73% deemed teacher absences from school, as one of the highest barriers and 80% felt teachers treat girls differently to boys. However, when taking into account characteristics of the students and barriers in Zambia; 83% of students marginalised girls from intervention districts with one or more forms of disability (in contrast to 10% in Tanzania and 20% in Zimbabwe), and 70% of single or double orphans were affected by teacher absences from school (in contrast to 10% in Tanzania and 20% in Zimbabwe), and 86% of students living with one or more forms of disability and 78% of single or double orphans felt teachers treat boys differently to girls.

The qualitative survey interviews and FGDs conducted with parents, teachers, Head teachers, mother support groups, CAMA, traditional and community leaders provided a deeper insight into how these barriers affect girls' attendance. They also provided different emphases and results. For example while only 5% of marginalised girls in Tanzania, 87% in Zimbabwe and 23% in Zambia indicated that they felt unsafe in school, issues of corporal punishment, child protection and safety in school were prominent in FGD discussions, particularly in Tanzania and Zimbabwe. Discussions with some of the girls provided an indication that, until the issues were explored, they had accepted some of the abuse, such as corporal punishment and sexual teasing as 'normal'.

The issues related to attendance are discussed in more depth below.

Teachers and parents report that the Camfed bursaries in Zimbabwe and Tanzania have made a significant difference in terms of school-going costs. Attendance has improved for those that receive bursaries; this is because it removes the biggest barriers to school attendance by marginalised girls: payment of school and exam fees in Zimbabwe and the targeted support given to girls in Tanzania. In Tanzania abolishment of secondary school fees in 2011 means that Camfed bursaries are targeted to help girls with other requirements for school e.g. mattresses, solar lamps, school uniforms, bicycles, etc. The girls are given a list of possible items and asked to select the five that will most help them. During an FDG with girls from a Secondary School in Kilombero District (Tz) the girls discussed how Camfed bursaries overcome barriers to attendance through the distribution of bicycles and addressing basic needs such as personal hygiene and sanitation. Girls reported how improved hygiene made them feel 'good' about themselves; they 'looked better' and felt 'more confident' coming to school (Form 2 FGD, Rufiji District, Tz). Girls also stressed the importance of uniforms and skirts and how this enabled them to attend school more regularly as they did not feel as if they would be mocked. Importantly, in a Secondary School in Kilombero District (Tz), the girls emphasised how parental attitudes altered after girls received the bursaries. Parents became more encouraging towards girls learning and as a result the girls had fewer chores to do at home which in turn led to better attendance rates. Similarly, girls from a Secondary School in Rufiji District (Tz) mentioned how Camfed bursaries led to "*Family attitudes shifting to being pro-education for girls. Before Camfed, parents encouraged us to stay at home, do farming and housework but after Camfed bursaries, parents encourage us to go to school and are more aware now of girls' education and rights.*"

It was clear from discussions with the girls in Tanzania, that the bespoke nature of the support was helpful in responding to the particular challenges they were facing at school and at home. These items were also felt to support girls in a range of ways: certain items relieved parents of an immediate financial burden (e.g. uniforms, shoes, hostel fees etc.); others helped overcome practical challenges (e.g. bicycles); others supported physical and emotional wellbeing (e.g. sanitary pads mattresses, bedsheets, and mosquito nets). All converged to boost the confidence and self-esteem of girls, providing the basis for improved attendance and attainment in school.

A summary of the key effects of the bursaries can be seen in the diagram below.

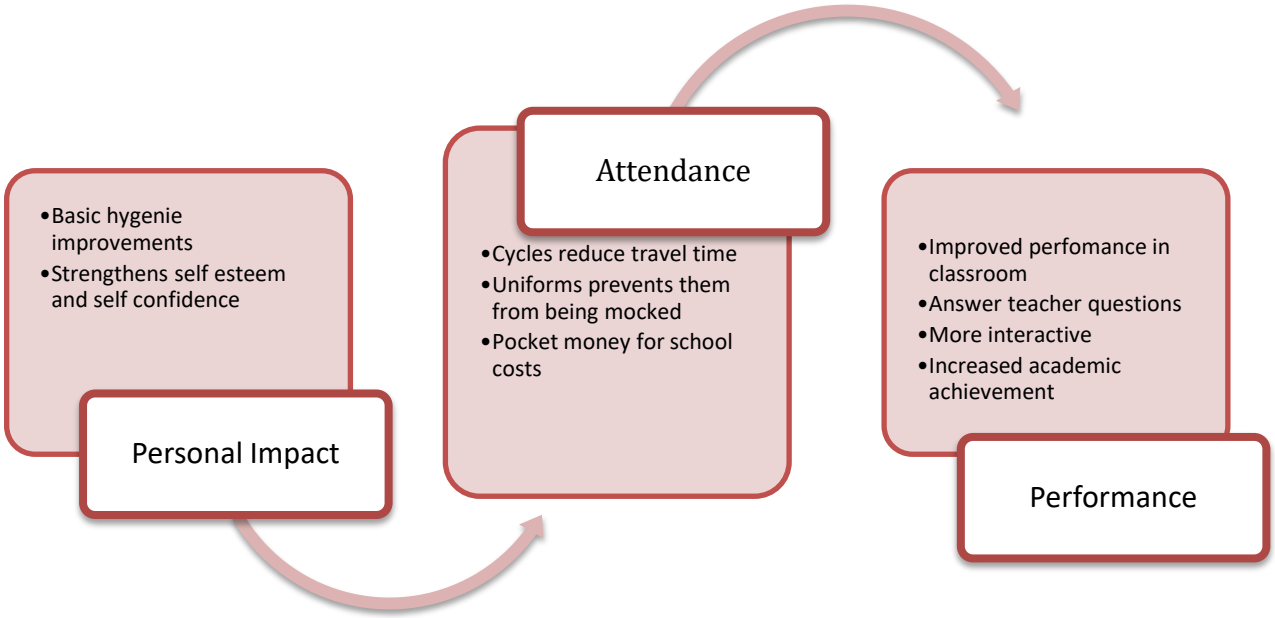


Figure 4: Summary of Key Effects of Bursary

Pathway of life activity, a Secondary School in Rufiji (Tz) (Form 4 marginalised girls)

- 2014 – Some girls didn't have bicycles and so it was difficult to get to school. So attendance was low.
- 2015 – Girls began receiving support, performance increased and they enjoyed use of books and cycles
- 2017 – "We feel more cooperative now and before when our shoes were ripped students mocked us and now we have good shoes so they feel nice and confident. Before we were afraid to attend school looking as we did and we missed classes due to distance but now we are punctual due to our cycles"
- 2017 - Parents financial difficulties are eased. "They are happy with us going to school."

While Camfed bursaries have made a significant difference to reducing the gender gap by overcoming some of the immediate barriers to attendance such as ongoing school costs and school fees in Zambia, key barriers to primary (Zambia) and secondary education (Tanzania and Zimbabwe) remain and prevent many girls from enrolling, attending and completing school. Distance, poverty, school related costs such as transport; uniform; food expenses; household chores and early marriage are the most cited factors in all three countries among girls, guardians and parents and school stakeholders that significantly undermine

girls' opportunities to attend school. The results from the various surveys, interviews and FGDs related to the factors affecting girls' attendance are discussed in more detail below.

Poverty

The overwhelming evidence from the research indicates that there is a direct link and a significant impact between extreme levels of poverty and school attendance especially for the most marginalised and vulnerable girls. The Ministries of Education in Zambia, Tanzania and Zimbabwe have introduced a 'free education for all' policy for primary education. However, even though the financial burden of government school fees has been lifted from parents they still face the financial burden of having to pay additional school-going costs. At secondary level, fees remain in place in Zambia and Zimbabwe and in all three countries additional school related costs, such as transport, uniforms and food expenses are ongoing, which often prevent girls enrolling and attending school. In Zambia, primary school teachers from Chinsali District stressed how poverty was the root cause of absenteeism and if families do not have funds to send their daughters to school, especially when they pass to Grade 8, and are more likely to marry her off. In Zimbabwe and Tanzania, stakeholders argued that governments need to make rigorous effort to alleviate poverty at the grass root, as this will in turn result in the girls going to school without citing poverty as a hindrance. Priority in poorer families is given to providing food and shelter and little money is left to pay any schools fees or to buy books and uniforms.

Hunger was cited as a common challenge to attendance across the countries; it was found that many girls go to school on an empty stomach. Even when girls receive bursaries from Camfed, they still may not have food at home. Data from the quantitative analysis shows 62% of marginalised girls in Tanzania, 51% from Zambia and 65% in Zimbabwe come from households where meals have been 'skipped' on some days. In Mwenezi District, Zimbabwe, both the mothers and fathers interviewed indicated that sometimes absence from school could be as a result of hunger. CDC members in Nyanga, Zimbabwe stated that when the Mother Support Groups gave the children porridge and lunch at school the attendance numbers increased. Similarly in Zambia, teachers argued "if there can be food in schools, pupils will be coming to school."

In Handeni, (Tz) a CDC officer explained how shortage of food is one the key contributing factors for girls and boys missing school but with:

'*the help of CAMFED we were able to start a feeding programme through the provision of cassava seeds to all schools. Parent Support Groups also contribute to this along with the CAMA girls. In July 2016 the lunch programme was scaled to all secondary schools and in January 2017 it expanded to all primary and secondary schools.*'

Attendance and arguably performance was said to increase; stakeholders attribute this to better concentration in class, as students are not suffering from effects of hunger. Community leaders in Mwenezi District, Zimbabwe sometimes assisted the vulnerable girls and boys and child headed families with food, soap and clothes: "*In times of drought we give them maize and even money for the mill*." When able, sometimes they pay fees for these children.

Lack of being able to afford a second uniform was also cited in Zimbabwe and Tanzania as a barrier to attendance; girls sometimes missed school due to torn clothes and were afraid that other children would laugh at them. Furthermore, many girls in all three countries only have one uniform and reported that if it was dirty or wet and they would often miss school as they could not wear the school uniform. In Tanzania, Secondary schools in Kilombero District, Form 2 and 4 girls reported how when it rained their clothes became too transparent and so they would either miss school or just walk back home: "*In the rainy season walking from home to school it was so wet and muddy, halfway I decided to go home as I don't have any spare clothes."*

Many of the issues surrounding teen pregnancy and early marriage can be linked to poverty, combined with gendered social norms. If the family is living in poverty, then a girl may opt for, or be pushed, into

marriage or prostitution. A Head teacher from Mpika District, Zambia, also noted links between early marriage and families living in poverty; families with limited financial income are more likely to marry girls off early, whilst teachers from Kilombero District, Tanzania explained that prostitution was a problem. In addition to sometimes being an income-earning choice by the girl, the teachers of the same schools explained how some parents encourage it and girls are used as source of income. The teachers write letters and visit homes but parents are not interested – '*they need the money*,' (Teacher, FGD, Kilombero District, Tanzania).

The lack of finance has forced some girls (as well as boys) to seek employment in term time as well as in the holidays. In Zambia, catching and selling caterpillars was deemed a critical reason for girls' absences from school. Examples were provided by many of the teachers and Head teachers in Zambia; one primary school Head teacher from Mpika District, Zambia stated:

"*There is this issue of caterpillar catching, so this is September, October they will start catching caterpillar in the bush so you will find out the attendance becomes very bad and even the performance becomes very bad and she cannot even concentrate. She is thinking of catching caterpillars after that she will sell to get the money."*

Similarly during the cassava harvesting months, teachers from Mpika District, Zambia noted that most students do not attend school as they have to they have to go for cassava harvesting and caterpillar collecting. Children's engagement in farming work was regarded as a necessity, especially in Zambia, as families needed the labour especially during the farming season. Stopping children from working on the farm is challenging because it is a major source of income and food for most families in the rural areas.

Similarly according to the teachers interviewed in three different schools in Shurugwi District, Zimbabwe, girls sometimes have to work during the holidays to raise money for fees or other family needs so no time is left to study and girls in Mudzi District, Zimbabwe explained how some of them have to go to Harare to look for work when they do not have money for examination fees. In Zimbabwe and Tanzania it was found in some cases girls work in people's homes while they attend school in order to raise money for school going costs. Unfortunately, by the time they get to school they may be very tired and unable to perform well (see section on Household Labour).

Child Marriage and Teenage 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 all three countries. Teachers and a number of community leaders explained that forced early marriage was the result of longstanding and discriminatory cultural and religious practices. However, in cases of extreme poverty it was explained as a parent's strategy to gain a bride price and reduce the number of mouths to feed, even if the gains from the bride price are low due to the profound levels of poverty in some rural areas. In Zambia and Zimbabwe, teachers and parents discussed how girls, seeing limited prospects/benefit in staying on at school, seek relationships with boys/young men who may have some potential for income earning in order to be supported by their boyfriend. They explained that unfortunately many of the girls get pregnant and the boy "disappears" because he does not want to take the responsibility.

When girls become pregnant they usually drop out of school, even where there is a re-entry policy. A Head teacher from Binga District, Zimbabwe explained that although the law allows girls to come to school even when they are pregnant, girls themselves often shy away from school because they fear being laughed at and are unsure how their peers will look at them. He also emphasised the importance of returning to school by saying:

"The law says as long as she is willing, she should continue attending school. She will be writing. Actually, the law has to be followed because I believe some people would have carried out a research and saw that

even if the child is pregnant, let her come to school as long as she is still willing, some actually pass, we assist them".

Similarly to Zimbabwe, in Zambia pregnant girls are allowed to return to school and complete their education, in one case a Head teacher from Chinsali District, Zambia explained how a pregnant girl in Grade 7 '*due to the re-entry policy was able to come back'*. However, in Tanzania, the President's ' 2015 statement that pregnant school girls should be banned, expelled and not allowed to return to education has reinforced longstanding practices in some schools and led to schools forcibly removing pregnant girls from schools. For example a Head teacher of secondary school in Kilombero District, Tanzania explained '*we cannot accept pregnant girls back or follow up as Tanzania new government policy is girls that get pregnant can't return to school.*'

Other reasons provided for early marriage were to do with the influence of religious sects. For example the Apostolic church in Zimbabwe, may marry off girls as early as Form 1 or 2. Teachers from a High School in Shurugwi District, Zimbabwe found it a challenge when trying to talk to girls about the importance of education because of their strict religious beliefs. Some girls and boys missed school on certain days to attend compulsory church services. In other instances, long standing practices or traditional religions led to reports that young girls were being married off to appease the spirits as mentioned by a member of the support group in Nyanga District, Zimbabwe. Once they get married, "*these young girls forfeit their education at a young age"* (Teacher, Nyanga District).

By contrast religion was not identified as a barrier to attendance at all in Tanzania but rather cultural norms around girls' sexuality were specified as impacting heavily on girls' attendance and performance in school. Initiation rites for girls are particularly a problem in certain communities in Chalinze District, as one Head teacher explained:

"*Key issues to attendance and learning are initiation rites. This is a huge problem - when girls become mature in communities, around ages of 12-14, they go through initiation rites, typically Form 1 and Form 2, and so they know how to act sexually. Girls as a result behave sexually and mature in school, so when they enter form 3 they are already pregnant!*"

Interestingly, a different Head teacher from Chalinze District provided an alternative explanation: *'early pregnancy cases used to happen, but due to initiation rites they learn how to avoid pregnancy so we have less cases – none in 2016 or 2017'*.

In spite of probing it was not possible to uncover more detail about what happens in such initiation rites.

Parents in Shurugwi, Zimbabwe, described how peer pressure led some girls to marry to secure their economic status. If their married friends had a positive experience and have more money to spend, they try to persuade other girls to do the same. Against such strong peer pressure parents, explained how they have difficulty advising their girls to finish school first before falling pregnant. They felt they needed help and strength from outsiders like the evaluators to talk to their girls and 'educate them'.

Head teachers, teachers, CAMA members/Learner Guides and community members explained some of their strategies for addressing the problem of early pregnancy. Head teachers, teachers and school development committee members explained that, if a girl becomes pregnant, they try to motivate them to go back to school through counselling and guidance sessions. A few of the girls enrol as external candidates while they raise their children supporting them through vending during the day. The Head teacher explained: '*If guided well they can excel'.* Mother Support Group members and CAMA members in Zimbabwe explained their strategy for educating both boys and girls on the dangers of early pregnancies and marriage. Community leaders in Mwenezi District, Zimbabwe explained how they inform the parents who try to marry off their daughters that the girl is under age and it is illegal to marry her and that they should send her back to school. By contrast, teachers identified some village heads in Zimbabwe who are the negotiators for early marriages instead of discouraging they encourage because of 'ignorance' (sic).

Gender Norms and Household Labour

While attendance has improved for those that receive bursaries and has often made the difference between a girl dropping out or remaining in school, it has not always had a significant impact on overall attendance as girls continue to face many challenges. Girls, parents and teachers mentioned that many of the issues are to do with the home, attitudes to education, poverty (the need for income) and gendered social norms. This is given as a reason for why, even when girls receive bursaries, a number may still drop out.

> "*No matter how much support you get at school, if there is nothing on the table when you get home, you may still be tempted to go off with someone who offers you money.*" (Schools Inspector, Zimbabwe)

Gender norms and roles affecting how a girl should behave at home and in the community were cited as challenges to regular attendance. Girls in all three countries 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.

Quantitative data from all three countries reflects that marginalised girls have a high chore burden and spend most of their free time on chores; 51% in Tanzania, 48% in Zambia and 58% in Zimbabwe. The Head teacher of a secondary school in Chalinze District, Tanzania emphasized how the regular attendance of girls was an issue because *'girls are doing household chores and caring duties'*; similarly teachers in Handeni District, Tanzania, said the '*biggest issue for girls are household chores and caring responsibilities of siblings'*.

Likewise, respondents in Zimbabwe and Zambia provided similar examples. In Mount Darwin and Binga Districts, Zimbabwe, teachers said that boys were more active than girls in school because they have fewer responsibilities in the home. A teacher from a Shurugwi secondary school (Zim) said: *"Finishing the chores and walking long distances to schools cause further delays in reporting to school on time. Participation is affected and they often doze during the lessons leading to low concentration"*. Girls from Nyanga District, Zimbabwe spoke of how they dreaded school because they fear being punished for arriving late after having been delayed while doing household chores at home they do all the housework before going to school and also fetching water. Others also go to the field first before going to school. This leads to disaffection with school because by the time they arrive at school they are tired from working and walking to school; and if late they receive 'punishment".

Similar findings arose in Tanzania; girls from a school in Kilombero District, Tanzania spoke of how they were punished when they arrived late due to their domestic obligations and distance to school. However, CAMA members in Nyanga District, Zimbabwe explained how at times they conducted home visits and assisted families with the household chores in order to allow the girl from the household to get to school on time. Teachers from a secondary school in Shurugwi District, Zimbabwe also explained that girls sometimes miss their afternoon lessons because they have to start walking back home early and they certainly miss out on any extra-curricular activities, such as girls' clubs.

In Zambia, a Primary School Head teacher commented on how the girls are firmly entrenched in culturally appropriate gender roles and acquire these roles from their home:

"…in most cases [girls] are given more responsibilities in doing most of these, because they start from home. At home they are given role of household chores. So they would continue even coming here they would want to continue…what [has been] observed is they sweep according to classes, when it comes to cleaning the classroom the girls would want to take full responsibility of wanting to ensure that were they are,

everything is ok, then the boys are playing around. So it is like the mindset of a girl because from home they are told they are supposed to look after this, look after that, so it comes even in schools so as a result sometimes they lag behind because they think about even like the set up here in this community, it is a village, you would find even these younger ones like the girls, getting into their community, you would find they are left with the younger ones to look after, even cooking for them, drawing water, washing, so it is like they are somehow carried away from concentrating on the academic part." (Head teacher, Primary School, Mpika District, Zambia)

The impact of such gender norms is three fold; firstly it reduces attendance with girls being either forced to miss school due to domestic obligations or preferring to miss it due to them arriving late and fear of punishment. Secondly, housework affects academic performance; girls are tired from excessive housework and are unable to concentrate in class or prepare appropriately for examinations. Finally girls are socialised from a young age where parents prioritise domestic obligations over education in contrast to boys. Subsequently, girls form a "mind-set" in which prioritising housework and child care is seen as the 'natural' path.

These entrenched gender norms were highlighted in a Secondary School in Chalinze District, Tanzania during a school poster activity in which girls in Form 4 drew a poster of a typical girl from their community and described how or what she should be like. The girls described the girl they had drawn as follows: *'The girl is 18 years old she is supposed to help with housework and domestic chores, helping and caring for siblings and parents. She is obedient and hardworking…*' Furthermore, in an in-depth interview with a Form 4 student in the same school, the girls spoke of the detrimental consequences of carrying out household labour on their educational achievement:

"*I had lots of domestic chores and housework to do so sometimes when I was in classes I was planning what to cook for dinner for the family and the housework when I got back home. This affected my concentration and often I was late to school and I couldn't do any schoolwork at home as there was no time for that all. And often my classmates were all ahead of me in class. I was always tired*".

As a result, girls carrying out housework are unable to study after work, revise and plan for the next school day or even '*meet with friends'* (FGD, Form 2 in a Secondary School in Kilombero, Tanzania). Thus, what girls do before and after school has significant social and psychological implications and suggests a need for any support to go beyond the classroom and focus on shifting gender norms and attitudes within the household and the community.

While in some communities, parents are coming to realise that, with Camfed support, girls can do well in school and provide future financial support for their families, in many rural contexts traditional boy-preference persists. Moreover, gender attitudes often place the blame for early sex and pregnancy on the girl. For example when a group of mothers from Mwenezi District, Zambia were asked whether, if they could only afford to educate one child would it be a boy or girl, they replied 'the boy', not because boys support their families but because '*girls go and get pregnant.'*

The GEC-T programme relies heavily on the success of its beneficiaries, especially the CAMA alumnae, to demonstrate the value of girls' education in their communities and provide support for other marginalised girls. The idea is that they form a critical mass that will create a 'virtuous cycle' of support for girls' education, with support from some key individuals and groups, such as the Mother Support Groups. While this is effective in many situations, in some communities the persistent strength and depth of barriers at household and community levels, including gender norms, longstanding practices, poverty, family arrangements and lack of faith in education's ability to provide a better future, require greater support and increased direct action by the project. CAMA members in Umzingwane and Shurugwi Districts in Zimbabwe mentioned how they need more support to effect any lasting change. **It is therefore recommended that Camfed investigates the possibilities for strengthening its community engagement approaches in order to contribute to greater transformative, sustainable change.**

This community engagement could take various forms, such as providing additional training for CAMA members of MSGs and especially members of Father Support Groups to pro-actively engage in community discussions around gender roles and the importance of education for girls; greater involvement of, and perhaps capacity strengthening of community leaders; considering conditional cash transfers to families of beneficiaries based on their daughters regular attendance at school, or linking with other agencies that provide such support; developing a range of strategies for involving men and boys.

Further information on gender norms can be found under Intermediate Output 4

Distance to School

Distance was one of the most significant and commonly cited barriers in all three countries as a barrier to regular attendance. Rural areas are particularly affected by the lack and location of secondary schools. In one particular remote school in Tanzania, the Head teacher mentioned how *'some students walk 12km to school' and what makes this especially problematic is that there is no hostels'* (Head teacher, Kilombero District, Tanzania). In order to attend school regularly, living in such remote areas where the student must make a long journey twice a day, and most commonly on foot, since most cannot afford transportation, comes with certain consequences. Teachers in Rufiji District, Tanzania noted that transportation and bus fare costs were too high, so those students living at the greatest distance, who are often the poorest, frequently missed school.

Even in primary schools in Zambia distance was reportedly an issue that affected most schools. This was particularly highlighted during qualitative interviews with teachers from Shiwangandu District, Zambia reported that sometimes children had to wake up as early as 04:00am or 05:00am. They were expected by parents to prepare food before going to school. The teachers explained that these children are active on the first three days of the week and tired on the last two days because of the distances travelled. Teachers from one of the primary schools explained how the distances travelled made concentration difficult during classes as some children travel on an empty stomach. This often leads to fatigue during lessons. For a good number of pupils that have to walk these long distances, attendance is low. The rainy and hot seasons coupled with distance are also factors that affect attendance. A Head teacher from Mpika District, Zambia explained that some of the students come from places that are over 9 km. This Head teacher indicated that distance has an extra strong negative effect on the young learners, in Grades 1, 2, and sometimes 3. These children also have to wait for the older ones to finish their lessons so that they can walk home with them. The Head Teacher from a primary school in Shiwangandu District, Zambia explained that during the farming periods, parents migrate to look for virgin fields that still have trees in order to practice *chitemene*[47]. This ultimately increases the distances that the children have to walk as they migrate further away from the schools. Some of the children stop coming to school until the chitemene is complete and it usually takes two to three weeks to prepare these fields.

> "Distance is one of the greatest challenges; route to school is not safe. It takes average of two hours to walk to school, they can get ambushed, abused and the girls can also get ill along the way"' Parent, Handeni District, Tanzania

For many girls their journey to school exposes them to a number of risks. The Head teacher of a secondary school in Chalinze District, Tanzania stated '*the route to school is hazardous – a lot of problems: boys harass girls and accidents happen…*'. In a number of FGDs, girls echoed these concerns about the journey times, stressing how it was '*so long and there are many disturbances from boys on the way to school and way home'* (Girls, Secondary School, Kilombero District, Tanzania). They also explained that they can also meet with accidents, for example '*Motorbikes often*

[47] The Chitemene (meaning "to cut") denotes a shifting cultivation system practiced by the Bemba in' wetter miombo along the Congo-Zambezi watershed of northern Zambia. The best known of the three methods, this shifting cultivation system is unique in growing crops in an ash garden (infield) made from burning a pile of branches. These are obtained by lopping and chopping trees from an area (outfield) ten times larger than the ash garden. The pile of wood is burned just before the onset of the rainy season to ash-fertilize the garden and millet is sown in the ash without tilling the soil. The ash consists predominantly of potash (83 per cent) and nitrogen (16 per cent) (Stromgaard 1984)

bump into us and knock us over'. Similarly in a different school in Kilombero District, during the FGDs girls discussed at length this issue and stated how '*boys approach us on our route to school. Some say why are you going to school, I'll drop out and I'll marry you'*. Despite the girls in the FGDs stressing how they were resilient against such advances, they emphasised how other girls and friends have succumbed. As one CAMA group in Morogoro stressed the distance to school not only prevents regular attendance but also results in cases of pregnancy; *'girls take lifts from boys to school who then expect sexual favours and get pregnant!'*

In Nyanga District, Zimbabwe some children wake up as early as 3 am to go to school and they often got home as late as 8 pm. When these children reach home late, they are often tired from the walking and too tired to study or do their homework. Girls may also have to undertake household chores at this time. Some girls reported that they have to take off their shoes and walk barefoot because their shoes are too heavy for them. During summer when the temperatures are high, children from Mwenezi District, Zimbabwe explained that they occasionally miss school to give themselves a rest from all the walking they do, while others only report for school twice or three times a week.

Distance to school impacts on achievement in class; in FGDs teachers and girls mentioned how arriving on time was 'difficult' and that '*distance to school means we are always late and so this affects our learning and reason for failing in exams*!' (FGD, Form 2 Girls, Chalinze District, Tanzania). This was confirmed during interviews with the Head teachers who said students who travel such distances '*can never arrive early for school'*. In FGDs in Zimbabwe it was revealed that some girls miss school for fear of being punished for arriving late to school. Therefore, being absent was a better option for them. Parents in all countries concurred that distance affected academic performance; in an FGD in Morogoro District, Tanzania, parents stressed how the issue of '*distance leads to girls failing in exams, lower attendance and lack of focus on learning...because of the long walk when girls arrive late they miss the first class'*.

Table 30 below illustrates the different distances in Zimbabwe that children have to travel from the surveyed districts as reported by the respondents. While it is specific to Zimbabwe, children in Tanzania walked similar distances and even at primary school in Zambia, children were reported as having to walk up to 8km.

In a similar vein, another barrier linked to irregular attendance to school was the weather, which is exacerbated by the issue of distance. During the rainy season in Zimbabwe, Shurugwi and Mwenezi flooded streams and rivers cut off many communities and schools, often preventing girls from attending school at all. For most, raincoats are not affordable so girls stay at home. Children living with walking disabilities have no choice but to relocate to a place that has a school close by or otherwise not go to school at all. In such instances they have to stay with relatives or guardians. These long distances also make girls vulnerable and put them at risk especially when they travel alone. In Zimbabwe it was found that out of desperation to get to school some girls 'get friendly' with the commuter bus drivers and end up undertaking transactional sex in exchange for a free ride to school (Marginalised girls, Shurugwi District, Zim).

Table 30: Example of Distances Travelled by Girls

District in Zimbabwe	Distance travelled
Binga – Siansundu High School	Furthest travelled is 10km. There are some who come from Kasompene just after Junamina which 7-8 km from the school then 2-3 from there to Kasompene
Hurungwe - Mahororo Secondary School	Students travel as far as 10kms to school

Mudzi - Chimukoko Secondary School	There are some who come from Chionerwi, while others travel as far as Rukonde which is 6km away. Others from Kudzwe a satellite school
Nyanga - Nyajezi Secondary School	Children from village 5 have to walk about 15km to school while others walk about 17 km
Mwenezi - Masogwe Secondary School	5 km is the furthest they have to travel
Shurugwi - Gare Secondary School	Some children travel a distance of 8km one way to get to school and others about 10-12 km
Umzingwane - Shale Secondary School	Distances are as far as 14km while others are 10km

In Tanzania Form 2 and Form 4 girls at a secondary school in Chalinze District mentioned how "*during the raining season there is high rainfall so we can't come to school as there is all mud on our clothes"*. One Form 2 girl, looked frustrated regarding this issue and carried on demonstrating how serious this issue of walking in the rain was to her, she stood up and pointed to her clothes and said, *'I walk halfway and my clothes become wet and see through, how I go school like this, so I just give up and go back home,'* (Chalinze District, Tanzania). Within this context, the long distance coupled with the inclement weather conditions not only prevents regular attendance, but leads to poor performance and drop out.

Reducing the time taken to school has been shown to have significant impact on regular attendance; girls and teachers in Tanzania spoke of how the employment of bicycles, as part of the Camfed bursary support package, has reduced travel time and fatigue. This motivates girls to attend and perform better in classes. Form 4 girls from a secondary school in Chalinze District, Tanzania spoke of how the challenges associated with long distance, such as tiredness, had been resolved due to them receiving 'cycles' from Camfed and that they felt more motivated to travel to school now. This led to some girls commenting that reducing the time taken to travel to school gives them 'energy' to concentrate on learning. In a secondary school in Iringa District, Tanzania Form 4 girls explained how cycles have 'been the most important in [us] getting to school' and in a school in Rufiji District, Tanzania Form 4 girls explained that prior to Camfed support they were unable to attend school regularly and "*we missed classes due to distance but now we are punctual and attend because we have our cycles*". Thus, improving access to school and reducing travel time to school has positive implications on regular attendance and performance.

In Tanzania, because the school fees have been abolished, the New Generation Bursary (NGB) offers girls the choice of a number of items to help them attend and remain in school. These options include a bicycle, which was selected by many girls. No such option currently exists in Zimbabwe, but given that distance is equally a challenge for girls there, **it is recommended that Camfed considers offering such an option as part of the support for girls.**

Hostels/Boarding Facilities

In Tanzania, some secondary schools address the distance issue by providing hostel accommodation. Some are formally included in the school infrastructure, whilst others rent out rooms nearby. For example the Head teacher of a secondary school in Kilombero, Tanzania explained how there were no official hostels for the students but the school was assisting in running a programme to help students who live very far to rent rooms. The only problem was that the boarding facilities have no water and the students have to 'walk an hour in the morning to find water'. In Zimbabwe, some schools have developed various ways of providing accommodation for students, especially girls; some have converted unused teacher accommodation, others make arrangements with local community members to provide accommodation near to the school, which is inspected and overseen by school staff or matrons.

"Dormitories are dirty and the Hostels have no cleaning supplies." Form 2 girls, FGD, Chalinze District, Tanzania

While hostel accommodation is in many ways an ideal solution for girls who live at a distance, because it also releases them from household chores and dangers on the journey, safeguarding the girls can be challenging; without proper management and support, such as a live-in matron, girls without parental guidance and support, may be vulnerable to abuse or peer pressure to 'misbehave' (FGD with marginalised girls, Chalinze District, Tanzania).

Lack of basic facilities in rented accommodation or official school boarding accommodation was an issue for many girls. A Head teacher of a secondary school, Chalinze District, Tanzania explained, '*Sanitation is big problem in hostels – we can't afford cleaning facilities and toilets only have buckets of water'*.

Many girls residing in hostels (official or unofficial) in Tanzania mentioned how there is a severe shortage of food and the low quality of food being provided to them. In Chalinze District, Tanzania the girls reported they had *'problems of hunger and much of the time we sleep hungry because all the food is finished'*. They spent a lot of time discussing the issue of the lack of food '*In a month the number of times we go hungry is uncountable, in a week we often miss four or three times, in a day at least once!*' For many of the girls the challenges around food provision meant they experienced hunger throughout school time and are unable to concentrate on studies.

Despite the issues surrounding hostels, all stakeholders interviewed emphasised the importance of hostels in reducing the barriers girls face when attending school. A Head teacher of a Chalinze District secondary school in Tanzania argued that *'Hostels are a solution to this problem of pregnancy as girls are staying on school grounds so they have no of harassment by boys and other issues of travelling long routes'*. A Head teacher of a different school in Chalinze specified that '*All Camfed bursary students are told by schools that they have to stay in hostels as they have many issues at home and often duties conflict with study time.*' Girls staying at hostels supported this statement, many stating how being accommodated closer to school in hostels encouraged them to attend, to focus and not be distracted or tired in classes.

Learning Environment / infrastructure

Inadequate infrastructure can also act as a barrier to enrolment and participation to school. During the course of the qualitative fieldwork, lack of suitable spaces to learn and inadequate classroom facilities were cited as critical barriers to learning. . These are discussed under IO 4.

Corporal Punishment

The use of corporal punishment and systematic humiliation of students is widespread across all schools visited in Tanzania. This is discussed under IO5: School related Gender Based Violence.

Intermediate Outcome 1: Summary of Key Points by Country

Tanzania: Key Points

- Limited finances affects attendance
- Families in poverty may encourage early marriage or prostitution
- Girls do paid work in term time and holidays which impacts on attendance and holidays
- Lack of food in schools exacerbates poverty issues at home
- President's statement about pregnant school girls and school practices disbars re-entry of girls who have been pregnant and have had a child
- Initiation rites results in early sexual maturity, this impacts on a girls attendance and performance
- Parents sometimes encourage early marriage as an option to ease their financial burden
- Gender norms and roles affecting how a girl should behave at home are a key barrier to regular attendance.
- Girls do housework before and after school; results in sometimes missing school, being late, or being punished
- Domestic labour results in girls finding it hard to concentrate in school and are tired in classes
- Distance and hostel facilities play a large role to girls attendance and performance in school
- Cycles provided by Camfed have been a successful tool to reduce travel time and fatigue

Zambia: Key points

- Financial issues affect attendance
- Families in poverty may encourage early marriage
- Girls do paid work in term time and holidays which impacts on attendance. Caterpillar catching and cassava harvesting are popular during term time.
- Lack of food in both home and schools is a major barrier to attendance
- Gender norms and roles affecting how a girl should behave at home are a key barrier to regular attendance.
- Girls do housework before and after school; results in sometimes missing school, being late, or punished
- Girls fear coming to school when late
- Domestic labour results in girls finding it hard to concentrate in school and are tired in classes
- Early pregnancy often linked to poverty; girls fall into relationships with boys who are able to care and support them and fall pregnant
- Girls can return to schools even when pregnant

Zimbabwe: Key Points

- Financial issue affect attendance
- Families in poverty may encourage early marriage
- Girls do paid work in term time and holidays which impacts on attendance
- Girls get into relationships to overcome poverty issues
- Gender norms and roles affecting how a girl should behave at home are a key barrier to regular attendance.
- Girls do housework before and after school
- Girls perform cleaning tasks in schools
- Domestic labour results in girls finding it hard to concentrate in school and are tired in classes
- Early marriage and early pregnancy is a problem. Discriminatory gender norms, poverty, religion and peer pressure are amongst the causes of early marriage.
- Early pregnancy often linked to poverty; girls fall into relationships with boys who are able to care and support them and fall pregnant
- Distance and weather conditions prevent regular attendance
- Girls can return to schools even when pregnant

5.2 IO2 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	**Lower Secondary:** (Tanzania): 97% (Zambia): 98% (Zimbabwe): 94% **Upper Secondary:** (Tanzania):N/A (Zimbabwe): 93%	**Lower Secondary:** (Tanzania): 92% (Zambia): 97% (Zimbabwe): 88% **Upper Secondary:** (Tanzania): 95% (Zimbabwe): 95%	**Lower Secondary:** (Zambia): 97% **Upper Secondary:** (Tanzania): 95% (Zimbabwe): 95%
IO Indicator 2.2 Beneficiaries' views on how the support received impacted on their likelihood of completing school (Qualitative). Disaggregated by age, gender, district and disability (by type and severity). Source: Interviews and/or focus group discussions with beneficiaries on how the support received impacted on their likelihood of completing school (baseline, midline and endline surveys)	Beneficiary marginalised girls state that Camfed support has made a significant difference to their life and life chances	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 2.3 Proportion of marginalised girls and young women supported under GEC with improved economic security following school completion. Disaggregated by age, district and disability (by type and severity) Source: For midline and endline - through household surveys, economic security will be measured using a composite of a number of economic empowerment measures, including proportion of young women with a monthly income, savings or involvement in financial decisions in the household	Not yet applicable - this indicator cannot be baselined with the cohort since they are all still in school. The plan is to baseline this indicator with a cohort of participants in the Post-School Life Skills Programme later in 2018.	Tanzania: Baseline +10 percentage points Zimbabwe: Baseline +5 percentage points	Tanzania: Baseline +10 percentage points Zimbabwe: Baseline +5 percentage points
IO Indicator 2.4 Beneficiaries' views on how the support received (Transition Programme and Start-Up Grants) 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 and/or Start-Up Grants), including Most Significant Change stories (midline and endline surveys)	Not yet applicable	Qualitative research is completed to assess the impact of the support received on their economic security	Qualitative research is completed to assess the impact of the support received on their economic security

Interviews that were carried out in all countries revealed that the provision of bursaries by Camfed played a critical role in uplifting the lives of the girls in regards to education. Camfed bursaries have been valuable in helping girls to attend and complete school; the diagram below highlights some of the key effects the bursaries have had on the marginalised girls. These collectively provide a powerful foundation for economic empowerment. Camfed bursary students and CAMA members stated how the bursary packages removed many barriers to school attendance; items such as sanitary pads, school uniform and shoes have encouraged them to attend and stay in school. In Tanzania, bicycles have proven very valuable in helping to overcome challenges associated with distance to school, though issues still remain over safety and

security. Camfed programmes have had an impact on community and parental attitudes towards girls' education; parents are now more motivated to send their daughters to school and a reduction in child pregnancy has been reported. In Zambia it was reported that if a child in receipt of a bursary is not doing well the CAMA members could go and talk to them and their parents at home. They reported that this has helped keep the girl pupils and their parents motivated and focussed on the girls' education.

One CAMA member from Chalinze District, Tanzania spoke of how the Camfed programme allowed her to become a *'respected member of the community and I feel on top of the world now'*. The My Better World programme in particular (with those stakeholders who are familiar with the programme) was deemed to have a positive effect on girls' attitudes and learning habits in school and home; 'girls want to become something'. Therefore they are more motivated to succeed and cultivate an entrepreneurial spirit.

In contrast to the views of many parents, parents in one FGD in Zambia said that if they were too poor to send all children to school they would start by sending the girl and just explain that to the boys (though no explanation was given as to why) or because the boys could work on the farm, since they were physically stronger. There appeared to be an attitude that early marriage would not improve either their or their girl children's' life outcomes and there was a will to keep girls at school until grad 12 with the Camfed project.

Teachers from a high school in Binga District, Zimbabwe commented on the positive impact that the bursaries have on young girls. They provide an opportunity for economic empowerment because when girls get an education it increases their chances of gaining employment or even starting their own businesses. When girls get educated, they gain confidence to finish their education and can even start their own small businesses. According to the CAMA members in Nyanga District, Zimbabwe, there have been teachers, doctors and lawyers who have come out of these programmes, while others who did not excel so well at school are running small businesses and assisting other girls in their community to access school. In Tanzania, students in Form 2 in school in Kilombero District explained how being a bursary recipient increased their likelihood of completing school, as it removed or reduced the time spent at home conducting domestic chores as '*our parents encouraged us to learn due to Camfed bursary so we can perform better and get good job opportunities.*'

Moreover, CAMA members discussed how the KIVA start-up loans have had a transformative impact not just on them as individuals but also on the local communities and families. One CAMA member from Chalinze District, Tanzania asserted:

"The Kiva loan which has no interest and requires no collateral, enabled me to start a business and became independent from my family. CAMA has made me confident; in the past I would not have been able to stand in front of people and talk but now I can do that. The Kiva loan has boosted us and we have been trained to be entrepreneur. With CAMA I have become more famous with the ward and district office leaders."

CAMA members who received Kiva start-up loans expressed how crucial this was their economic security and giving them a step towards a better life, as illustrated by Amina's story below.

Case study of Amina Salumi (24 years old and she is a transition guide)
As a Cama member, Amina's role is to train other members (Form 4 leavers) in business, banking, finance and entrepreneurship. She supports the Camfed Programmes by providing awareness sessions twice a week in local schools. The support she received via the transition programme herself and the Kiva loan has allowed her gain extensive skills in business and finance, which she not only employs to help others but uses for her own personal development and economic security. In September 2017 she received her loan after completing a proposal to show how her business can expand. The loan had a significant effect on her and helped her to be more independent as she has a daughter who she supports on her own.

However, some teachers from Mount Darwin District, Zimbabwe, did not think that the Camfed bursaries would change the lives of the girls as most of the ones being supported were not 'very bright'. Some teachers in Tanzania also aired similar concerns. For example a Head teacher of a secondary school in Chalinze, Tanzania said: '*Camfed bursary students don't perform well in school. Teachers often ask what the good of Camfed support is since most performing ones are not supported. Perhaps Camfed should support the most performing ones so others are encouraged to perform well.*' This attitude of teachers and Head teachers is quite concerning. Camfed currently tries to ensure that all stakeholders in partner schools understand the reason for the bursaries and the difference they make to the beneficiaries, but these results indicate a need to continually reinforce the message.

Girls' perspectives on how they see their economic future varied between and within countries. In Zimbabwe, where income opportunities, such as mining, gold panning or cross border trade, exist nearby, according to one CDC member from Nyanga District, Zimbabwe, students believe there is no need for them to learn as they can get more money through informal employment. One child was heard to have laughed at the teacher saying that they could pay the teacher after getting money from gold panning, one of the main activities in the community. They see no need to go to school. In Binga district the only professions the girls in the Form 4 FGD aspired was to be a teacher or a housemaid. In Mwenezi district girls said that cross border trading is the 'in thing' that every child dreams of and anticipates to do when they have finished school. They desire to cross the border to South Africa to get a better life. In such communities there is also an issue of lack of commitment from some parents and children. For example, a teacher reported that when a Form 3 student wanted to leave school and be a teacher's maid, teachers had to provide counselling to the girl and encourage her return to school.

In Zambia it was common for girls and boys to envision their futures in very gender-stereotypical ways, whereas many girls said they aspired to be a nurse, teacher etc., when they visualised themselves in five years' time, they were in the home doing housework.

In contrast, many marginalised girls in Tanzania, especially recipients of Camfed bursaries, were ambitious and most envisioned a bright future. They all had aspirations for a professional career after they graduated including the need to carry on with higher studies. Most wanted to become doctors, nurses and teachers. However, despite their visions for their future they were realistic in to what extent they could actually achieve these ambitions and graduate from school and be financially secure. Girls and CAMA members from Zimbabwe and Tanzania spoke of a number of challenges that hinder their ability to succeed and ensure a secure transition once leaving school. In a school in Kilombero, Tanzania, girls in Form 2 spoke of how they felt the lack of female teachers affected their ability to succeed in school: In school we have 25 teachers and only three are women…this makes things difficult when we want to go to see a female teacher for problems.' The need for more role models was mentioned by girls, CAMA members and teachers, especially those that 'have made it' and come from the same background and the girls in the school.

In Zambia CAMA members lamented the fact that not that many girls performed well enough at school to continue with their bursaries and go to college and that parents. However, these girls were proud of what they could contribute to the community, which indirectly impacted economic wellbeing of girls: "*Sometimes, instead of going around the community just drinking, we meet regularly every Friday and we do some football like soccer. We also do businesses that keep us busy and also if we see our friends not in a good way, we help them. So, it has really helped because most women here drink and so when they join CAMA they stop. This keeps our live and the children because some of us even keep orphans. We also go and do some piece of works and get money. That's the money we help school children and others".*

Intermediate Outcome 2: Summary of Key Points by Country

Tanzania: Key Points

- The bursaries have had a positive impact on the lives of the girls and encourage positive outcomes
- Bursary items, especially, cycles, have had a positive influence on the empowerment of girls by encouraging regular attendance
- MBW has led to many Camfed girls becoming more confident and self-assured; they now aspire to have a career/work after schooling
- The Camfed bursaries have also had a dual impact on the household; it reduces the financial pressure on parents to support girls in school and also has led to a reduction in household duties for some girls. This allows them to focus on school and future job opportunities
- Kiva start-up loans have improved the economic security of CAMA members
- CAMA members receiving the KIVA loan have successful engaged in business and entrepreneurial activities

Zimbabwe : Key points

- The bursaries have had a positive impact on the lives of the girls and encourage positive outcomes
- Bursaries have led to increased employment opportunities, as girls are able to focus better and are motivated on studies
- CAMA members reported that Camfed bursaries have led to some girls becoming teachers, doctors and lawyers
- But poverty has meant girls still look for jobs in the informal economy such as gold panning
- Cross boarder trading was also a popular aspiration for girls. Crossing to South Africa was seen as the path to a better life; this impacts on their commitment in school.

Zambia: Key points

- Camfed bursaries have kept girls in school for longer and reduced early marriage and pregnancy
- Poverty means that girls are attracted to the informal economy , through selling relish or fritters after school, or engaging in activities seen by the community as immoral behavior e.g. staying around bars or through selling relish or fritters after school
- A **lack of capital in our areas is the major problem. If there was support to these school leavers in terms of a small capital to help them they would be able to establish their own businesses.**

5.3 IO3: 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). Disaggregated by age, district and disability (by type and severity) 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 Tz Zam Zim Learning to Learn 75% 81% 63% Learning for Life 77% 83% 79% Agency 90% 88% 82% Total 81% 84% 75% **Attitudes to Learning** scores for marginalised girls on Involvement, Reward and Adjustment (Mean=500; SD=100). **Tanzania** Involvement :499.19 Reward :493.44 Adjustment :481.75 **Zambia** Involvement: 509.08 Reward: 506.73 Adjustment :488.93 **Zimbabwe** Involvement:499.36 Reward: 493.15 Adjustment :484.23	FM's Life Skills Index: Targets tbc Attitudes to Learning tool (for Involvement, Reward and Adjustment): Baseline +20 points + change measured in the comparison group	FM's Life Skills Index: Targets tbc Attitudes to Learning tool (for Involvement, Reward and Adjustment): Baseline +20 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	Marginalised girls' perceptions vary widely across and within countries. While they may not currently have high aspirations, the majority reported that they are determined to succeed in school and go on to further training, provided they are supported with school going costs. However, in spite of intentions to remain in school, some have to leave to earn income, support their family's seasonal agricultural activities or care for sick relatives.	Marginalised girls have increased perceptions of their ability to succeed in the next stage of their transition.	Marginalised girls have increased perceptions of their ability to succeed in the next stage of their transition.

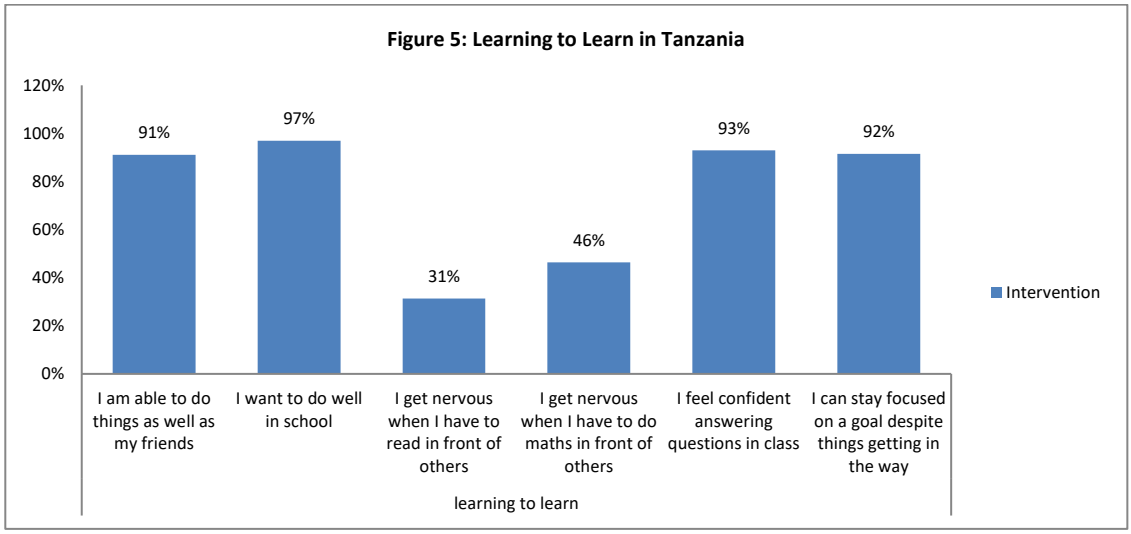
Camfed aims to achieve improvements in the self-esteem, self-efficacy and self-confidence of marginalised girls and young women – both those in school and those who have left school. Within Camfed's Theory of Change, a life skills programme focused on non-cognitive skills (Camfed's bespoke My Better World Programme), delivered by the Learner Guides to in-school students, is intended to increase self-esteem, confidence and agency of marginalised girls and improve their academic performance.

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 The results show that in completing the questionnaires, students rated themselves highly in terms of confidence and agency. Boys scored slightly higher than girls but all scored in the high 80 or 90 per cents as can be seen in the life skills index at Annex 1 and the selected self-esteem results below. In all three countries marginalised girls appear confident in answering questions and are motivated to do well in school. In Tanzania and Zambia 90% of marginalised girls and above stated they wanted to do well in school whereas in Zimbabwe this was lower at 78%. However, in Zambia a high proportion of marginalised girls

indicated they get nervous when answering maths questions (74%) or reading in front of a class (72%) in comparison to Tanzania and Zimbabwe. Though age differences may account for the difference in scores.

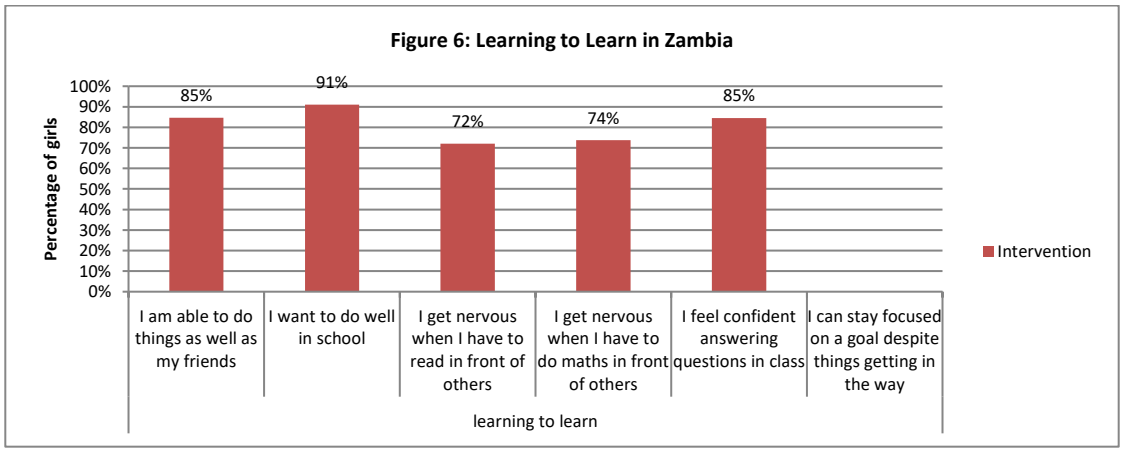
The charts 5 to 8 illustrate the country by country results from the three sections of the life skills index: Learning to Learn; Learning for Life; and Agency.

Figure 5: Learning to Learn in Tanzania



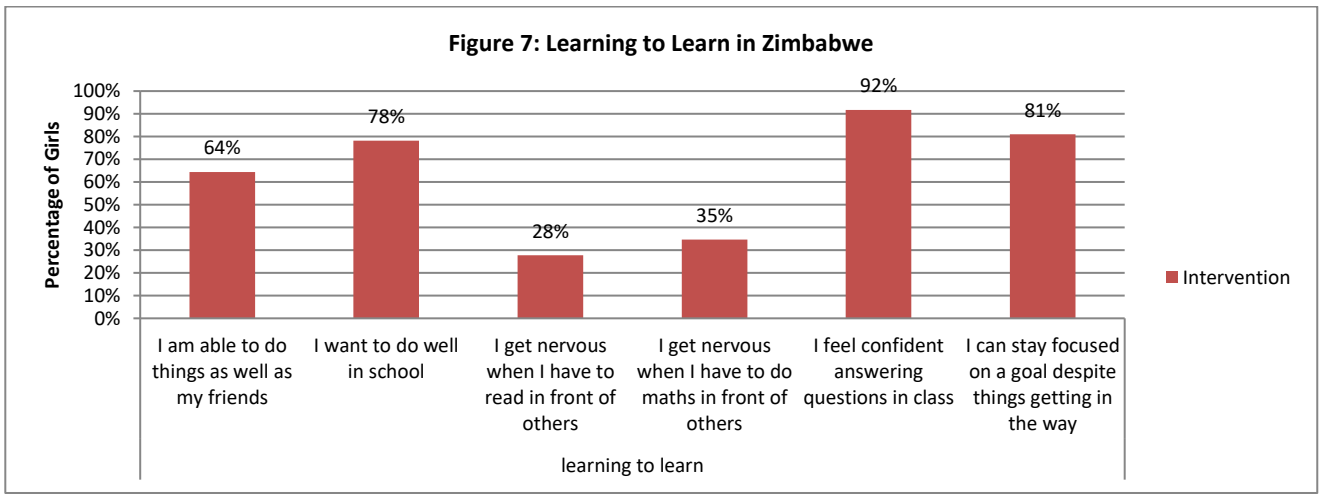
Source: Tanzania school based survey, student questionnaire. Intervention only. All female students (n=4,133).

Figure 6: Learning to Learn in Zambia



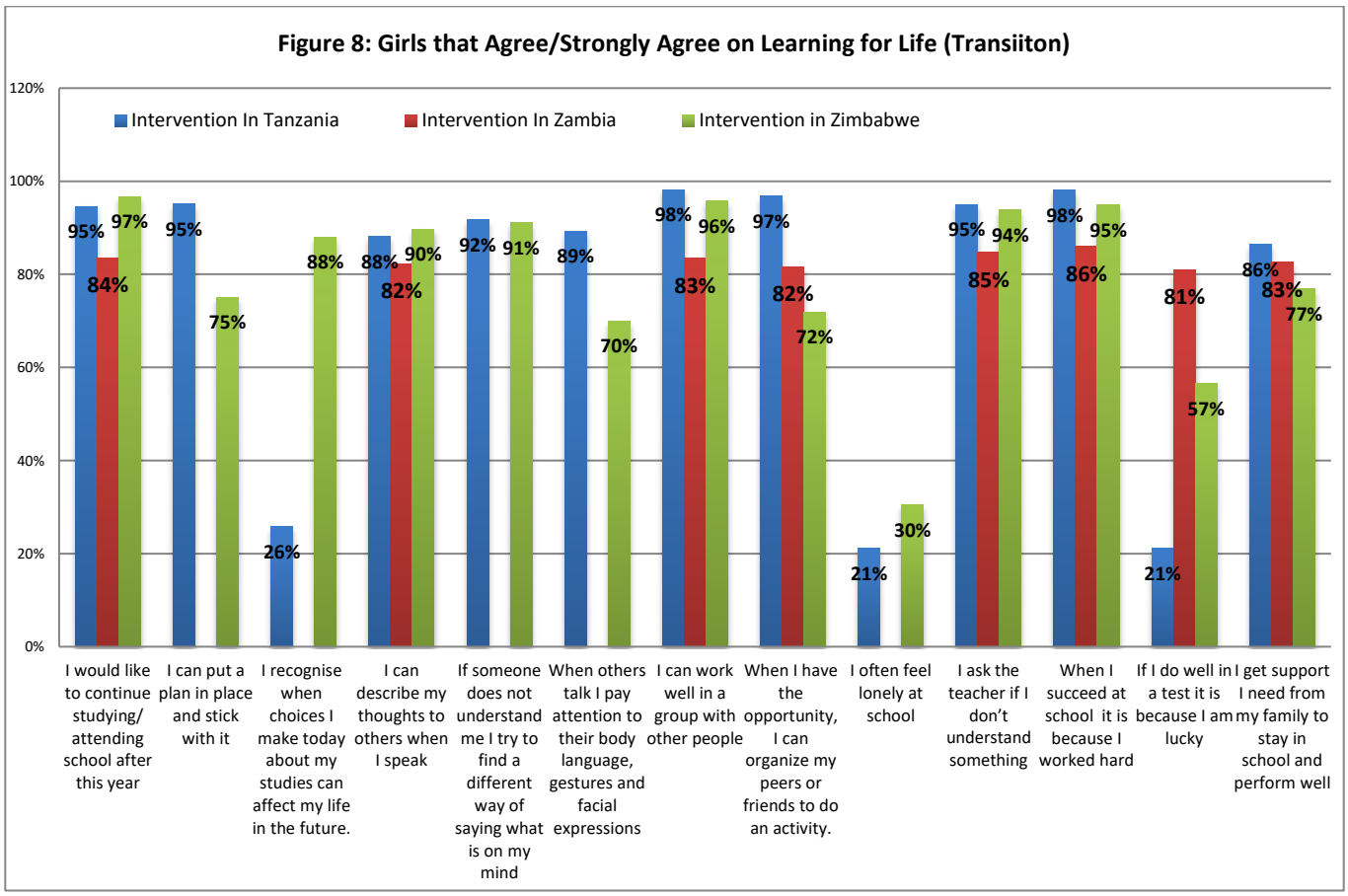
Source: Zambia school based survey, student questionnaire. Intervention only. All female students (n=1,911).

Figure 7: learning to Learn in Zimbabwe



Source: Zimbabwe School based survey, student questionnaire. Intervention only. All female students (n=3,364).

Figure 8: Girls that Agree/Strongly Agree on Learning for Life (Transition)



Source: School based survey, student questionnaire. Intervention only. All female students. Tanzania (n=4,133); Zambia (n=1,911); Zimbabwe (n=3,364)

In spite of positive survey results, FGDs and in-depth discussions with marginalised girls and young women revealed many who were still struggling to believe in themselves and lacked confidence in their communication with their parents, teachers and boys and young men. In particular in Zambia there were several examples of Grade 7 girls who were significantly older than the mean class age (e.g. 20 years old) and who had reported giving up school for some time, partly because they had low self-esteem and felt negatively about themselves. Growing confidence was, however, shown by those that had participated in the My Better World Programme (MBW), which was reported as having a positive impact on life skills of marginalised girls. School and community stakeholders reported a notable difference in confidence levels and behavioural change amongst girls after they had participated on the course. A Head teacher from a High School in Mount Darwin District, Zimbabwe said: "*There is a sign of improved learning; girls enjoyed reading the books and as the school has no other books to read, it is of great importance".* Similarly, a parent in Chalinze District voiced the general feelings of the FGD group when she said that MBW had:

"Brought confidence to the girls; the girls now know how to be part of community, they have the proper life skills now and show leadership skills…there is now reduced pregnancy in the community because the MBW has encouraged girls to stay at school and say no to boys. It encourages them to work together with people. Learner guides have also helped them change their behaviour".

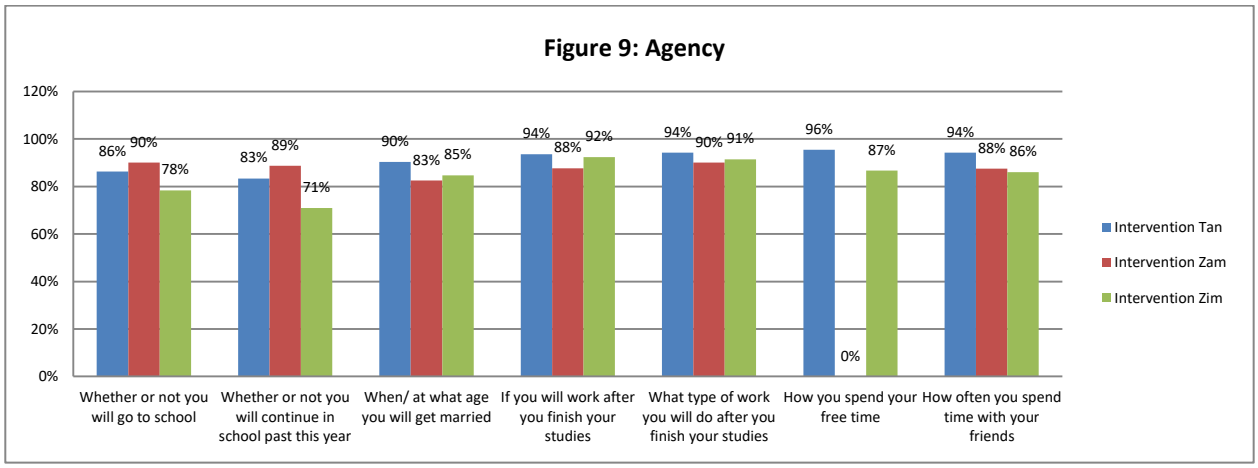
These sentiments were echoed by a Handeni (Tz) CDC member: *"MBW has helped girls understand their potential and has reduced pregnancy and early marriage; in 2011 there were 9 cases of child pregnancy*

but since Camfed's interventions this has been reduced.' However there were a few instances where stakeholders questioned the long-term impact of MWB: in Shurugwi (Zim) one CDC member said:

"*They have been using My Better World program. It makes no difference at all to some girls. Some just don't seem to be getting it. Because when you meet someone and talk to them for an hour about the importance of education, you have this opportunity so use it well. Then after two weeks you hear that after you left that girl went to get married and you wonder what's happening*".

The lack of awareness by girls in Tanzania, over the impact of their life choices is made clear in the quantitative data on learning for life graph where just 26% of marginalised girls from intervention districts said they recognise the 'choices I make today about my studies can affect my life in the future,' in comparison to 88% in Zimbabwe said they recognised the choices they make today can affect their life in the future.

Figure 9: Agency



Source: School based survey, student questionnaire. Intervention only. All female students. Tanzania (n=4,133); Zambia (n=1,911); Zimbabwe (n=3,364)

Interestingly, despite the debates around early marriage and early pregnancy, the quantitative survey results show that marginalised girls from intervention districts largely agreed that they can decide or jointly decide with their parents what age they will get married. Interviews and FGDs with marginalised girls, CAMA, MSG and CDC members painted a very different picture, citing many stories of early and forced marriage and girls running away to avoid the possibility.

A unique approach taken by the government of Zambia to increase life skills was pointed out by a Head teacher of a school in Mpika: *"Zambia government has come up with two path ways, the vocational and the academic…."* This allows the school to promote and encourage the life skills of those students who are not 'academically sound': "*you know it not every child who is academically sound but at the end of the day we have got children who can do well in other areas not necessarily not going to college'.* However, he emphasised that the school has ''always been engaging

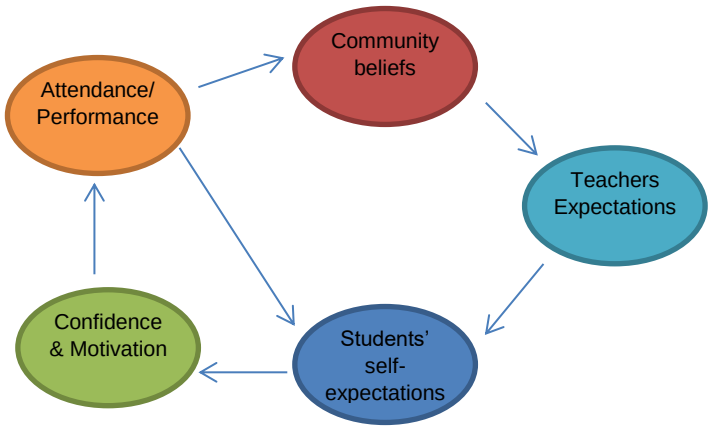


Figure. 10: Enabling School Environment

children in life skills because we know at the end of the day we have those children who are not academically sound." Thus, marginalised girls who suffer from lower academic performance are still encouraged by the school to increase their life skills and obtain a vocational route to employment.

Girls' self-esteem

Young girls in the communities visited during the course of the baseline face challenges in building their self-esteem. A multitude of factors contribute to this, as identified in the diagram. Self-esteem in this context is considered as a reflection of the girl's self-worth; how she sees herself and her goals and expectations deriving from this.

Interviews with Form 2 and 4 girls in Tanzania and Zimbabwe and Grade 5 and 7 in Zambia indicate the need to increase girls' self-esteem; to build confidence and raise aspirations as well as improving emotional resilience, so they can better cope with the challenges they may face. Some of the girls in the FGDs and semi-structured interviews mentioned how they believed they could not improve on their performance. This was compounded by family problems, health issues, lack of a support structure and school environment. The negative self-esteem led to a quite a high number of girls in the interviews stating they expected to drop out or that they had dropped out already and after several years come back into education with renewed but curtailed expectations as compared with when first at school This expectation contributes to disaffection with school and low performance. Importantly, it also affects their relationship with peers and other people.

The case study in Table 31 illustrates how girls without a stable foundation tend to have lower self-esteem; XA was taken in by foster parent who she explains regarded her as a 'house servant' as a result, she has never had any encouragement or social support from family. She states one of the things that may stop her from achieving her goals is the lack of emotional support from anyone and the lack of encouragement from relatives and people. From her case study we observe that family relations have a strong influence on her life decisions, her self-esteem and her performance in school.

Another factor often understated when promoting girls' performance and participation in secondary education is the importance of a strong social network. In this context, friendships are key and yet girls who experienced low esteem, said they found it difficult to connect with their peers. Many of the marginalised girls in Tanzania interviewed reported that they did not have close friends or anyone to share 'secrets' or 'things in confidence with'. This affects both their self-esteem and life skills as they are unable to develop positive long-term relationships in school or with family members. As XA states: *'I don't really have anyone to share my problems with. I don't have anyone to guide me or talk to me about life problems or career ambitions*.' In contrast XB's situation illustrates how strong family supported increased self-esteem and their self-perceptions. XB described herself as confident, happy and respectful whereas XA said that she was peaceful, faithful and kind.

Table 31: Differences in Emotional Support, Form 4 Chalinze District, Tanzania)

Kiwangwa Secondary School Form 4 Case Study XA	*Kiwangwa Secondary School Form 4 Case Study XB*
One of five siblings, my father died when I was five years old When I was in primary school one of the nursery teachers asked my mother if she could adopt me and she would pay for my education and take care of me. My adopted family was very big and were farmers She treated me quite well but I had lots of domestic chores and housework to do so sometimes when I was in classes I was planning what to cook for dinner for the family and the housework when I got back home. This affected my concentration and often I was late to school and I couldn't do any schoolwork at home as there was no time for that all. And often my classmates were all ahead of me in class. I was always tired. The adopted mother often insulted me and told me if I was at home with my birth family I would never have had a chance to go school so I should be grateful. Her abusive words affected me a lot and often I thought about dropping out. Basically I was a house-servant; she wanted me for free labour. But I couldn't go back to my real mother as she suffers from mental illness. But I studied even harder and didn't expect to pass primary but I was the only girl in my school to make secondary school. Once I passed secondary school my adopted mother asked my brothers to pay my school costs but my brothers decided to come and take me back with them to Dar but they failed to pay for my education. Eventually my younger brother of 16 years old accepted to pay my school fees. He also pays by hostel fees in instalments because it's total of 293,000 shillings. But the real challenge is going back to my brothers in school holidays as my younger brother only has one rented room so I can't sleep in there and have to sleeps on the neighbour's floor. So the real challenge now in life is where am I going to stay once I finish school and Form 4 exams. Ambition: I want to be a lawyer but I need support in terms of living support, accommodation. One of the things that may stop me from getting my ambition is the lack of emotional support from anyone and the lack of encouragement from relatives and people. I see myself as peaceful, faithful and kind. If there is one thing I could change about myself is to be brave, not fear everything. I have two friends but I can't tell them everything as I can't trust them too much so I don't really have anyone to share my problems with. I don't have anyone to guide me or talk to me about life problems or career ambitions. The teachers in school are encouraging sometimes, but I enjoy practical learning styles and often they use lectures instead.	My father was a policeman now retired and mother was civil servant at a migration office, both retired now. I have two older sisters, 18 years and in secondary education and 22 years and finished secondary school and now working. Both my parents are educated; my father college level and mother secondary school level. Father encourages me all the time to do well in school and so I want to a lawyer. That's why it's important I fight for my education. Challenges are hostel fees as now my parents are retired so my oldest sister supports costs via her business of selling clothes. Another challenge is other girls in schools; give bad advice and try to influence you about boys and things. There is also a significant lack of teachers in the school and we have a lot of temporary teachers who are Form 6 leavers. We lack a lot of learning resources and teachers are not motivated. They teach for the sake of a job and salary but do not teach well. They only lecture and do not explain, don't give homework and activities. But English and Swahili classes are participatory and we learn from questions, discussions and group work. 3 words to describe me are: 1) Happy 2) Confident 3) Respectful Teachers' attitudes have an impact on us; in chemistry teachers say we can't so this to all girls makes us feel less. It makes me feel that now anything I do now, I will fail it' When we fail or achieve low marks teachers tell us that those of you who haven't done well will fail everything in life. Even so I feel confident that I will do well. I have lots of friends and we help each other and I have one very good friend and we confide in each other and tell our private things. I can also turn to my parents when I need help. My ambition is to be a teacher or a doctor.

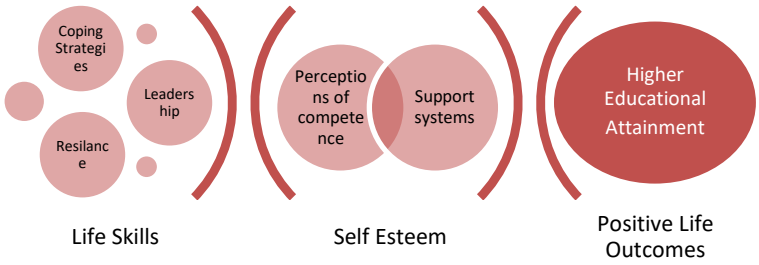
School Environment and Influence on Self Esteem

Figure 11: Improving Self Esteem

A consistent finding throughout the interviews and FGDs was high level of gender discrimination and bias in classrooms by teachers. Quantitative data support this: 80% of marginalised girls in Zambia and 42% in Tanzania felt the differential treatment given by teachers to boys and girls posed a large barrier to attendance. However, 34% in Zimbabwe felt it a barrier to attendance. Teachers in general commented on how 'science subjects and mathematics are easier for boys' (Mboga Secondary School Zim). There was often the misconception that girls lack the ability to handle the 'complexities' of mathematics. As a result teachers often found it acceptable or rather 'normal' that the majority of girls in classes were underperforming in these subjects. However, during discussions with the girls, it was clear that the teachers' attitudes and their stereotypes play a significant part in leading to underperformance of girls in mathematics and sciences and to the low self-esteem. The second case study XB (SSI) reveals that teacher's lack of faith in girls translates into a lack of faith in themselves, which in turn results in them looking at learning less favourably and performing badly in tests. In XB's case study she comments on how *'Teachers attitudes have an impact on us; in chemistry teachers say we can't do this to all girls so it makes us feel less than boys. It makes me feel that anything I do now, I will fail it'*. This demonstrates the significant impact that teachers stereotyping and lack of encouragement can have on girls' self-esteem, their ability to succeed and their self-worth. This may explain why teachers in Mount Darwin District, Zimbabwe insisted '*girls suffer inferiority complex and they don't think they're good enough'*. This leads to what has been identified as self-fulfilling prophecy, the girls mention how the teacher's low expectations of their performance and their demeanour towards them results in the under achievement of girls.

While the majority of students in all countries stated that they felt that teachers lack of emotional support and general support towards girls in school impacts strongly on their confidence levels and self-esteem; *'why should we work if they think we are going to think about boys all the time?'* (Chalinze District, Tanzania). Others reported that the negative relationship could be curtailed with the result that the child came back to school after the teacher was moved. In one case study, a Zambian girl said a member of a teacher's family had inducted her into "satanic" worship and only when this was exposed by a pastor, was the teacher transferred away. In another FGD, parents and caregivers from a different community in Chalinze (Tz) reported a flawed student-teacher relationship and said when their girls fail in subjects, the teachers dislike them even more and so the girl gets disheartened with her studies. Despite this, data from the surveys shows just 13% of marginalised girls from intervention districts in Tanzania and Zambia felt teachers did not make them feel welcome; similarly only 8% marginalised girls from intervention districts felt that way in Zimbabwe. In spite of this it is important to stress that the relationship with teachers amongst other issues impacts on girls' self-esteem, self-perceptions, classroom performance and attention in class and contributes to a cycle of failure. Instead of challenging traditional and demeaning values around girls and women, some teachers, even if unintentionally, reinforce these perceptions and gender inequality.

Figure 12: How Life Skills and Positive Self-Esteem lead to Higher Educational Attainment



The effect of school environment in promoting positive outcomes is apparent from data in Zimbabwe where teachers commented on how Camfed girls take on leadership roles, such as being a prefect, which increases their confidence levels. Field data also showed a positive student teacher relationship with guidance and counselling really helping the girls to have a positive attitude towards school. School clubs were also identified as positively contributing to positive self-esteem and life skills; in one example the Head teacher from a Mwenezi District school in Zimbabwe spoke of how he invites motivational speakers who counsel the girls and train them in leadership skills. If they notice one of the girls are depressed or something is wrong then they provide one to one sessions.

Girls who mentioned having positive social relationships, whether it is with teachers, friends or family members tend to demonstrate higher life skills and self-esteem. This was highlighted by Chalinze (Tz) CAMA members when they attributed their growth in confidence and personal development to the MBW programme. They asserted they had gained life skills such as gaining coping strategies, leadership strategies and were encouraged to build positive relationships, which enhanced positive outcomes for their life. By this they referred to an increase 'in self-worth' 'knowing that I am someone', being able to refuse advances from men, being more motivated to stay in school and increasing a sense of belonging through the MBW concept of 'togetherness'. Similarly the CAMA members in Morogoro, Tanzania reinforced the statement above; one of the members stated how the life skills training she received resulted in her becoming a Transition Guide which 'involves training girls out of school and those that have finished school in SRHR, finance, business and leadership.' From discussions it seems that having a strong support system at school can buffer against life stressors and shocks and promotes personal wellbeing. Thus, interventions promoting life skills and self-esteem should promote social relationships, which ultimately promote more positive life outcomes for girls. This is the kind of social support that Camfed develops with its partner schools in order to provide a network of support around marginalised girls.

It is strongly recommended that Camfed continues to focus on life skills education with both genders through the delivery of the MBW programme in schools as there is substantial qualitative evidence that the MBW challenges gender barriers and social norms and gender stereotypical behaviours, increases self-esteem and self-efficacy and gives students the confidence to make the right moral choices with guiding principles for their decisions.

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 can be clustered into three subscales: *Involvement*, *Reward* and *Adjustment*.

Involvement
Involvement 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*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
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 following table sets out the overall scores for all three countries from the survey.

Attitude to leaning scores for marginalised girls (Mean=500; SD=100).

	Involvement	Reward	Adjustment
Tanzania	499.19	493.44	481.75
Zambia	509.73	506.73	488.93
Zimbabwe	499.36	493.15	484.23

Source: School based survey, Attitudes to Learning questionnaire. Intervention only. All marginalised female students. Tanzania (n=1,780); Zambia (n=1,753) Zimbabwe (n=1,680)

These results suggest the majority of students enjoy school and see their schoolwork and school in general as valuable and relevant to their future. According to the results more marginalised girls in Zambia than Tanzania and Zimbabwe feel more involved and comfortable in school and think that teachers relate to and help them. However, the score in the *Adjustment* column suggests that a greater proportion of Zambian rather than Tanzanian or Zimbabwean marginalised girls did not believe than going to school was a positive or valuable experience and that all or some lessons were a waste of time.

Intermediate Outcome 3: Summary of Key Points by Country

Tanzania: Key Points

- Quantitative data demonstrates girls in Tanzania have relatively high levels of life skills in terms of confidence and self-esteem
- FDGs and SSI suggest girls do have issues around low self-esteem and confidence
- Only 26% of girls recognise that the choices they make today will impact on their future
- MBW has had a positive impact on life skills in terms of confidence and improving learning
- Emotional support and social support systems, especially family relations have a critical impact on self-esteem and aspirations of girls
- Girls who mentioned having positive social relationships, whether it is with teachers, friends or family members tend to demonstrate higher levels of life skills and self-esteem.
- Student and teacher relationship is an important factor in improving the life skills of girls
- Teachers low expectations, gender bias and discrimination in classrooms significantly affect girls self-esteem performance and life aspirations

Zambia : Key points

- Life skills and self-esteem questions in the students' survey show that in completing the questionnaires, students rated themselves highly in terms of confidence and agency.
- Despite being confident, over 70% of marginalized girls stated they felt nervous reading or doing mathematics in front of a class
- Interviews indicated a need to increase life skills and self- esteem
- Student and teacher relationship is an important factor in improving the life skills of girls
- 80% of marginalised girls felt differential treatment by teachers compared to their treatment of boys
- Vocational or academic pathways in Zambia encourage girls to increase and improve life skills; marginalised girls who suffer from lower academic performance are still encouraged by the school to increase their life skills and obtain a vocational route to employment.

Zimbabwe : Key points

- Life skills and self-esteem questions in the students' survey show that in completing the questionnaires, students rated themselves highly in terms of confidence and agency.
- 88% of Marginalised Girls recognise the choices they make today will impact on their future
- MBW has had a positive impact on life skills in terms of confidence and improving learning
- The long term impact of MBW is questionable: girls still marry early despite taking the course.
- Gender bias and differential treatment by teachers impacts on their performance, attitudes and self-esteem
- Camfed girls take on leadership roles such as prefects, this enhances their confidence and self-esteem

5.4 IO4: Quality of teaching/classroom practice

Indicators	Baseline	Midline Target	Endline Target
IO Indicator 4.1 Percentage of Teacher Mentors and Learner Guides implementing active teaching styles and practices. Disaggregated by gender and district 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. 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: Group work: Int: 34%, Comp. 39% Problem solving: Int: 46%, Comp: 50% Differentiation of work: Int: 23%, Comp: 25%	Teacher Mentors: Tanzania: 85% Zambia: 85% Zimbabwe: TBC after baseline Learner Guides: Tanzania: 75% Zambia: 75% Zimbabwe: 75%	Teacher Mentors: Tanzania: 85% Zambia: 85% Zimbabwe: TBC after baseline Learner Guides: Tanzania: 75% Zambia: 75% Zimbabwe: 75%
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	Tanzania: 94% - Early 2017, 416 classroom observations were carried out with 393 learner guides (94%) passing the assessment. Zimbabwe: 98% - Early 2017, 1,121 classroom observations were conducted with 1,099 Learner Guides (98%) passing the assessment. Zambia: Not applicable at this time of the project.	Tanzania: 85% Zambia: 80% Zimbabwe: 85%	Tanzania: 90% Zambia: 90% Zimbabwe: 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 and at home (midline and endline surveys)	Not yet applicable	At least weekly: Tanzania: 50% Zambia: 50% Zimbabwe: 50%	At least weekly: Tanzania: N/A (GEC cohort will have left school) Zambia: 50%

			Zimbabwe: N/A (GEC cohort will have left school)
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)	Not yet applicable	Tanzania, Zambia and Zimbabwe: Students and teachers believe that the learning materials are high-quality, relevant and useful.	Zambia: Students and teachers believe that the learning materials are high-quality, relevant and useful

Evaluations of GEC 1 projects highlighted the impact of quality of teaching on a learner's academic performance. This was echoed in the results from this study in both questionnaire responses and in the qualitative interviews. However, while they show the impact of the quality of teaching on results they also show its importance of the development of the whole child, their broader learning and life skills development and their motivation/determination to overcome some of the other barriers and attend school.

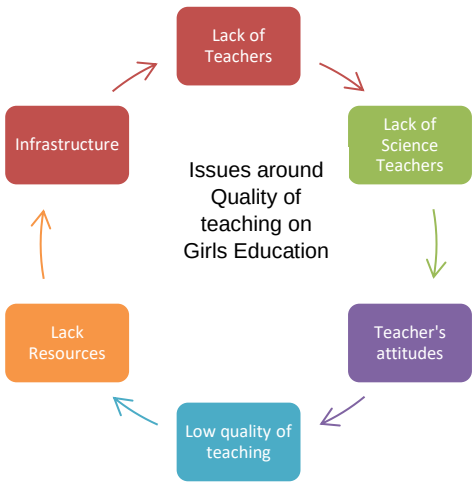


Figure. 13: Quality of Teaching

The diagram on the right highlights the common issues raised by stakeholders and beneficiaries which lead to a reduction in the quality of teaching: lack of teachers, especially a lack of science teachers; teachers' negative attitudes; teachers' tendency to stereotype girls and boys; teachers' lack of motivation; lack of training/capacity building; poor skills in a range of interactive teaching methods, lack of resources such as books or printers and lack of suitable infrastructure. These are often interrelated factors and are discussed below.

Shortage of Teachers

In the rural areas of all three countries, a shortage of qualified teachers presents a significant challenge. In general most of the schools visited reported a lack of science and mathematics teachers. In a Chalinze District Secondary School, Tanzania, the Head teacher noted '*In arts we have highly qualified teachers but in sciences not so much- physics we have no teachers, maths we have a shortage of one teacher.*' Similarly in Rufiji District a Head teacher expressed the need for more qualified science teachers as there were '*inadequate science teachers, lack of maths teachers with only one chemistry and physics teacher for 712 students and one biology teacher'*. One of the CDC members in Chalinze District, Tanzania held similar concerns stating 'in my school we have 30 teachers but only 4 are science teachers'. Parents also held similar concerns; during an FGD in Morogoro District the parents spoke of how the lack of science teachers *'Puts the girls off school as girls want to learn science but there are no teachers!*' One parent spoke of her frustration and explained how '*my daughter's exam results for sciences were very low; she received an E in science because of the lack of science teachers and also the quality of teaching; the ones they do have are not always good at teaching*!'

> "The biology teacher is good – he gives homework and makes us find the answers and clarifies it as well. Also the geography teacher encourages us to come to the board and write answers so it's interactive." (Form 2 FGD, Musafiri Secondary School).

The quality of teaching is affected by shortage of teachers, which leads to large of number of students in classes. In one example, in Rufiji District, Tanzania, the teachers spoke of how there are 70 and 80 students in some classes. The size of such classes presents numerous challenges; teachers found it difficult to set any classroom exercise, homework, group work or even conduct discussions as it would take so long setting the task. In one case, one of the teachers had 74 students in their class and expressed how he was unable to help underperforming students, as there are too many to help individually and follow up, especially since "*You can't even see what's happening in the back of the classroom"*. The large number of students means most teachers resort to lecturing as it is the simplest method to save time and simplifies teaching.

> "Lack of science teachers really is a challenge, there are no physics teacher but we have the civics teacher who teaches physics but it's not good enough. He only teaches the topic he understands and doesn't follow the syllabus." (Chianso Secondary School, Form 2, Case Study)

The dual challenge of lack of science teachers and low quality teachers in schools was a persistent theme throughout FGDs with beneficiaries. This was emphasised during the FGD's with Form 2 girls in a Kilombero schools, Tanzania:

"We do not like the lack of science teachers and in physics we have no teacher. There is only one maths and one science teacher so if they are ill or absent it affects our studies and we do not do not enjoy the temporary teachers; they are from Form 6 or on training so they don't really understand physics. Apprenticeship teachers are not good."

Girls appeared to be frustrated by the low quality of teaching in sciences and were very much aware that such teachings had an impact on their future. Many referred to their ambitions in nursing or teaching being affected by this as well their immediate studies. During one interview, one Form 2 expressed 'I need to study sciences to help me achieve my ambition of becoming a doctor. No science teachers will stop my dream.'

Girls in Form 4 in a school in Rufiji District, Tanzania shared similar sentiments; some planned to be doctors but feared that the lack of science teachers would affect their education and they would not achieve their dreams as *'the lack of science teachers often means we lose our science period – this affects our learning'.* Similarly findings on the challenge of teacher shortage especially in science subjects was elaborated on by girls in Form 2 during the FGD in an Iringa District school, Tanzania in which they spoke of their love of sciences but *'there are not enough teachers, especially in sciences and chemistry for us to learn properly…*'. The quality of science teachers in addition to teacher shortage appears to dishearten many girls in sciences, which may contribute to the low performances in the subject matter as many feel there is no point in learning since the '*things being taught are not enough'* (FGD, Form 2 Chalinze District, Tanzania) .

Impact of Shortage of Female Teachers on Girls

The shortage of female teachers in schools was also noted as a problem by many girls, especially in Tanzania and Zimbabwe. Such a shortage means that there are a limited number of role models for girls; the girls have no one appropriate to discuss personal issues with and there is no critical mass of female teachers to influence issues such as sexual abuse and harassment from a female perspective. It also means that the environment and culture of the school is predominantly male. During an FGD with Form 2 girls In a Kilombero District secondary school, Tanzania, the girls mentioned that there was a notable 'lack of female teachers in school; we have 25 teachers and only three are women.' This had implications on their experiences in school and attendance especially when it came to discussing personal issues.

'The lack of female teachers in school means when we have emergencies then there's no female teachers in school so if we go to school and get our periods we can't approach male teachers, when we do go to

male teachers we feel embarrassed and have to explain we have stomach cramps which makes them ask questions about why and so most times we don't bother and just go home.'

Teaching Methods

Teaching methods play a vital role in encouraging girls learning in schools. Most stakeholders felt that the majority of teachers did their best in difficult circumstances. In FGDs 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 curriculum. This was reflected in the results from the teachers' survey as shown in the table below. However, the dominant method remains didactic; students spoke of conducting experiments in science, role plays in humanities and ICT in mathematics but when probed they said the main method is by lecture.

Table 32: Teaching Methods

% of teachers who use the method in almost every lesson						
	Tanzania		Zambia		Zimbabwe	
	Interventio	Comparisor	Interventio	Comparisor	Interventio	Comparisor
Question and answer	75%	54%	75%	77%	74%	74%
Group work	23%	31%	47%	55%	32%	31%
Paired working	19%	29%	33%	34%	27%	31%
Role play	22%	17%	10%	14%	5%	3%
Debates	7%	9%	5%	6%	2%	2%
Problem solving activities	41%	49%	50%	58%	46%	45%
Present a summary of previously learnt content	66%	77%	64%	73%	71%	69%
Asked students work in small groups	32%	37%	34%	41%	29%	31%
Give different work to students of different abilit	30%	37%	25%	23%	14%	16%
Used everyday problems to illustrate concepts	40%	54%	45%	56%	46%	51%
Let students practice tasks until each student has	40%	43%	43%	55%	31%	31%
Checked students exercise books or homework	50%	54%	60%	63%	55%	56%
Marked students work and given them feedback	47%	54%	56%	51%	52%	53%
Set students projects that take at least one week	2%	11%	7%	6%	3%	3%
Arranged for my students to use computers for p	0%	0%	3%	2%	1%	1%

Source: School based survey, teacher questionnaire. Intervention and comparison.
Tanzania (Intervention, n=380; Comparison, n=369); Zambia (Intervention, n=231; Comparison, n=261); Zimbabwe (Intervention, n=380; Comparison, n=369)

The range of methods used by teachers varies from school to school and often depends on the availability of resources. All teachers interviewed were able to explain the value of participatory methods and how they help children to open up and to be free to ask their peers questions. *"If students participate they tend to understand better*". In all three countries students confirmed that they preferred participatory learning and interactive classroom sessions. Girls in a Form 2 of a Chalinze District school spoke of how the '*arts and social science teachers teach very well, practically, interactive, biology and maths teacher are very good, give examples so we understand better.*' The same was said by students in a Rufiji District school, the girls preferred classes where the teachers took an interactive approach: '*we like sciences; biology and chemistry, the teacher is good and provides examples and practical lessons. We enjoy Swahili as it's very interactive and includes role plays, drama, and she also corrects them and homework.'*

Girls in general spoke how they learnt better when teachers provided examples and gave them exercises to do: '*we like homework and practical classes.*' This preferred learning style of girls may explain why in subjects where teachers take a lecturing approach or are non-participatory they do not perform as well. However, this may be more profoundly linked to the attitude and poor teaching ability of the teacher.

Teachers in a Hurungwe District school, Zimbabwe mentioned how in classes where they employed Q&A, participatory approach and group discussions, girls often participated better than boys as they preferred learning through 'active means'. Teachers in Zimbabwe from Shurugwi District schools stated that they use most of mentioned approaches and a lot of role plays and dramas. This is usually done to demonstrate or dramatize scenarios for instance during the history lessons. *"If a child plays the role as Mzilikazi (from the History subject) they will know the topic well and the process also captures their attention".* However, a Head teacher of a Kilombero District school stated how most teachers prefer lecturing, suggesting a need for schools to better understand and employ the most appropriate methods that encourage girls learning. Similarly in Zimbabwe, teachers noted that lectures help children learn the key points during the lessons. In addition, giving them homework will enable them to learn to read on their own.

In Zimbabwe it was noted that there are encouraging efforts being made by the government to improve the teaching skills and style of teachers. The teachers from a Binga District high school, explained how MoPSE offers the occasional workshop to strengthen teachers' ability to teach in a more interactive way. These workshops helped them to understand and gain skills in the methods required for the new curriculum. The implementation of the revised national primary curriculum in Zambia has also provided the opportunity for teachers to be trained in more interactive methods. In contrast all teachers interviewed in Tanzania stressed a lack of government support and teaching workshops to improve their teaching: *"there are no opportunities for improving teaching style. We need more opportunities and workshops so we know what we are teaching and to encourage students to learn,"* (Chalinze District, FGD with teachers.)

However, a point made in both Zimbabwe and Tanzania was that teachers also have regular staff meetings where they discuss and share issues arising and assist each other. This encouraged internal development and learning from best practice.

In terms of underachieving students, in Zimbabwe teachers from a range of Secondary Schools described how they give remedial lessons to improve academic performance for these children who are slow learners. Teachers in Hurungwe District stated how they use both remedial classes and one to one coaching. This gives students confidence that in class they can also speak out on what they did not understand. In Umzingwane District teachers reported that they give badges every month to better performing students. At the end of the year they organise annual speeches and give prizes to the best students. The teachers have records of these students and this is all part of the performance lag programmes. They take note of what the students are struggling in and they help them in these areas. They even take a look at those who are doing well to see how they understand their work and use this to try and help those who are not doing so well. Teachers assist students with homework and any other topics they might not have understood. This support is mostly available for classes writing examinations.

Stereotyping by Teacher

Girls and Head teachers spoke of the dangers of gender stereotyping by teachers and how this can have a detrimental impact on girls' education. The Head teacher of an Iringa District school accepted that stereotypes regarding girls' education and their performance in certain subjects still existed. If girls under perform or fail, teachers react angrily and say how '*girls will never succeed.*' Importantly, the Head teacher understands that '*The attitudes of teachers affects the survival of girls in schools',* therefore he said that he challenges such negative comments and stereotypes about girls. Similarly, CDC members in Chalinze District spoke of how they would overhear some teachers say to girls '*I know why you didn't go to class, you were with a man…*' Such sentiments illuminate that it is not just tackling parental attitudes that is important, but teacher attitudes are of equal of concern. In Kiwangwa Secondary School, (Tz) the Head teacher stated '*Sometimes when I do spot checks I hear science teachers asking girls in science classes 'will you be able to manage science subjects'*. As Form 3 students they have option to select sciences or social sciences so comments like this will certainly deter them from selecting science.

The differential attitude and behaviour by teachers towards girls was noted by Form 2 in Rufiji, where the girls stated the '*teachers attitudes are not equal in class, some teachers says boys do better than girls in sciences or some classes…*' Surprisingly some teachers echoed these sentiments; for example in a school in Chalinze District, Tanzania teachers said that *'boys perform better than girls in sciences and girls attitudes to sciences is that 'it's a subject for boys', girls aren't as focused on the sciences as the boys. So this is why girls perform less well in sciences.'*

Yet this presents a stark contrast to what was expressed by the Form 2 girls in Chisano Secondary School; during the FGD, the girls said how much they enjoy and '*love sciences, especially biology and really like our biology teacher'*. Form 4 girls expressed the same sentiment about enjoying sciences.

A teacher in Chalinze District, Tanzania explained how '*most girls marry after school so why should they concentrate in school?*' They insisted that teachers at the school demonstrated the same attitudes and behaviour towards girls and boys but that '*boys can help themselves through the struggles whereas girls need a more controlled environment and a hand to guide them through their struggles. Boys are born into struggles but girls need more help'* (Male teacher, FGD). Such perceptions highlight how deeply-rooted community norms are in the learning environment; boys are regarded more as 'active' and 'doers' who are 'more independent' and need less help in comparison to girls.

Classroom and School Infrastructure

Inadequate infrastructures, such as libraries, science and computer laboratories and classrooms, have made teaching and learning difficult in schools. Some facilities are inadequate, for example in an Umzingwane District secondary school, Tanzania children have to squash together to fit on a bench and others end up sitting on the classroom floor. This makes it difficult for them to write. In some schools in Binga District, Zimbabwe teachers reported that they have to teach children under trees because of shortage of classrooms. The Head teacher from the school said, "*If you walk around you will see about six classes taking lessons under trees because we don't have adequate facilities*". In this context the quality of teaching and concentration levels of students are compromised.

The lack of libraries at many of the rural schools made it difficult for teachers to give children homework as well as a space for them to study while at school.

The state of classrooms and school buildings were often a source of frustration for school stakeholders and beneficiaries. The Head teacher a Secondary School in Rufiji District, Tanzania spoke of how the '*greatest challenge to education for both girls and boys was the school infrastructure*.' Similarly the Head teacher of a Secondary School in Chalinze District, Tanzania, spoke of how '*classrooms are in a state of disrepair and need rehabilitation, students can't learn properly in that kind of environment*' .This was supported in discussions with Form 2 girls during the poster activity, when discussing what they disliked and found challenging about being in school they mentioned the how classrooms were old and '*doors and floors are broken'* (Kilombero District, Tanzania) and in one case the girls mentioned how '*some classes have holes in the roof so when it rains we all get wet and it affects our classes,'* (Secondary School, Chalinze District, Tanzania). In an FGD with Form 4 the girls mentioned how they *"feel better and learn better in the newer buildings and classrooms as they feel good and want to learn,"* (Secondary School in Rufiji District, Tanzania).

In most of the schools visited girls reported that laboratory equipment was very limited in some cases there was none (FGD, Secondary School, Rufiji): girls requested that '*labs be replaced'* (Secondary School in Kilombero, FGD); in some cases there was only *'one laboratory for all to share and no equipment'* (Secondary School in Chalinze District, Form 2, FGD). Absence of a science lab and the chemicals was also highlighted in Shurugwi District, Zimbabwe, which impacts on success of the science department.

School stakeholders and beneficiaries recognised that laboratories need better investment; girls were particularly concerned as they enjoyed science subjects but felt that classes such as chemistry were not

effective due to lack of resources. Girls in Zimbabwe expressed that the lack of a laboratory makes learning practical science problematic, resulting in students only learning the theory side of these subjects and not the practical side.

Lack of electricity and running water were of equal concerns to all interviewed. Some schools and hostels had no electricity, others had solar powered electricity but this was not consistent (Secondary School, Mwenezi District, Zimbabwe). CDC members in Handeni District, Tanzania, stressed that the lack of electricity supply was one of the largest obstacles for students because it meant that both practical and technical subjects suffer. The lack of water in schools can also place an additional financial burden on parents; for example in one school in Morogoro District (Tz), where the school was unable to afford the costs of water supply, parents now have to contribute 1000 Tanzanian shillings 'water money' every month to the school. The expense for water adds another cost that parents can ill afford, especially when the family income is already very low.

Toilets/WASH facilities

Girls and teachers in all three countries explained that many girls stay away from school or miss school during menstruation due to the lack of sanitation. Lack of running water in schools often meant girls, and only girls, would have to collect water for schools first thing in the morning; '*We have no water and no source of water nearby, so girls need to walk another hour in the morning to find water, this is typically 1km*.' (Head teacher, Kilombero District, Tanzania).

But fetching water in addition to the distance taken and challenges on the way to school, was an additional challenge for the girls and many said it was 'tiring' 'heavy' and 'long'. The lack of menstrual hygiene or cleaning supplies in the toilets in all schools posed a critical challenge when it came to getting girls to attend regularly and stay in school; during the focus group discussions, stakeholders and beneficiaries stated that inadequate facilities at school often led to the girls being absent from school when they were menstruating. As the teachers at a Chalinze District school, Tanzania stated '*Sanitation is a huge issue –it affects attendance as some girls when on periods stay home the whole week.*' Similarly CAMA members interviewed during the course of the baseline aired similar views; *'Lack of appropriate facilities for sanitation and lack of cleaning equipment in most schools, makes it difficult when we are having our periods'* (CAMA, Morogoro). Equally in Zimbabwe, parents in Mwenezi clearly spelt out that the challenge when one parent echoed: "*Pads are a big challenge for the female children. This is because they do not have money to buy pads as a result most children will not be comfortable with going to school whilst they are menstruating such that they miss out on some of the school stuff*". They fear spoiling their dresses so they simply opt to miss school.

> Sanitation is big problem, we can't afford cleaning facilities and toilets only have buckets of water. The number of toilets is low – 4 each for boys and girls and there is lack of provision of hygiene for girls on periods so girls miss school on periods – 'you have to allow this in schools otherwise they don't come at all' (Head teacher, Chalinze District, Tanzania

In most schools visited, there were no separate toilet facilities for girls to use when menstruating. An exception was at a secondary school in Mwenezi District, Zimbabwe, where the teachers explained that, while they have a separate wash room specifically set aside for the girls who are menstruating, the door is painted green (different to other toilets) and the girls rarely used it as all the other children would know that they were menstruating if see them going to that room.

As the box below demonstrates, the inadequate sanitation and lack of water causes girls to miss classes and school. Girls need a place to wash themselves and their menstrual cloth as sometimes they can't afford a pad and a place to dispose of their pads which force them to often just to leave school or stay at home. This suggests availability of these facilities in schools during their menstruation will make a big difference to their attendance, to their emotional wellbeing and confidence levels.

Sanitation in an Iringa District Secondary School

During the FGD with Form 2 girls, a lot of time was spent discussing the hygiene and sanitation situation at the school. They explained how there was a severe lack of toilets, boys have 10 toilets and girls have only 6 even though there were a higher number of girls than boys in school. They expressed how they feel 'bad' about this situation and feel that boys are given preference over them. The cleaning facilities and toilets were also very poor in the school. Toilets lacked basic facilities; they have nowhere to dispose of their used menstrual pads and no water. Most had no buckets so they cannot even clean themselves if they want to. This impacts their school as sometimes they have to miss class or school when they menstruate. They often feel unclean and do not want to sit in class feeling that way.

Information Technology

Another interesting finding from some schools visited in all countries related to the use of computers and the internet. The Head teacher from a Shurugwi District school, Zimbabwe mentioned that they have Wi-Fi at the school although they have been struggling to pay for it. Funds for the internet were paid from the fees paid by the parents and unfortunately not all parents could afford to pay their children's fees. Hence the school could not consistently pay for the internet and other resources needed to improve learning and teaching.

The revised national Zambian curriculum expects students to have access to ICT even though most rural schools does not have electricity. A CDC member from Shurugwi (Zam) explained that when schools have electricity and children can access computers, computers can give them exposure and children will be in touch with new technologies, which enables them to improve academically and fit into the world after school. When schools have electricity, the extent to which computers are used depends on the competence of the teachers, hence some schools have adapted to the use of ICT to their advantage whereas other schools like some schools in Umzingwane, Zimbabwe are still trying to adjust to and understand it. Teachers who do not know how to use the new technology cannot teach children ICT or use it as a resource for other subjects.

Teachers from a school in Mwenezi District, Zimbabwe complained that they were lagging behind in terms of being acquainted with ICT as compared to other schools that had already started using computers. They only have departmental computers that are used by teachers. Each computer is used by three people already. These are not connected to the internet and if they want to use the internet they have to buy their own data. The limited resources available for teachers to follow the requirements of the revised Zimbabwean national curriculum are demotivating for them.

Lack of Learning Resources

Both the availability and quality of learning materials can be a barrier to a quality education. All schools visited during the survey, had insufficient books and teaching and learning materials. This was often attributed to a change in curriculum. The village leader of Chalinze (Tz) declared that one of the greatest challenges for the girls' education is the lack of facilities and learning resources in schools. In general the CDC members commented on how schools in the district suffered from 'lack of libraries, laboratories and few textbooks in comparison to student numbers. Likewise in an FGD with parents in Handeni, limited learning resources were recognised as a critical challenge, '*One textbook between 20 students is not enough and our daughters often complain about schools missing resources.*' The limited supply of books means that no student is allowed to take books home, thus making or encouraging self-learning difficult. There was a special concern for students who have learning disabilities as there are no facilities or resources to encourage them to learn. However, CDC members in Chalinze, Tanzania stated there were

facilities for children living with disabilities in some schools, such as special classrooms for students with visual impairments in Bolga Secondary School.

In Zimbabwe, some secondary schools received support from UNICEF for other books but are still waiting to receive books for the new curriculum from the Ministry of Education. Schools have resorted to using books from the old curriculum but were worried that students would not do well during examinations, as some topics would not have been covered. A teacher from one of the schools said, "*How can we improve student performance when we don't have the books to teach them with? If we use the old textbooks obviously they will fail exams"*. The old curriculum only covers a few topics found in the new curriculum. The books are also expensive for the schools to purchase. Teachers complain that shortage of books made it difficult for teachers to give children homework. In a Mudzi District school in Zimbabwe, the Head teacher reported that the whole school only had three samples of books from the new curriculum while a school in Umzingwane District, Tanzania had only one new book from the new curriculum. In some cases, students have resorted to stealing books from other students. Moreover, teachers in Kilombero District, Tanzania expressed their frustration at the shortage of materials and said they want to improve their teaching but the situation does "*not allow this… teaching materials are not good enough, we lack a copier so we can't provide tests or mock exams properly. We can only write a few questions on the board, but if we had a printer we could set 50 questions and test students properly…."* Lack of quality teaching materials was a reoccurring theme amongst teachers and many felt demotivated by this, which may translate into the teaching practices.

Due to the shortage or, in some cases, complete absence of desks, benches, chairs, etc., in some rural schools, pupils have to fight to get places to sit (Form 4 FGD, Rufiji District, Tanzania) and in cases where there are chairs and desks, most often they are broken, making it difficult to balance books or write (Form 4 FGD, Rufiji District, Tanzania). This lack of resources and basic classroom equipment makes it difficult for girls to focus and concentrate on classes and learning.

Teacher Morale

An interesting finding arising from Zimbabwe and to some extent Tanzania was that many of the teachers are dissatisfied with their jobs. One of the teachers from a Morogoro District Secondary School lamented that with the introduction of the new curriculum saying:

"They don't have enough resources to equip themselves so that they deliver as per the demands of the new curriculum. Worse still, children are not paying fees due to poverty as part of the fees paid usually assist in buying resources like bond papers, pens as such, at the end a teacher is demotivated to deliver as per his or her capabilities".

In Mt Darwin District, Zimbabwe teachers were in agreement that the incentives have been found to be unsuccessful in increasing motivation. The allowances given to teachers are being reduced instead of being increased and again this will further demotivate the teachers. Teacher motivation and logistical issues were also pointed out by a number of parents in Tanzania, as contributing to low quality teaching in schools. One parent from Morogoro District stated '*Most teachers stay in the town and city so the distance is quite far and they do not reach the school in time for teaching*.' There seemed to be a perception that teachers' dedication to their profession and quality learning was not as high as it should be as '*some teachers don't care about achieving good Grades but they only care about salary'* (FGDs with Parents in Morogoro, Tz).

Intermediate Outcome 4: Summary of Key Points by Country

Tanzania: Key Points

- Shortage of teachers, especially science and mathematics teachers are a significant barrier to girls education
- Lack of teachers influence classroom size and teaching methods; easier for teachers to lecture large groups
- Lack of female teachers noted by girls as troublesome and also means lack of role models for girls
- Quantitative data demonstrates that teachers use a variety of methods when teaching; the most popular is question and answer and the least popular is debates
- Girls prefer interactive sessions; group work, debates and discussions
- Limited support given to teachers to upscale their teaching skills or become familiar with new curriculum
- Teacher stereotyping produces negative outcomes for girls; gender bias is evident in subject selection with girls in sciences
- School infrastructure makes it difficult for girls and boys to learn; lack of libraries, labs and classrooms
- Serious lack of WASH facilities which affect girls especially when menstruating
- Lack of learning resources create challenges for girls; it's difficult to share one text between vast number of students and means students can't take them home for revision
- Teacher morale is low

Zambia : Key points

- Shortage of teachers, especially science and mathematics teachers are a significant barrier to girls education
- Lack of teachers influence classroom size and teaching methods
- Lack of female teachers noted by girls as troublesome and also means lack of role models for girls
- Quantitative data demonstrates that teachers use a variety of methods when teaching; the most popular is question and answer and the least popular is debates
- Government support given to teachers to improve their teaching skills
- Teacher stereotyping produces negative outcomes for girls; gender bias is evident in subject selection with girls in sciences
- School infrastructure makes it difficult for girls and boys to learn; lack of libraries, labs and classrooms
- Serious lack of WASH facilities which affect girls especially when menstruating
- Lack of learning resources create challenges for girls
- Revised national curriculum expects girls to have access to ICT when most do not even have access to electricity

Zimbabwe : Key points

- Qualitative data shows shortage of teachers, especially science and mathematics teachers are a significant barrier to girls education
- Lack of teachers influence classroom size and teaching methods; easier for teachers to lecture large groups
- Lack of female teachers noted by girls as troublesome and also means lack of role models for girls
- Quantitative data demonstrates that teachers use a variety of methods when teaching; the most popular is question and answer and the least popular is debates
- Teachers also use drama and role plays to encourage learning as girls prefer interactive sessions
- Government support given to teachers to attend workshops and improve their teaching skills
- School infrastructure makes it difficult for girls and boys to learn; lack of libraries, labs and classrooms
- Lack of classrooms means sometime teachers are forced to teach under trees
- Serious lack of WASH facilities which affect girls especially when menstruating
- Lack of learning resources create challenges for girls; it's difficult to share one text between vast number of students and means students can't take them home for revision
- Teacher morale is low
- Schools are still using old books based on the previous curriculum despite government introducing a new curriculum

5.5 IO5: School-related gender based violence

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 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.

Once again the indicators below need to be reduced to single statements in order that they can be measured. For now the first part of each indicator has been assessed. Camfed might also consider including an indicator relating to teachers understanding of SGBV.

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: 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 (baseline, midline and endline surveys)	Tanzania:39.3% Zambia: 51.6% Zimbabwe:63.6%	Percentage point change from baseline: Tanzania: +10 Zambia: +10 Zimbabwe: +3	Percentage point change from baseline: Tanzania: +20 Zambia: +20 Zimbabwe: +5
IO Indicator 5.2 Students' understanding of School-Related Gender Based Violence including what should be reported and how (Qualitative). Disaggregated by age, gender, district and disability (by type and severity Source: Interviews and/or focus group discussions with students, teachers, head teachers 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.	Qualitative research is completed to explore students' understanding of School-Related Gender Based Violence, including what should be reported and how. The target is to show improvement over the baseline.	Qualitative research is completed to explore students' understanding of School-Related Gender Based Violence, including what should be reported and how. The target is to show improvement over the midline.
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 teachers and SBC	The majority of girls stated that they feel relatively safe in school, in some cases because they may accept bullying, physical punishment and less severe forms of sexual 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.	Qualitative research is completed to explore students' experiences and perceptions of safety in school and on their way to/from school. The target is to show improvement over the baseline.	Qualitative research is completed to explore students' experiences and perceptions of safety in school and on their way to/from school. The target is to show improvement over the midline.

members (baseline, midline and endline surveys)			
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)	Tanzania: 42% (sample: 52 schools) Zambia: 39% (sample: 148 schools) Zimbabwe: TBC (historic School Improvement Plans are in the process of being gathered)	Tanzania: 50% Zambia: 50% Zimbabwe: 50%	Tanzania: 70% Zambia: 70% Zimbabwe: 70%

School related sexual and gender based violence (SGBV), for the purposes of this report, refers to acts or threats of sexual, physical or psychological violence occurring in and around schools/ hostels/ nearby accommodation, committed as a direct or indirect result of gender norms and gender stereotypes, and enforced by unequal power dynamics. SBGV can also occur on the way to and from school and can be perpetrated by teachers, school staff, students and community members. It includes sexual comments and innuendoes.

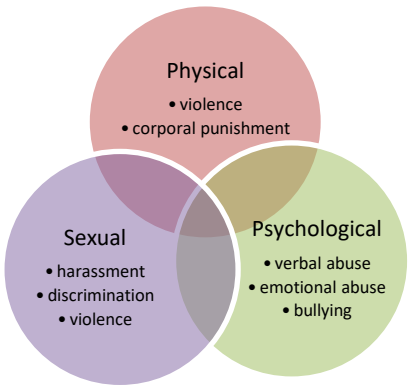


Figure. 14: Sexual and Gender Based Violence

The underlying intent, although not always conscious by the perpetrator, of this violence is to reinforce gender roles and perpetuate gender inequalities.

Gender Norms

Often the root causes of SGBV are rooted in community based socio-cultural norms, religious beliefs and practices that impact negatively on girls' education. These gendered attitudes combine with poverty; for instance parents in Mwenezi, Zimbabwe revealed that if given an option to pay fees for one child, the fairly common practise would be to pay for the boy child. Similar findings were reported from Tanzania, where teachers and CDC members mentioned that preference would often be with boys, however they stipulated that the emphasis on girls' education and Camfed bursaries has seen a notable shift in attitudes of parents in preferring to send their daughters as well as their sons to school.

In Chalinze (Tz) the CDCs explained how traditional views of gender are still very prevalent in the community with mothers saying to daughters 'myself I did not go school so why should I take you?' The A Head teacher from a Morogoro Secondary School (Tz) explained how boys are expected to do better at school and therefore are the first priority to be sent to school. One parent in Mwenezi (Zim) stated:

"*Let's say there is school fees money for just one child and there is a boy and girl I will send the boy. This is because the girl child quickly gets married or even gets pregnant so it will be a waste of time taking her to school rather we invest on the boy child*".

(See Intermediate Outcome 1 for more information on gender norms and attendance).

Some parents struggle with their part in changing gender norms and the notion of how to uphold the child's human rights, as exemplified with a group of parents in a community in Zambia, discussing the

prevalence or otherwise of early marriage. The interviewer asks "what about early marriages or pregnancies, how is the situation? "

Early Marriage of girls in a Zambian school

P1: This is when it's even worse as compared to previously?
Interviewer: early marriages?
P3: The girls are not getting married, they are just being impregnated as early as grade 6.
P4: …and also these radio programmes that talk about love among adolescents is also contributing. You will find a girl communicating with their boyfriends and they will lie that they have gone to see their female friend when they have gone to see their boyfriends. And they don't even go to school because of the phones.
P1: Even we parents are contributing to the same problem. A child is just young and we buy phones for them.
Interviewer: What type of radio programmes are those ones?
P4: These radio programmes talk about the human rights of the children. If they don't go to school, you can't force them or beat them. They also say I have freedom and so as parents, you can't do anything as they have the rights.
Interviewer: So, what are you doing as community to reduce or stop the problem of early marriages and pregnancies?
P1: We are trying to do our best. I have a child who is in grade 5. When a child reaches grade 5, they are mature. We try to tell them. Sometimes it's like a demon. Some children even you tell them, they don't listen. Those who listen, they change but those others, they continue.
Interview: OK so, what have you done as a community to stop this.
P1: You, it's us parents who can stop this but our children don't listen to us.
P2: sometimes if you shout at them, they even go to sleep with their friends.
Interviewer: What do you do if the child sleeps out?
P2: they say I will take you to police
*(P1, 2, 3, etc., denotes the parent who is speakin**g**

This contrasts with what a local chief's representative in Zambia said, which concurs more with the general view that early marriage is at least condoned: "*When we have been conducting village inspections, the biggest problem is that some have been married early. They are unable to complete. In a case where the children are not the one to blame, …ignore others from their parents,[they] do what they can because of poverty. If they don't [do] anything, if they see that their parents are failing to pay school fees, in the process they get married. So, that's the biggest problem that we have, girls getting married early and themselves indulging in immorality. Because if they see that they can't continue, at least they try to run around, boys try to run around but still the[y] involve themselves into drunkardness but there case is better as compared to girls.*" As much as this was part of the discussion, by the end, those girls who resorted to sleeping with (or were forced to sleep with) truck drivers, were labelled immoral even though the truck stop was moved further from the school route.

Whilst there are some signs that parents' have a growing awareness of and good intentions towards girls' education, the evidence shows that gender norms in communities push the girls into early marriages. Whilst parents believe their daughters' education was important, and were able to recount that their children said they wanted to be nurses, teachers, etc., in reality the responses they gave about the utility of education were all to do with future responsibilities in the home. This is typical of their responses: "*What I think is that when they get educated, they are able to take care of themselves and her children because if she lives like me, she will always be suffering."* Or " *..girls need to get educated because a boy even if not educated, they can even cultivate but a lady especially when the person who marries them is not well to do, then their lives would be difficult.*"; "*..the girl child are so caring and they really help*.".

Comparatively fewer parents make comments such as the following "*The girl child when educated become empowered and they can live on their own*" that refer to a kind of independence that is not necessarily rooted to home life.

Gender norms continue to define girls as wives and mothers; hence parents tend to train their girls to be wives and mothers while the boys are given more time to focus on schooling. Parents see themselves with fewer children to feed and take care of, when they marry off their daughter. To others, they believe that marrying off their daughters is part of their culture and religion. Sometimes parents try to marry them to very old men, so they end up running away with a younger man whom they think loves them better (Cited by parents, teachers and girls in Mwnezi and Nyanga, Zim). This pertains especially in communities near to mining areas, where boys have the potential to earn income and leave school to 'seek a more productive life' (Teacher, Mwenezi, Zim). They will often take a girl with them. It is reported that sometimes these couples stay together, but in other cases, the girl may find herself alone and turn to commercial sex to sustain her.

Consequently, gender bias manifests itself in a range of norms and practices that lead to negative outcomes for girls. These include; unequal access to education; a greater burden of household duties; lower parental aspirations for girls; early marriage; lower self-esteem and limited life skills (see IO 1 and 2).

Schools also do not exist in isolation from their communities; the entrenched gender norms around girls' behaviour and how they should behave, influences the school environment and teachers attitudes and behaviour towards girls. Teacher expectations and discrimination were key issues drawn out in an FGD with Form 2 girls Chalinze District Tanzania:

> *"Teachers think bad of female students: if we stay after class and ask for help from male teachers' then female teachers think we are trying to seduce them… Male teachers are all science teachers – so it's hard to ask for help as female teachers accuse us of flirting with male teachers. Even if we speak to boys or study with them, the female teacher interprets it wrongly and accuses us of having an affair. If we say no, she beats us with a stick until we are forced to admit we are in a relationship even when we are not. We are always seen in the wrong."*

It is recommended that teachers, both female and male, therefore, need training to understand and recognise how their own attitudes, perceptions and expectations regarding gender can impact on girls and boys learning and achievements.

School-related, gender-based violence

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 all three countries. It was similarly identified in almost every interview with girls in Grades 5 and 7 primary, in Zambia and by parents, though parents suggested it was becoming less widespread. Boys also talked about being whipped. Interestingly, quantitative data from all three countries demonstrates a low percentage of marginalised girls from intervention districts who 'do not feel safe in school': 5% in Tanzania, 23% in Zambia and 87% in Zimbabwe. Despite these findings, physical punishments and cases of physical and psychological abuse were prominent in discussions with stakeholders and students. One explanation for the low scoring is that punishment in school is assumed to be 'normal' and what happens to children in school. In Kilombero District, Tanzania Form 4 Secondary School girls expressed how the 'calling phone punishment[48] is very painful to us and to our body, our stomach and arms and jumping as a frog punishment can lead to pain in our body'. What was perhaps more pertinent than the physical element, the girls explained was the feeling of humiliation. They were punished in public and often for minor issues. The girls explained how this not only affected them physically but also meant they could not concentrate sometimes in class, so

[48] Calling phone punishment is where a student must hold their ears and squats down a number of times – the amount specified by the teacher.

their ability to learn in classes was affected. The CAMA group from Chalinze District, Tanzania explained there is 'excessive corporal punishment and humiliation by teachers to students. Too much punishment affects attendance as some students are scared away from attending the school….' The mental distress caused by corporal punishment affects not just their academic life, but also their home life; some girls mentioned that they went home and worried over being punished the next day.

Corporal punishment in classrooms was specifically identified by girls, CAMA members and some parents in Tanzania as one of the key barriers to girls' regular attendance. Head teacher 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. For example in Chalinze (Tz), Secondary School girls mentioned that, "*we get beaten all the time, sometimes just when we put their hand up to ask questions!"* (Form 2, FGD). In one instance, one caregiver stated that her niece was 'beaten so badly on the hand she couldn't write her exams and her only offense was that she was reading instead of doing group work outside. The teacher hit her too much, it was excessive' (Parents FGD in Chalinze, Tz). This issue of girls being beaten badly so that they miss exams and school was mentioned a few times in FGDs and interviews with parents and girls. One Head teacher from Shurugwi (Zim) stated how in some cases parents do not support the administering of corporal punishment by teachers and have come in to the school to demonstrate about this. The FGD with CAMA members supports the above statements, as many agreed that there was "excessive corporal punishment from teachers, and also the teachers approach to students such as humiliation is too much …it does affect attendance of some students as they are scared away from attending school." (Chalinze, Tz CAMA). Meanwhile in one Zambian FGD, village headmen lamented the passing of common understanding about disciplining a child that has done wrong "*P3: in the past, if you find my child misbehaving, you get that child and whip and come and tell me that I found your child doing this and this and I whipped her, the parents will even appreciate but now it's different. And to be very frank, in our culture, using a whip is normal. Now, we have borrowed from you people that we should not use a weep. And to some certain extent, teachers should be able to use a whip. Even the bible says spare the rod and spoil the child but that is not human rights. If the teachers just hits the child, the parents will come and so the teachers are also afraid."*

When asked to draw diagrams of what things they liked and disliked about school, girls in Form 2 and Form 4 in Tanzania mostly drew images of beatings and sticks on the dislike section. In Chalinze (Tz), girls in Form 2 said 'they are punished by sticks when they are late to school. There is no way they can refuse sticks, "If they say no they will be hit anyway. Sticks really hurt."

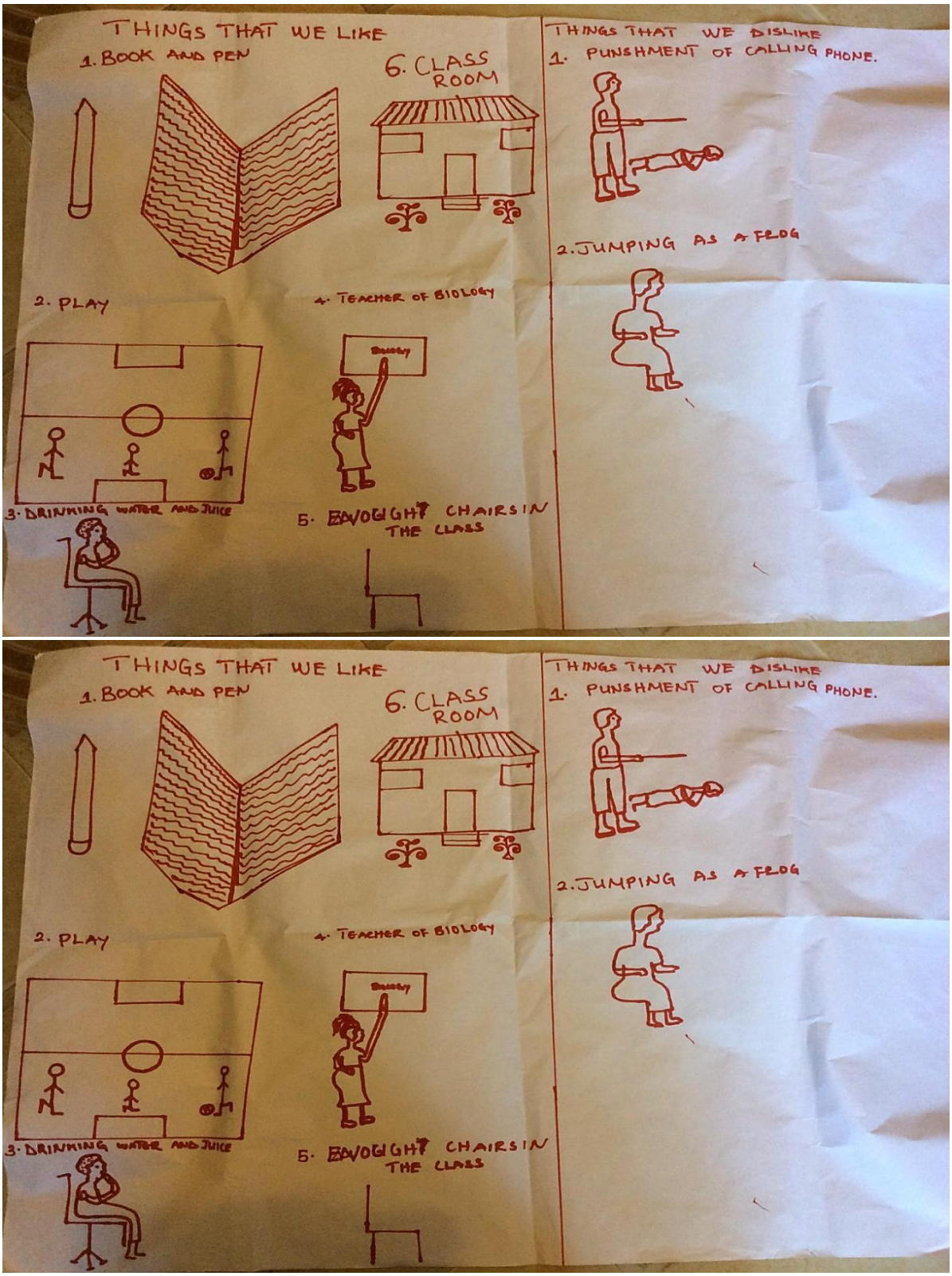


Figure 15: Drawing by marginalised girls of what they like and do not like about school

Despite being told by Head teachers 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. In Zambia, a Head teacher from a Shiwangandu school explained how despite the no corporal punishment policy in the school, '*sometimes teachers end up doing that, but it's not allowed this time. I have to call that teacher and remind them about corporal punishment that this is not supposed to happen… I will not allow them to go scot free'*. In a Chalinze District school in Tanzania, Form 2 girls spoke of how *"we*

hate punishment by sticks and getting beaten and we are afraid of teachers…We are afraid of approaching teachers; Many of them are the male teachers, we are afraid of them". Despite policies that only female teachers can beat female students, in some schools visited in Tanzania, girls told of male teachers also punish female students.

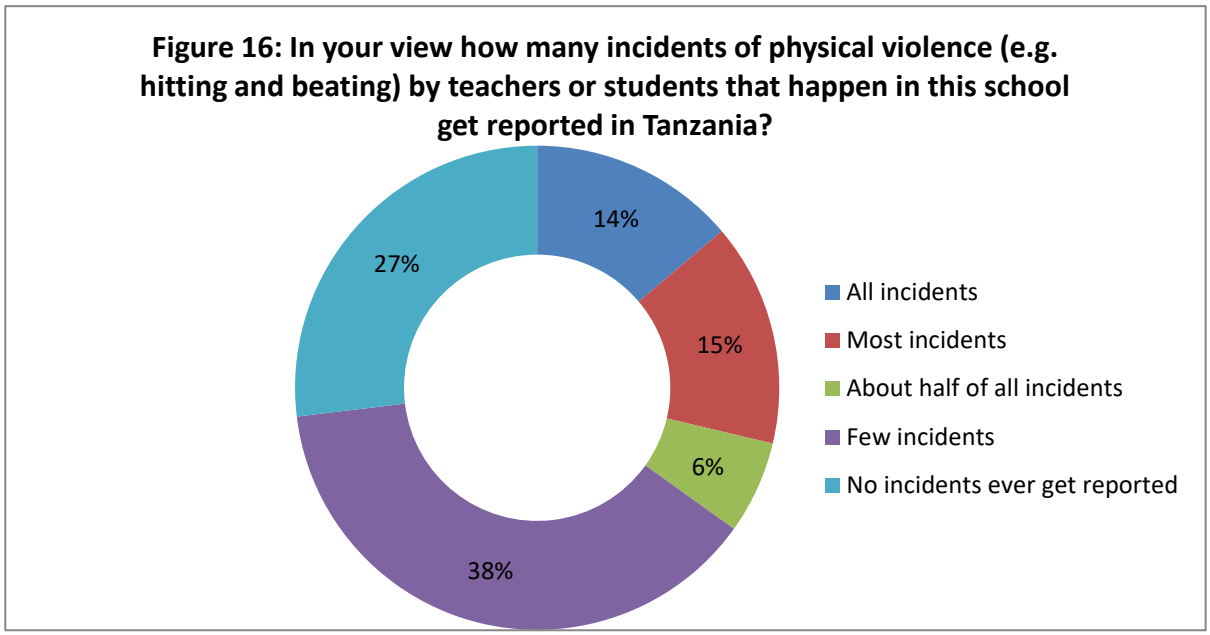
In Zambia the chief of an area has tried to exert his authority to reduce gender based violence through the formation of a GBV committee that is present during village inspections where they "sensitise the Dos and Don'ts so that the girls can girls can progress in life without being interfered with their education.! If a case of GBV is brought to them they bring the accused perpetrator to the chief's office." From there if the case is serious the case may either be heard in the traditional court or become a police case.

Case study on Corporal punishment in Kiwangwa Secondary School Form 4
"We get beaten a lot – many times a day around 5/8 times a day beaten by a stick. Teachers beat us. All teachers beat us if we make mistakes; if we don't greet them properly, if we don't help the teachers – like getting books or when they ask for help, failing exams, absent from school, they beat us on arms, legs, buttocks, back, body, everywhere but the face. The sticks hurt- we can't go to anyone to complain and when they get told they will get beaten it dwells on their mind…"

Corporal punishment has a significant impact on not only the physical health of the girls but also on their learning ability. One of the CAMA members interviewed in Morogoro, (Tz) spoke of how 'excessive punishment in schools such as putting students in the sun all day means they cannot attend classes.' Another mentioned how she was forced to 'attend sports event but I refused as I wasn't feeling well and was punished. I had to spend a day digging in the field but I refused to be punished as I wasn't feeling well so they called my mother in to school. This affected my relationship with the teacher a lot and affected my studies a lot.' One notable theme arising from these discussions with stakeholders and beneficiaries is not just the issues around corporal punishment but also the need to better develop and improve student – teacher relationships in schools. The relationship between student and teachers is worsened by corporal punishment and is detrimental to girls' capacity to learn and furthermore, affects attendance to classes.

Teachers were also sometimes reported to be the perpetrators of sexual abuse and exploitation. A serious SGBV issue of male teachers sleeping with female students was identified in a number of schools in both Tanzania and Zimbabwe. Even if the girl is above the age of consent, this not only constitutes a serious breach of child protection policies, the imbalance of power and lack of professionalism of the male teacher, should result in the male teacher being reprimanded and dismissed. In Morogoro District, Tanzania CAMA members spoke of how male teachers have seduced female students and the girls become involved in the relationship and 'forget about learning'. They '*often get pregnant and expelled whereas the male teacher receives no punishment.*' Male teachers making advances to female students or coercing them into sex was mentioned during qualitative interviews in all countries, mostly by girls, CAMA members and by some mothers. Despite Head teachers stating, that if guilty, male teachers would be reprimanded, the evaluators did not feel that the severity of such cases was always taken sufficiently seriously.

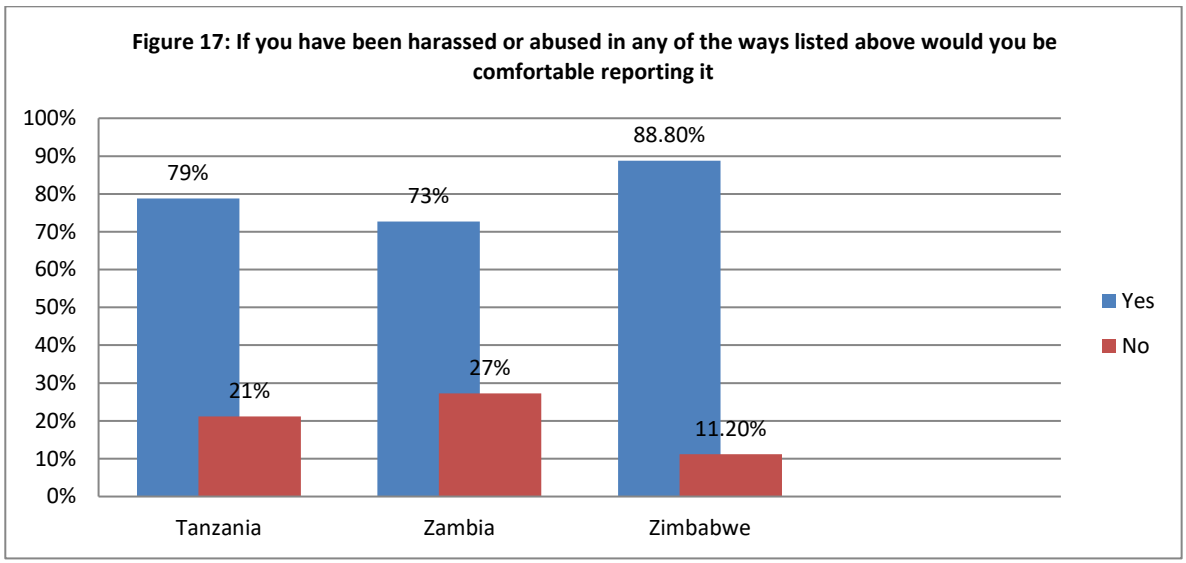
Figure 16: In your view how many incidents of physical violence by teachers or students that happen in this school get reported in Tanzania?



Source: Tanzania school based survey, student questionnaire. Intervention only.

Interestingly, only 13% of marginalised girls from intervention districts in Tanzania and 16% in Zimbabwe (See figure 16) believed all incidents of sexual abuse or advances by students or teachers gets reported. In comparison 47% in Tanzania and 43% in Zimbabwe believed it never gets reported. Similarly, only 16% of marginalised girls from intervention districts in Zimbabwe (see figure 19) and 14% in Tanzania (See figure 16) believed all incidences of physical violence are reported. This contrasts with data from Zambia, where 45% believe all such incidences are reported. This might suggest that girls in Tanzania and Zimbabwe may not be aware of the reporting mechanisms or comfortable with reporting physical violence and sexual abuse in schools. Yet, data from the surveys indicates a high percentage of marginalised girls in all three countries state that they feel comfortable reporting abuse (see figure 17). The discrepancy between the high percentage of girls feeling comfortable reporting abuse and the low numbers of girls that believe it is actually reported suggest other factors may be at play. For instance, despite feeling comfortable about reporting an incident, girls may be unaware of the reporting process in the school or whom to report it.

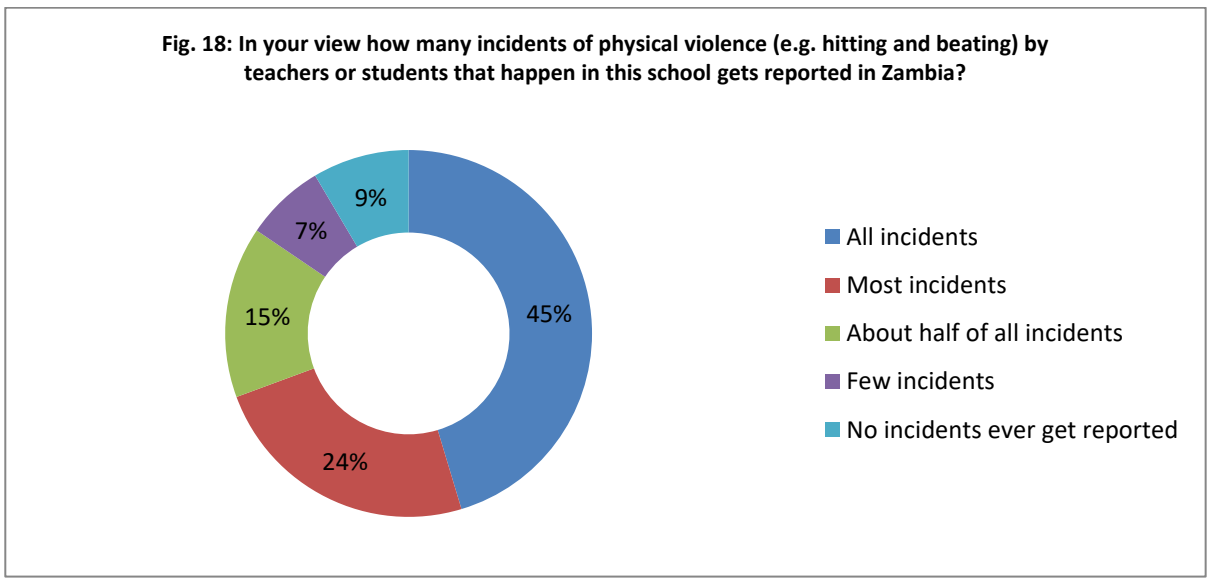
Figure 17: If you have been harassed or abused in any of the ways listed above would you be comfortable reporting it?



Source: School based survey, student questionnaire. Intervention only.

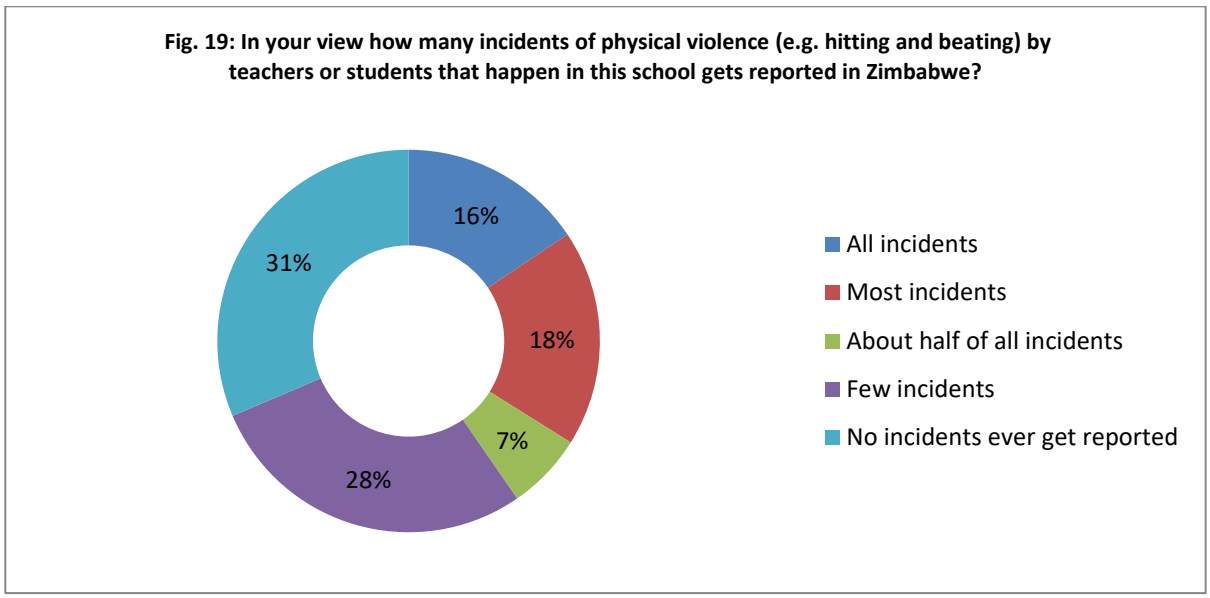
While there were more reports of physical or sexual abuse in the qualitative findings in Tanzania, there were also occurrences in Zimbabwe and Zambia. In a Chinsali District School, Zambia the Head teacher noted that student teachers who are at college, especially male student teachers, had seduced female students at the school so "*we told college to warn their students."* Furthermore, the Head teacher asserted in cases where if a teacher proposes 'love' to a pupil' he counsels the teacher, *"I would tell that teacher that the child is as good as your child and tell the teacher about the consequences if a teacher impregnates a pupil."*

Figure 18: In your view how many incidents of physical violence by teachers or students that happen in this school get reported in Zambia?



Source: Zambia school based survey, student questionnaire. Intervention only.

Figure 19: In your view how many incidents of physical violence by teachers or students that happen in this school get reported in Zimbabwe?



Source: Zimbabwe school based survey, student questionnaire. Intervention only.

Several schools in Zimbabwe and Zambia did not rule out the possibility of unreported abuse cases. Teachers in an Mpika District primary school, Zambia stated that "*the girls there tend to think that they are big now, they are grownups, even if the girl was abused, and they keep it as a secret… you just hear that the girl is pregnant or she had dropped out from school.*"

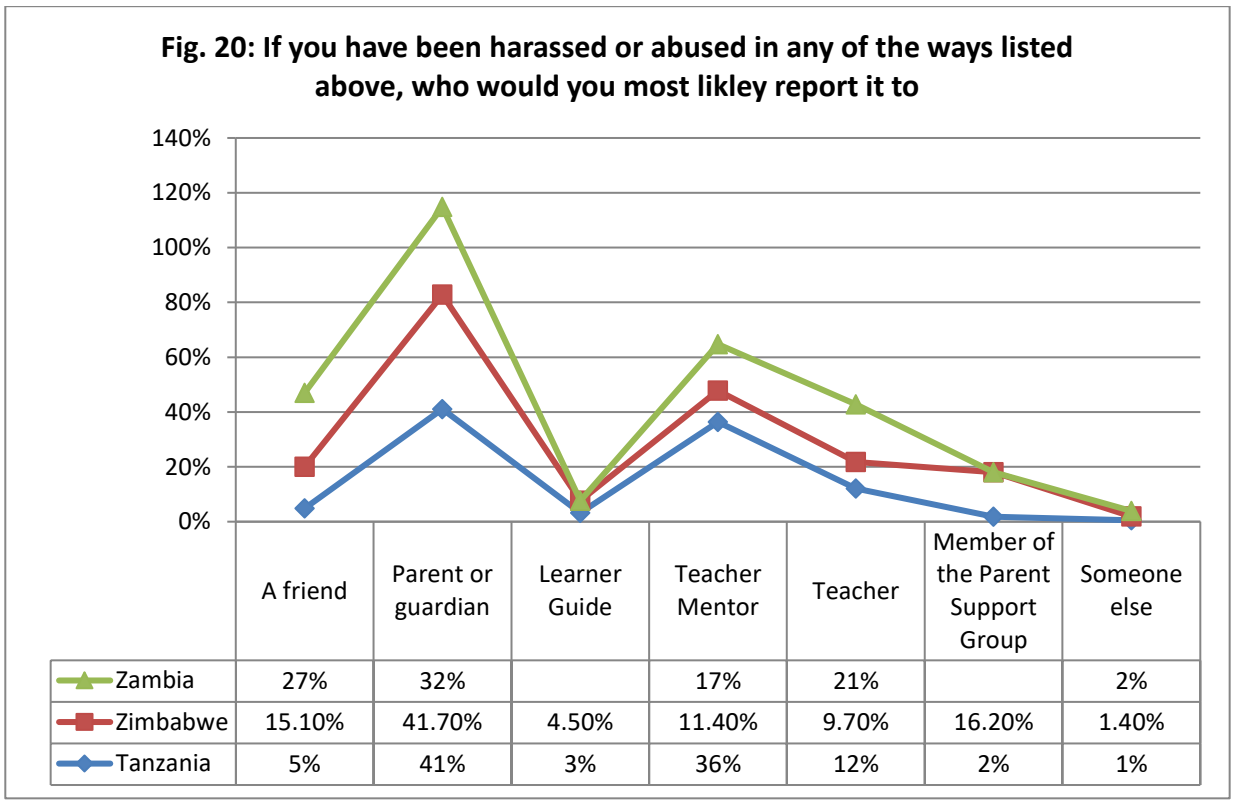
One of the teachers also mentioned a particular case of abuse by a boy that occurred the previous year. "*A girl reported physical abuse by a boy. The boy 'proposed love' but the girl refused so the boy had to beat the girl badly. It was bad, we took the case to the police and the boy was put in custody for some time.*" However, it appears that in many schools in Zambia, stakeholders noted that these cases were under-reported; the Head teacher from a school in Shiwangandu District stated that he was sure there was abuse taking place but "*girls do not always report because with these girls, if a boy forces a girl to have sex, it becomes very difficult for a girl to report it, for fear of how her friends will look at her.*"

Similarly the Head teacher from a high school in Binga District, Zimbabwe acknowledged that abuse could be happening but if not reported the school authorities they have '*no way of knowing*'. Where Camfed engages Learner Guides to work with students, girls may be more likely to report such cases to them, because they are closer in age to the students. However, quantitative data shows only 3% of marginalised girls in Tanzania and 4.5% in Zimbabwe would report such cases to learner guides. Instead, a high proportion of marginalised girls state they would report abuse to their parents and guardians: 32% in Zambia and 42% in Zimbabwe and Tanzania. This was followed by the Teacher Mentor; 17% in Zambia, 11% in Zimbabwe and 36% in Tanzania. Qualitative findings highlight a number of issues between girls and teacher mentors with regards to lack of trust, yet the quantitative findings appear to contradict this. During FGDs, girls in Tanzania and in Zimbabwe reported they would most likely turn to friends to discuss abuse.

A number of girls explained that many girls who are sexual harassed or abused, see this as normal and a burden they have to carry. Boys may also treat harassing girls as 'natural' – 'just what boys do' (School boy, Nyanga District, Zimbabwe). While SGBV may be mentioned in child protection statements, it is not always taken as seriously as it should be. **It is recommended that Camfed works with ministries of education to advocate for compulsory Sexual and Reproductive Health and MBW sessions for girls and boys in all schools. It is also recommended that all teachers in Camfed schools, not just Teacher Mentors received some form of training in SGBV.** Face to face training would have the greatest impact but may not be practicable. Development of a training manual, training of Head teachers or providing a directive

to Teacher Mentors and Learner Guides to provide regular discussions with staff session may be more possible. The use of suggestion/complaints boxes should also be re-introduced and re-energised and students taught how to use them. Camfed might also consider introducing a phone 'App' by which girls (and boys) can report any incidents of SGBV, including sexual teasing and innuendoes such as the 'Our Cries' App in Tanzania. [49] What is most important is that SGBV is taken extremely seriously, made visible and addressed.

Figure 20: If you have been harassed or abused in any of the ways listed above, who would you most likely report it to?



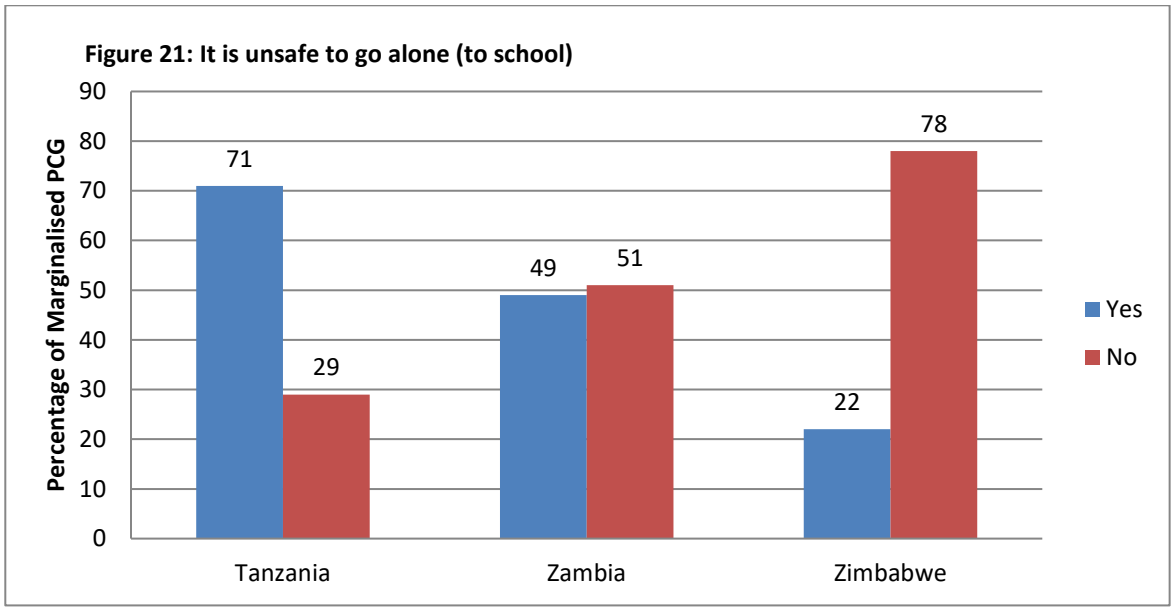
	A friend	Parent or guardian	Learner Guide	Teacher Mentor	Teacher	Member of the Parent Support Group	Someone else
Zambia	27%	32%		17%	21%		2%
Zimbabwe	15.10%	41.70%	4.50%	11.40%	9.70%	16.20%	1.40%
Tanzania	5%	41%	3%	36%	12%	2%	1%

Source: School based survey, student questionnaire. Intervention only.

Abuse on the journey to school is also widespread; in the Parent, Carer and Guardian (PCG) survey 71% of PCG in Tanzania deemed it 'unsafe to go along to school', followed by Zambia at 49%. Yet 78% of PCG in Zimbabwe stated no. This reflects the differences between the contexts and needs amongst each country and reinforces a need to ensure Camfed support is tailored towards the country context. In Tanzania the FGDs with both parents' and girls supports the quantitative findings that distance and the journey to school is particularly perilous for the girls. In one FGD with parents in Morogoro District (Tz) the challenges facing their daughters on the route to school were discussed. In one case, a father said his daughter walks 12km a day, 6km each way to school. Also, parents stated 'boys on motorbikes are like a virus for girls' because they jeopardise a girls potential to complete school'. Similarly in Handeni District, Tanzania parents reported that girls often get abused along the way to school, 'or get ambushed' by young men and even get ill on route. Thus, support for girls education and initiatives to tackle low attendance and retention must take into account the challenges facing girls during their journey to school. Even steps like '*learning how to say no'* were pointed out as being critical by CAMA members in Morogoro (Tz); when giving SRHR and life skills sessions to Camfed students, they emphasise the importance of 'saying no'.

Figure 21: Is it unsafe to go alone (to school)?

[49] See http://www.bbc.com/news/world-africa-43836572



Source: Household survey, primary care giver questionnaire.

In terms of abuse happening in the home/community or on the journey to and from school, in Zimbabwe and Zambia the Child Protection Committees (CPC) that work with schools tackle the issues by getting information and reporting to the school, which then carries out further investigations to verify authenticity of the case. In all countries abuse cases that come to light are usually reported by schools to the police. Teachers also play a critical role in studying their pupils to search for any unusual behaviour.

Minor cases of bullying in schools are handled by the appropriate authority in school, be it the teacher mentor, guidance teacher, any teacher, or the school administration. Some Camfed schools in Tanzania and Zimbabwe reported the use of suggestion boxes, which encourage reporting as it allows for anonymity. In a school in Umzingwane District, Zimbabwe, the suggestion box is opened every fortnight and the issues are dealt with by the school CPC. Likewise in Handeni District (Tz) CDCs reported how suggestion boxes are being implemented in schools and villages as it removes the element of 'humiliation' and fear of 'speaking to someone'. Most children, especially girls fear being exposed and embarrassed and especially if asked to provide evidence, so it is hoped that they might be encouraged to report cases anonymously through the boxes.

Reporting gender violence and abuse seems to be problematic in most of the schools visited during the fieldwork. In Zimbabwe, it was found issues of abuse are not reported until it becomes serious, for example sexual harassment is often not reported until it eventually involves rape. However in Tanzania, CAMA members from Morogoro District explained how rape cases involving school girls 'happens a lot' and it was often reported to the village chairmen but the men responsible for the rape would often escape before punishment. Sometimes children are able to inform teachers if any of their classmates are abused at home or at school. In a secondary school in Umzingwane District it was reported that one child said the following to their teacher, "*Don't trouble this child because there is a problem at home*". The issue was then raised and dealt with by the CPC. For bullying, the culprit is counselled and then appropriate punishment is given to them with an emphasis that it be the last time.

Findings around gender-based violence highlight how it can have serious consequences for children's physical and mental health and well-being. It adversely impacts learning, school attendance and completion.

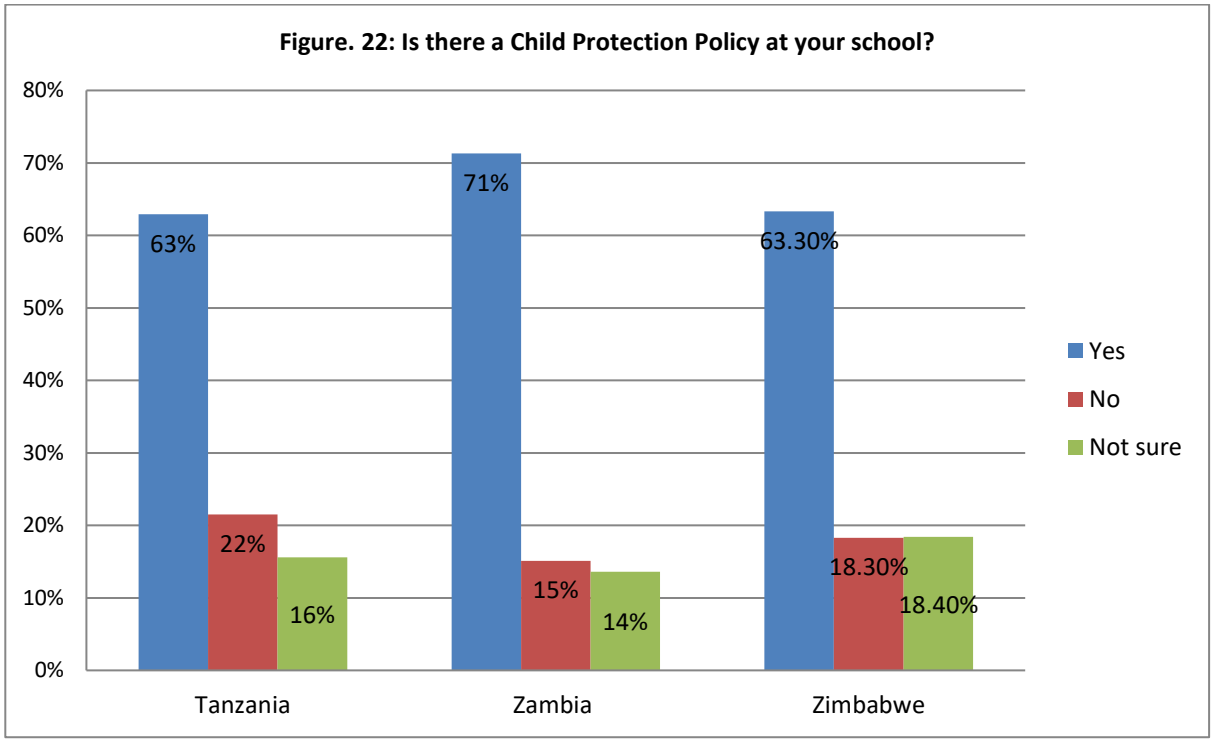
CAMA members and Teacher Mentors provide counselling and guidance for the girls that have started their menstruation for the first time and try by all means to tell them their 'dos' and 'do nots' to avoid

pregnancies. They receive some education on sexual and reproductive health in school classes. Sometimes it is difficult for them to understand topics being discussed when they have never seen any images. There are school clubs for both the girls and boys which also cover issues of SRH.

Child protection

Child protection, gender-based violence, and sexual and reproductive health are critical issues and are being tackled in schools to a lesser or greater extent. The development and effective implementation of child protection policies is a core part of Camfed's programme and features in strategies of each of the Ministries of Education. It is the mandate of every school to protect children from any form of abuse, but deeply embedded gender norms especially in rural areas, sometimes leads to an acceptance of abuse as 'normal'. However, most school authorities state that they try to play an active role in protecting children through their child protection policies, encouraging children to report any cases of abuse, reporting cases to the police and providing guidance and counselling. Children are used to learning in mixed classes as boys and girls. They are encouraged to work in groups in effort of creating a safe environment and to prevent potential cases of abuse. Children are encouraged to report any people they see roaming around the school.

Figure 22: Is there a Child Protection Policy at your school?



Source: School based survey, student questionnaire. Intervention only.

Findings from the quantitative analysis show that a large proportion of marginalised girls stated there is a child protection policy in their schools, yet the qualitative fieldwork highlights mixed views and knowledge about child protection from all stakeholders. Despite 63% of girls from Tanzania stating there is a child protection policy in the student questionnaire, in one FGD, girls from Form 2 (Kilombero District, Tanzania) stated they have 'no idea about child protection' and in another school in Chalinze District, Tanzania the teachers explained '*child protection policy is there but not in practice. Teachers still beat the child if he/she misbehaves'*. Similarly, 71% of marginalised girls in Zambia, stated their schools had a child protection policy yet in a primary school in Shiwangandu District the Head teacher pointed out there is no child protection policy and that '*the school needs a child protection policy, because maybe if there is sexual harassment in the community and when they come here we tell them about the child protection policy, there can be that fear…, the teachers will have the upper hand.*' Likewise, in an Mpika District primary school, teachers mentioned that '*the school has no child protection policy but it would be helpful, to have one, it will help us teachers to know the type of punishment to give to the child and also help the child know their rights'*. Moreover in Tanzania and Zambia, there seemed to a difficulty in explaining child protection and what it stands for. In Tanzania village leaders, parents and even girls refer to child protection as 'code of conduct' (Chalinze District) emphasising girls' dress code. This implicitly reinforces gender bias through the focus on girls' appearance.

In Zimbabwe, however stakeholders appear to be more knowledgeable on processes around child protection; in Nyanga the CDCs explained how they ask to see child protection policies in school, ensuring that all schools put this into practice. Importantly, a Nyanga Head Teacher noted that 'the students themselves have child protection committees. There are child protection policies that are accessible to the student led by child protection committees'. The formulation of the child protection policies was said to involve different stakeholders that include Child Protection Committee (CPC) members, teacher mentors, the School Development Committee members, Head teachers and teachers to enhance adhesion to the policy because all feel to be one in part with the child protection policy. Unfortunately few schools in Zimbabwe seem to have included students in the process. Other stakeholders actively involved in ensuring that children are protected at community levels include Mother Support Groups, the Village Head, School Development/Based Committees and the police.

Summary of Key Points by Country

Tanzania: Key Points

- SGBV is rooted in gender norms which define males as more valuable than females
- Traditional attitudes still prevalent in communities and boys are given preference over girls
- Early marriage is often an issue for girls -this is exacerbated by poverty
- In some cases families have resorted to prostituting their daughters to gain income
- Schools do not exist in isolation from communities; entrenched gender bias and norms influence teacher attitudes to girls
- Teachers discriminate towards girls and are suspicious of their behaviour
- Despite quantitative data showing a low percentage of girls do not feel safe in school, FGDs suggest otherwise
- Corporal punishment is widespread and extreme in some cases leading to physical harm
- Corporal punishment causes mental and physical harm to girls and affects their attendance and performance in school and examinations
- Corporal punishment has also affected relations between teachers and girls'; girls fear some teachers
- In some cases teachers have slept had sexual intercourse with students and often girls are the ones held responsible
- Only a small percentage of abuse gets reported whereas 47% of girls believe it is never reported
- Abuse on the way to school and back home is widespread
- Child protection is there in policy but in practice in most schools
- Suggestion boxes to encourage girls to report abuse, are being used in Tanzania in some districts

Zambia : Key points

- SGBV is rooted in gender norms which define males as more valuable than females
- Traditional attitudes still prevalent in communities and boys are given preference over girls
- Early marriage is often an issue for girls this is exacerbated by poverty
- Schools do not exist in isolation from communities; entrenched gender bias and norms influence teacher attitudes to girls
- Despite quantitative data showing a low percentage of girls do not feel safe in school, FGDs suggest otherwise
- Corporal punishment is not supported in schools
- In some cases male student teachers have had sexual intercourse with female students; but more cases are probably likely unreported
- Abuse on the way to school and back home is widespread
- Child protection committees have been established to report and tackle abuse
- Child protection policy was identified as missing in some schools during the qualitative field work

Zimbabwe: Key Points

- SGBV is rooted in gender norms which define males as more valuable than females
- Traditional attitudes still prevalent in communities and boys are given preference over girls
- Early marriage is often an issue for girls this is exacerbated by poverty
- Early marriage is often result of religious values in some communities
- Schools do not exist in isolation from communities; entrenched gender bias and norms influence teacher attitudes to girls
- Despite quantitative data showing a low percentage of girls do not feel safe in school, FGDs suggest otherwise
- Corporal punishment does occur is not as widespread
- Corporal punishment is not supported in schools but teachers still administer punishment
- In some cases teachers have had sexual intercourse with students and often girls are the ones held responsible
- Only a small percentage of abuse gets reported to schools/communities
- Abuse and harassment occurs on the way to school and back home
- Girls feel abuse is a natural burden they must bear
- Child protection is there in policy but in practice in most schools
- Suggestion boxes to encourage girls to report abuse, are being used in some districts
- Child protection committees have been established to report and tackle abuse

6. Conclusions and Recommendations

6.1 Conclusions

The many complex challenges in rural areas in all three countries result in a high proportion of girls who are marginalised, from resource-poor families in which discriminatory gender norms and traditional practices result in a range of barriers to girls' attendance and achievement in school. Transition from primary to secondary school is a time when many girls may drop out, especially when combined with some of the great distances to the nearest secondary school. Transition through secondary school then becomes problematic as girls move into adolescence and early pregnancy and marriage may cause girls to drop out of school, even when they are encouraged to return.

Baseline literacy and numeracy levels are very low, especially for numeracy, for which the mean score is on average half of that for literacy. It is the same across all three countries. The key demand-side reasons appear to be mostly poverty, distance to school and gender-based issues, such as undue burden of household chores for girls, early pregnancy and marriage. Girls living without either of their biological parents often suffer the most. Interestingly students from female-headed households appear to score in the higher range. Demand-side reasons appear to be lack of adequate teaching and learning resources, shortage of qualified teachers and extremely high pupil/teacher ratios.

From a transition perspective, all marginalised girls were surveyed in school and all were in school the previous year consequently the transition for the cohorts of girls is currently 100%. However, the results from the benchmarking girls show that by the age of 20+ a large proportion are at home and generating no income.

Because Camfed has been providing support to these students and schools during GEC 1, the baseline sustainability score is at 2 overall. While the project is very successful in establishing and supporting cross-sectoral linkages in support of girls' education at district level, through GEC-T it should be able to exert stronger influences and support at national levels.

In terms of intermediate outcomes, currently attendance levels are low, with an overall average of 43% for marginalised girls having more than an 85% attendance record indicating that, while bursaries and other Camfed initiatives have increased attendance for marginalised girls, more needs to done to reach the harder-to-reach.

The bursaries, along with the life skills programmes have a significant positive effect on the empowerment of the beneficiaries. Their increased aspirations for income on leaving school, coupled with Camfed's support for tertiary education and the establishing of small businesses also works to empower the young women. The quality of teaching is relatively weak in all countries. The programme will need to take more direct action to train and support teachers in order to improve learning results. Addressing school-related gender-based violence will required continued and strengthened actions on the part of the project. It will need a concerted gender transformative approach in order to arrive at any sustainable change.

The programme mostly tackles the practical barriers to girls' attendance, safety and achievement in school. It indirectly challenges gender stereotypes and norms. By virtue of funding girls' education it does, to some extent transform unequal power relations between boys and girls and redistributes resources. However, the project could do more to directly challenge gender norms in schools and in the communities it serves and to address girls' strategic needs.

6.2 Recommendations

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. There may, however, be issues with

maintaining the willingness of such a large number of comparison schools and students to participate without receiving any input/benefit from the programme and this could affect the quality of results.

1. **Theory of Change**

In terms of the overall project processes we are recommending changes to the Theory of change as follows:

The Theory of Change is intended to expand on the logframe by showing the "missing and often messy middle" that shows the complex processes by which outputs convert to outcomes. The current ToC chart is more like a logframe. A ToC diagram is a working tool, developed by the implementation, as well as the impact team. Jointly developing a ToC diagram is important in order that the team members are clear about the effect of each of the project inputs and activities and the complex ways in which they combine to achieve the outcomes and impacts. **We therefore recommend that the project implementation team, including country and international teams, work together to discuss, agree and develop a more comprehensive ToC diagram, thinking through in more detail how the intermediate outcomes will be reached.**

2. Intermediate Outcome Indicators

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.**

3. Attendance

The baseline data for marginalised girls shows that attendance is low for all marginalised girls. Camfed bursary support through GEC 1, has clearly improved attendance for marginalised girls , for a number of girls, especially those girls identified as marginalised, significant barriers remain and these barriers need to be addressed in order to 'leave no girl behind'. **It is recommended that the project renews its efforts to address the wide range of barriers to attendance.**

4. Quality of Teaching

While if the intermediate outcomes are fully achieved, so will be the outcomes, there is a need to strengthen activities in order to achieve one of the intermediate outcomes as follows. The quality of teaching has the greatest influence on the academic results of the beneficiaries. Significant emphasis is placed on this by the Fund Manager. 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. **It is therefore recommended that the project develops activities and approaches that directly improve the quality of teaching and learning and that provide teachers with strategies to improve the performance of under-achieving students (Such as the 'Catch-up programme in Zambia). This could be included as an important component of the Whole School Approach. This is an area in which Camfed can build on previous experience, take on this new challenge and make a significant difference to the academic results of marginalised girls.**

The differential attitudes to 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.**

Furthermore, insufficient teachers for the number of students scored highly in all countries and teacher absenteeism was indicated as a serious problem in Zambia. Insufficient female teachers in rural areas were also emphasized in all countries, especially in the qualitative interviews. **It is recommended that Camfed advocates, and forms partnerships with other agencies advocating at district and at national levels, to support a change in these areas.**

5. Gender Norms and Home-related Barriers

In spite of Camfed bursaries, challenges in the home, in relation to income earning, family /primary caregiver arrangements, gender norms, longstanding practices rooted in gender discrimination and the perceived potential of school to provide for a better future persist and still have a major impact on attendance, survival and attainment in school. **It is therefore recommended that Camfed includes some direct 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 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.**

6. Sexual and Gender-based Violence

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 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. While SGBV may be mentioned in child protection statements, it is not always taken as seriously as it should be. What is most important is that Data shows that students believe that only 40% maximum of physical, emotional and sexual abuse incidents ever get reported. A number of teachers and students interviewed either did not know about the schools' child protection policy or did not know how it was implemented. **It is recommended that:**

- **SGBV is taken extremely seriously, made visible and addressed**
- **Camfed renews its emphasis on the practical <u>implementation</u> of child protection policies and that LGs and TMs provide a strong focus on SRH and GBV**
- **Camfed works with ministries of education to advocate for compulsory Sexual and Reproductive Health and MBW sessions for girls and boys in all schools.**
- **All teachers in Camfed schools, not just Teacher Mentors, receive some form of training in SGBV.** Face to face training would have the greatest impact but may not be practicable. Development of a training manual, training of Head Teachers or providing a directive to Teacher Mentors and Learner Guides to provide regular discussions with staff session may be more possible.
- **The use of suggestion/complaints boxes should also be re-introduced and re-energized and students taught how to use them.**
- **Camfed also considers introducing a phone 'App' such as the 'Our Cries' App in Tanzania [50] by which girls (and boys) can report any incidents of SGBV, including sexual teasing and innuendoes**

[50] See http://www.bbc.com/news/world-africa-43836572

7. Social Protection

Family poverty and hunger are major barriers to attendance. While the project may pay the school-going costs for girls, chronic family poverty and 'no food on the table' 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.**

8. Distance to School

According to the results, distance to school is a serious barrier for many marginalised girls in all three countries. This results in girls arriving late for school, not attending on some days, being tired in class, being sexually harassed or abused on the journey or 'bush boarding' sometimes in insecure or unsafe accommodation, in communities near the school. In Tanzania, the New Generation Bursary (NGB) provides an opportunity for girls to select bicycles and boarding fees and beneficiaries report how valuable the bicycles have been in terms of accessing school. Funds will be allocated to Zambia recipients for transport costs and boarding fees, yet neither has been allocated in Zimbabwe. It is understood that the cost of books for the revised curriculum in Zimbabwe will consume a significant amount to the funds allocated for bursaries. However **it is recommended that Camfed rethinks support to Zimbabwe beneficiaries which could include some assistance for travel or accommodation. Alternatively there is a need to develop activities that directly support schools to solve the provision for local boarding near to the school in a structured and secure, manner.**

9. Children Living with Disabilities

Using the Washington Group analysis, the baseline data shows that 17% of girls in Tanzania, 15% of girls in Zimbabwe and 4.5% of girls in Zambia currently in school are living with one or more disability. The fact that these girls are in school is an indicator 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 may be outside the scope of this project, keeping the existing girls living with a disability is within the projects scope. Currently there are no activities directly targeted 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.**

10. Improving Understanding of Inclusion

A number of teachers and parents mentioned that the bursaries should go to higher achieving students. **It is recommended that GEC-T ensures that teachers in all participating schools understand why Camfed targets the most marginalised and why girls, rather than boys are targeted.**

11. Monitoring and Listening

While Camfed establishes robust mechanisms, systems and processes at local level, through the CDCs, District Coordinators and Teacher Mentors and CAMA members, given the scale of the programme in each country, and the remote location of some of the schools, it is inevitable that things are not always implemented as planned and some beneficiaries do not have the same experience of the programme as

others. **It is recommended that more resources be allocated to and greater emphasis placed on monitoring which is external to the established system. For example it is recommended that:**

- **The national and international team members make an increased number of small-scale monitoring/listening visits to remote rural schools.** While there, it will be essential that they sit with and listen carefully to the marginalised girls in small groups or individually without a teacher or Teacher Mentors present and that they ensure that they listen to a cross section of girls, especially those most challenged, rather than a group specifically selected by the Head teacher or Teacher Mentor. They will need to stand in the shoes of the girls and see the system from their perspectives. It will be essential that those visiting listen with a view to learning and improving the system, especially to reach the very hardest-to-reach.

- **Alternatively that Camfed establishes regular external monitoring. At regular intervals Camfed could send a small local or national team out to remote schools to undertake the above activity and report back to Camfed.** These should be small teams of female interviewers who are trained in child-friendly research methods and who work with semi-structured checklists.

As a learning organisation, from monitoring and evaluation visits, Camfed teams need to be prepared to take on board a wide range of feedback, both positive and negative. It is only by doing this that this very strong programme can be fine-tuned to even better meet the needs of all marginalised girls.

12. In order to assist students to be better able to complete the questionnaires on the tablets, **it is recommended that more time be allocated to the completion of the questionnaires, so that the enumerators can spend more time helping students to familiarise themselves with the tablets and understanding how to answer the questions. It is also recommended that the number of students in each group is restricted to the very maximum of 40 per group.**

13. To avoid students losing interest **it is recommended that the length of the surveys are reduced.**

14. Because of national examinations and poor weather conditions, September to November was the most challenging time of the year to undertake the baseline. **It is strongly recommended that the midline and endline are conducted during a different period of the year to avoid these challenges.**

Beneficiary numbers*

	Tanzania		Zambia		Zimbabwe		TOTAL	
	Direct	**Indirect**	**Direct**	**Indirect**	**Direct**	**Indirect**	**Direct**	**Indirect**
Number of in-school girls	45,568	51,032	8,749	31,951	81,584	171,317	135,901	254,300
Number of in-school boys	-	90,160	-	41,900	-	325,102	-	457,162
Number of post-school girls	42,493	-	-	-	90,995	-	133,488	-
						Total	**269,389**	**711,462**

***Please note that these numbers reflect the groups into which beneficiaries fall in 2017.**
This avoids the double-counting seen in Table 5 of the proposal, caused by the calculations required by the template.

Project districts and schools

	Tanzania	Zambia**	Zimbabwe	TOTAL
Number of regions/provinces	4	1	8	13
Number of districts	14	3	24	41
Number of primary schools	0	178	0	178
Number of secondary schools	230	85	888	1,203

** **Please note that there is overlap between primary and secondary school numbers for Zambia, as some primary schools host secondary grades 8-9 on the same campus**

Annex 4: Beneficiary tables

This annex should be completed by the project.

Please fill in the tables below. Individuals included in the project's target group should be direct beneficiaries of the project.

Table 1: Direct beneficiaries

Beneficiary type	Total project number	Total number of girls targeted for learning outcomes that the project has reached by Endline	Comments
Direct learning beneficiaries (girls) – girls in the intervention group who are specifically expected to achieve learning outcomes in line with targets. If relevant, please disaggregate girls with disabilities in this overall number.	Total: 269,389 Tanzania: 88,061 Zambia: 8,749 Zimbabwe: 172,579	Total: 269,389 Tanzania: 88,061 Zambia: 8,749 Zimbabwe: 172,579	These are the girls who were supported under GEC1, including marginalised girls benefitting from support to attend school and learn and additional girls benefitting from activities to push up learning outcomes. All GEC1 beneficiaries are expected to achieve learning outcomes under GEC-T.

Table 2: Other beneficiaries

Beneficiary type	Number	Comments
Learning beneficiaries (boys) – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	0	All boy beneficiaries will benefit indirectly (counted below under 'Broader student beneficiaries – boys').
Broader student beneficiaries (boys) – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	Total: 457,162 Tanzania: 90,160 Zambia: 41,900 Zimbabwe: 325,102	These are the boys who are – or will be before the endline – enrolled in an intervention school and so will benefit indirectly from activities aimed at achieving learning outcomes for marginalised girls.
Broader student beneficiaries (girls) – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	Total: 254,300 Tanzania: 51,032 Zambia: 31,951 Zimbabwe: 171,317	These are the less marginalised girls who are – or will be before the endline – enrolled in an intervention school and so will benefit indirectly from activities aimed at achieving learning outcomes for marginalised girls.
Teacher beneficiaries – number of teachers who benefit from training or related	Total: 20,779 Tanzania: 1,988	Tanzania: 50 teachers will be trained on e-readers for literacy

interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided.	Zambia: 800 Zimbabwe: 17,991	support, 960 teachers will be trained in active learning approaches, and 978 Learner Guides (MBW-, Transition- and literacy-focus) will receive training for their role. Zambia: 434 teachers will be trained in active learning approaches, and 400 Learner Guides (MBW-focus) will receive training for their role. Zimbabwe: 13,741 teachers will be trained in active learning approaches, and 4,250 Learner Guides (MBW- and Transition-focus) will receive training for their role.
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	Total: 3,692 Tanzania: 2,780 Zambia: 800 Zimbabwe: 840	Tanzania: 140 School Committee and Community Development Committee (CDC) members will receive training and capacity building for their role, 120 Parent Support Group members will receive training in financial management and child protection, and 2,520 CAMA leaders will receive leadership and financial management training. Zambia: 72 Community Development Committee (CDC) members will receive training and capacity building for their role. Zimbabwe: 480 Community Development Committee (CDC) members will receive training and capacity building for their role, and 360 CAMA leaders will receive capacity building.

- Tables 3-6 provide different ways of defining and identifying the project's target groups. They each refer to the same total number of girls, but use different definitions and categories. These are girls who can be counted and have regular involvement with project activities.
- The total number of sampled girls in the last row of Tables 3-6 should be the same – these are just different ways of identifying and describing the girls included in the sample.

Table 3: Target groups - by school

School Age	Project definition of target group (Tick where appropriate)	Number targeted through project interventions[1]	Sample size of target group at Baseline[2]
Lower primary			
Upper primary	✓	Total: 6,148 Tz: 0	Total: 1,754 Tz: 0

		Za: 6,148 Zi: 0	Za: 1,754 Zi: 0
Lower secondary	✓	Total: 126,677 Tz: 42,493 Za: 2,601 Zi: 81,583	Total: 3,460 Tz: 1,780 Za: 0 Zi: 1,680
Upper secondary	✓	Total: 1,137 Tz: 419 Za: 0 Zi: 718	Total: 0 Tz: 0 Za: 0 Zi: 0
Post school	✓	Total: 132,351 Tz: 42,074 Za: 0 Zi: 90,277	Total: 0 Tz: 0 Za: 0 Zi: 0
Total:		269,389	5,214

1 These numbers reflect the groups into which beneficiaries fell at the start of the grant (2017).

2 These numbers reflect the groups into which beneficiaries fell at the baseline (September 2017)

Table 4: Target groups - by age

Age Groups	**Project definition of target group** (Tick where appropriate)	**Number targeted through project interventions[1]**	**Sample size of target group at Baseline[2]**
Aged 6-8 (% aged 6-8)	✓	Total: 14 (0.0%) Tz: 0 (0.0%) Za: 14 (0.2%) Zi: 0 (0.0%)	Total: 7 (0.1%) Tz: 0 (0.0%) Za: 7 (0.4%) Zi: 0 (0.0%)
Aged 9-11 (% aged 9-11)	✓	Total: 1,043 (0.4%) Tz: 0 (0.0%) Za: 1,043 (11.9%) Zi: 0 (0.0%)	Total: 331 (6.3%) Tz: 0 (0.0%) Za: 331 18.9%) Zi: 0 (0.0%)
Aged 12-13 (% aged 12-13)	✓	Total: 3,994 (1.5%) Tz: 193 (0.0%) Za: 2,961 (33.8%) Zi: 840 (0.5%)	Total: 822 (15.8%) Tz: 11 (0.6%) Za: 776 (44.2%) Zi: 35 (2.1%)
Aged 14-15 (% aged 14-15)	✓	Total: 39,084 (14.5%) Tz: 10,708 (0.2%) Za: 2,917 (33.3%) Zi: 25,460 (14.8%)	Total: 1,769 (33.9%) Tz: 548 (30.8%) Za: 493 (28.1%) Zi: 728 (43.3%)
Aged 16-17 (%aged 16-17)	✓	Total: 80,297 (29.8%) Tz: 26,848 (30.5%) Za: 1,415 (16.2%) Zi: 52,034 (30.2%)	Total: 1,698 (32.6%) Tz: 863 (48.5%) Za: 134 (7.6%) Zi: 701 (41.7%)
Aged 18-19 (%aged 18-19)	✓	Total: 76,545 (28.4%) Tz: 28,504 (32.4%)	Total: 521 (10.0%) Tz: 331 (18.6%)

		Za: 345 (3.9%) Zi: 47,696 (27.6%)	Za: 12 (0.7%) Zi: 178 (10.6%)
Aged 20+ (% aged 20 and over)	✓	Total: 68,412 (25.4%) Tz: 21,809 (24.8%) Za: 54 (0.6%) Zi: 46,549 (27.0%)	Total: 66 (1.3%) Tz: 27 (1.5%) Za: 1 (0.1%) Zi: 38 (2.3%)
Total:		269,389	5,214

1 These numbers reflect the groups into which beneficiaries fell at the start of the grant (2017).

2 These numbers reflect the groups into which beneficiaries fell at the baseline (September 2017)

Table 5: Target groups - by sub group

Social Groups	**Project definition of target group** (Tick where appropriate)	**Number targeted through project interventions[1]**	**Sample size of target group at Baseline[2]**
Disabled girls (see Table 32a for disaggregation by disability type)	✓	Total: 31,933 Tz: 18,378 Za: 1,906 Zi: 11,649	Total: 778 Tz: 369 (20.9%) Za: 56 (6.75%) Zi: 353 (21.8%)
Orphaned girls	✓	Total: 67,093 Tz: 24,041 Za: 3,791 Zi: 39,262	Total: 1,613 Tz: 486 (27.3%) Za: 399 (22.75%) Zi: 728 (43.3%)
Pastoralist girls			
Child labourers			
Poor girls	✓	Total: 269,389 Tz: 88,061 Za: 8,749 Zi: 172,579	Total: 5,214 Tz: 1,780 Za: 1,754 Zi: 1,680
Other (please describe)			
Total:		269,389	5,214

1 These numbers reflect the groups into which beneficiaries fell at the start of the grant (2017).

2 These numbers reflect the groups into which beneficiaries fell at the baseline (September 2017)

Table 6a: Target groups - by disability type

Social Groups	**Project definition of target group** (Tick where appropriate)	**Number targeted through project interventions[1]**	**Sample size of target group at Baseline[2]**

Social Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions[1]	Sample size of target group at Baseline[2]
Disabled girls, with difficulty seeing	✓	Total: 21,783 Tz: 7,767 Za: 72 Zi: 13,944	Total: 294 Tz: 156 Za: 7 Zi: 131
Disabled girls, with difficulty hearing	✓	Total: 15,915 Tz: 5,874 Za: 31 Zi: 10,010	Total: 215 Tz: 118 Za: 3 Zi: 94
Disabled girls, with difficulty walking	✓	Total: 19,140 Tz: 6,173 Za: 93 Zi: 12,874	Total: 254 Tz: 124 Za: 9 Zi: 121
Disabled girls, with difficulty remembering and concentrating	✓	Total: 18,891 Tz: 5,284 Za: 94 Zi: 13,513	Total: 242 Tz: 106 Za: 9 Zi: 127
Disabled girls, with difficulty self-caring	✓	Total: 13,794 Tz: 4,183 Za: 136 Zi: 9,475	Total: 186 Tz: 84 Za: 13 Zi: 89
Disabled girls, with difficulty communicating	✓	Total: 11,844 Tz: 3,584 Za: 62 Zi: 8,198	Total: 155 Tz: 72 Za: 6 Zi: 77
Disabled girls, with learning difficulty	✓	Total: 158 Tz: N/A Za: 158 Zi: N/A	Total: 5 Tz: N/A Za: 5 Zi: N/A
Disabled girls, with difficulty concentrating	✓	Total: 63 Tz: N/A Za: 63 Zi: N/A	Total: 2 Tz: N/A Za: 2 Zi: N/A
Disabled girls, with difficulty accepting change	✓	Total: 63 Tz: N/A Za: 63 Zi: N/A	Total: 2 Tz: N/A Za: 2 Zi: N/A
Disabled girls, with a behaviour difficulty	✓	Total: 31 Tz: N/A Za: 31 Zi: N/A	Total: 1 Tz: N/A Za: 1 Zi: N/A
Disabled girls, with difficulty making friends	✓	Total: 63 Tz: N/A Za: 63 Zi: N/A	Total: 2 Tz: N/A Za: 2 Zi: N/A
Disabled girls, with anxiety	✓	Total: 411 Tz: N/A Za: 411 Zi: N/A	Total: 13 Tz: N/A Za: 13 Zi: N/A

Social Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions[1]	Sample size of target group at Baseline[2]
Disabled girls, with depression	✓	Total: 284 Tz: N/A Za: 284 Zi: N/A	Total: 9 Tz: N/A Za: 9 Zi: N/A
Total:		269,389	5,214

1 These numbers reflect the groups into which beneficiaries fell at the start of the grant (2017).

2 These numbers reflect the groups into which beneficiaries fell at the baseline (September 2017)

Table 7: Target groups - by school status

Educational sub-groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions[1]	Sample size of target group at Baseline[2]
Out-of-school girls: have never attended school			
Out-of-school girls: have attended school, but dropped out			
Girls in-school	✓	Total: 135,901 Tz: 45,568 Za: 8,749 Zi: 81,584	Total: 5,214 Tz: 1,780 Za: 1,754 Zi: 1,680
Girls who have completed lower secondary school	✓	Total: 133,488 Tz: 42,493 Za: 0 Zi: 90,995	Total: 0 Tz: 0 Za: 0 Zi: 0
Total:		269,389	5,214

1 These numbers reflect the groups into which beneficiaries fell at the start of the grant (2017).

2 These numbers reflect the groups into which beneficiaries fell at the baseline (September 2017)

Annex 11 (addendum): Control group approach validation

- Show and comment on tales displaying intervention and control samples composition by region, age, grade and the subgroups identified in Section 3.
- Analyse any difference between the two groups and summarise any issue in comparing them according to the Difference-in-Difference approach.
- Provide any mitigation strategy for the issues identified.

Zambia

In Zambia, the comparison group was a strong match with the intervention group in terms of marginality, age, disability, socioeconomic characteristics, and factors that may serve as barriers to learning and transition. In terms of the overall categorisation as marginalised, the large majority of the sampled girls (90% Grade 5s and 83% Grade 7s) were categorised as marginalised in the intervention districts, with very similar proportions in the comparison districts (89% Grade 5s and 83% Grade 7s) – see Table 1. Furthermore, as Table 2 shows, the prevalence against Camfed's 20 marginality criteria was also remarkably consistent in the intervention and comparison areas.

There was also a high level of parity across the intervention and comparison groups according to the characteristics listed in Table 3; the following are selected proportions for marginalised girls:

- Living without both parents: 57% intervention, 55% comparison
- Economically marginalised: 29% intervention, 27% comparison
- Household does not have regular income: 34% intervention, 32% comparison
- Household has skipped meals on some days: 51% intervention, 49% comparison
- Difficulties with the language of instruction: 38% intervention, 37% comparison
- Primary caregiver has no education: 23% intervention, 22% comparison

The comparison group in Zambia was also a good match with the intervention group in terms of age and disability. As Table 4 shows, the most common age group for marginalised girls in Grade 5 was 12-13 years in both intervention and comparison schools, accounting for 51% and 55% of the samples respectively. In Grade 7, the modal age group for marginalised girls was 14-15 years in both intervention and comparison schools, accounting for 49% and 53% of the samples respectively. Table 5 shows that there was a similarly small percentage of girls living with a disability in both the intervention and comparison schools (4.5% and 3.4%, respectively).

In terms of the potential barriers to learning and transition, there were differences found between the intervention and comparison groups in two areas:

- The primary caregivers of comparison group girls were more likely to feel travelling to school is unsafe (40% comparison, 25% intervention), although this difference was not found among the pupils themselves (15% of marginalised girls in both comparison and intervention groups).

- Irregular attendance (less than 85% of the time) was less common among marginalised girls in the intervention schools (64%) than in the comparison schools (80%).

However, in terms of most of the potential barriers to learning and transition there was strong similarity between the intervention and comparison groups in terms of their prevalence. For example:

- Half of marginalised girls in both intervention and comparison areas (48% intervention, 50% comparison) experienced a high chore burden

- A quarter of marginalised girls in both intervention and comparison schools reported not feeling safe at school (23% intervention, 26% comparison)

- Similar proportions of marginalised girls in the intervention and comparison groups reported undesirable practices by teachers: teachers not making them feel welcome (13% intervention, 14% comparison); treating boys and girls differently in the classroom (80% intervention, 75% comparison); and frequent absence from the classroom (73% intervention, 71% comparison).

- 14% of marginalised girls in both the intervention and comparison groups reported difficulties with the language of instruction.

Table 1: The proportion of pupils who are marginalised, by grade and gender, split by Intervention and Comparison groups, Zambia

		Intervention	Comparison
Female	Grade 5	90.0%	89.1%
	Grade 7	83.0%	82.8%
Male	Grade 5	89.0%	88.8%
	Grade 7	85.3%	82.6%

Table 2: Marginalisation among girls based on the Camfed Criteria, Zambia

		Intervention	Comparison
1	A child whose parents/guardians cannot pay the school costs and so are often sent home or drop out of school.	25%	27%
2	A child living in a family that gets only one meal per day, or sometimes goes to bed hungry.	12%	12%
3	A child living in a household with very low income so that they cannot afford even the basic needs.	53%	51%
4	A child living with old relatives with no or little income, so the child has to earn income for the family	1%	2%
5	An orphaned child living with guardians who is being neglected and not having all needs provided, including school costs	3%	3%
6	A child taking care of sick or disabled parents, siblings or other relatives (which stops them going to school)	28%	28%
7	A child who lives in the street	0%	0%
8	A child who lives in a household headed by a child [not him/herself]	2%	1%

9	A child who is the head of the household	2%	2%
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.	24%	24%
11	A child whose guardian treats them unfairly compared to other children in the household in terms of work or provisions	8%	9%
12	A child who spends a lot of time in church activities to the extent that she/he misses school.	3%	5%
13	A child whose parents/guardians do not value education and so do not pay school fees and other school costs	2%	2%
14	A child whose parents/guardians are sick or disabled so that they have very low or no income	15%	14%
15	A child with a chronic illness or disability whose parents/guardians cannot afford the treatment and school-going costs	1%	1%
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	2%	2%
17	A child living in a household with many children so that the parents/guardians cannot pay the school going costs	10%	9%
18	A child who spends most or all of their leisure time working to make some money.	29%	30%
19	A child who does not have a permanent home and therefore often misses school.	4%	6%
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.	12%	11%
	All girls	87%	86%

Table 3: Students' characteristics, Zambia

Zambia	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Household characteristics								
Single orphans	20%	18%	20%	14%	21%	14%	20%	15%
Double orphans	6%	3%	5%	0.5%	6%	0.8%	7%	3%
Living without both parents	57%	50%	55%	48%	51%	38%	54%	43%
Living in female headed household	33%	31%	34%	28%	28%	17%	33%	17%
Marriage and pregnancy								
Married	2%	-	2%	-	-	-	-	-

Zambia	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Mothers (any age)	3%	-	3%	-	-	-	-	-
Mothers under 18	3%	-	3%	-	-	-	-	-
Mothers under 16	2%	-	2%	-	-	-	-	-
Poor households								
Economically marginalised	29%	0.0%	27%	0.0%	33%	0.0%	26%	0.0%
Difficult to afford for girl to go to school (student)	44%	36%	37%	29%	48%	34%	41%	25%
Difficult to afford for girl to go to school (primary caregiver)	49%	-	55%	-	-	-	-	-
Parents have difficulty with paying fees- child has been sent home from school more than once	100%	100%	100%	100%	100%	100%	100%	100%
Household does not have regular income	34%	28%	32%	19%	38%	28%	31%	29%
Household doesn't own land for themselves	26%	-	31%	-	-	-	-	-
Material of the roof	45%	19%	44%	23%	47%	28%	44%	17%
Household unable to meet basic needs	61%	0.0%	59%	0.0%	63%	0.0%	60%	0.0%
Gone to sleep hungry for many days in past year	13%	0.0%	`	0.0%	15%	0.0%	15%	0.0%
Household has skipped meals on some days	51%	35%	49%	20%	54%	29%	51%	24%
Language difficulties								
Language of Instruction different from mother tongue (primary caregiver)	59%	-	70%	-	-	-	-	-

Zambia	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Girl doesn't speak Language of Instruction (primary caregiver)	36%	-	16%	-	-	-	-	-
Students with difficulties with language of instruction	38%	36%	37%	39%	39%	33%	41%	30%
Have difficulties learning in English	27%	16%	29%	24%	29%	23%	31%	18%
Parental education								
Head of Household has no education	18%	-	16%	-	-	-	-	-
Primary caregiver has no education	23%	-	22%	-	-	-	-	-
Head of household is illiterate (student)	Data not collected							
Other								
Missed school to be with partner	9%	6%	13%	5%	10%	5%	12%	2%

Sources:
For rows with data for all columns: School based survey, student questionnaire. Grade 5 and Grade 7 Cohorts.
For rows with data in columns for marginalised girls only: Household survey, primary care giver questionnaire. Grade 5 Cohort only.

Table 4: The age distribution of marginalised girls, by grade, split by Intervention and Comparison groups, Zambia

	Intervention		Comparison	
	Grade 5	Grade 7	Grade 5	Grade 7
6 to 8 years	0.3%	0.1%	0.2%	0.0%
9 to 11 years	30.7%	1.7%	29.2%	0.8%
12 to 13 years	51.4%	32.1%	54.7%	27.1%
14 to 15 years	15.8%	48.9%	14.4%	52.8%
16 to 17 years	1.7%	15.7%	1.5%	17.7%

18 to 19 years	0.1%	1.3%	0.0%	1.7%
20+ years	0.0%	0.1%	0.0%	0.0%

Table 5: The prevalence of living with disability (according to Washington Group questions) among sampled students in Zambia

	Intervention			Comparison		
	Female		Male	Female		Male
Disability/Sample Size	848		n.a	850		n.a
Students with one or more forms of disability[1]	38	4.5%		29	3.4%	
Visual Impairment	7	0.8%		9	1.1%	
Hearing impairment	3	0.4%		8	0.9%	
Mobility Impairment	9	1.1%		8	0.9%	
Cognitive Impairment	9	1.1%		2	0.2%	
Self-care Impairment	13	1.5%		2	0.2%	
Communication Impairment	6	0.7%		5	0.6%	

Table 6: Potential barriers to learning and transition, Zambia

Zambia	**Female**				**Male**			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Home - community								
Safety:								
Fairly or very unsafe travel to schools in the area (primary caregiver)	25%	-	40%	-	-	-	-	-
Doesn't feel safe travelling to/from school (student)	12%	5%	15%	6%	14%	10%	16%	10%
Parental/caregiver support:								
Sufficient time to study: High chore burden	48%	20%	50%	16%	48%	17%	51%	12%
Doesn't get support to stay in school and do well	18%	16%	20%	22%	22%	16%	21%	19%

[1] This number does not include students that reported sickness as an issue.

Zambia	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Does not decide when to play with friends	13%	11%	12%	15%	14%	10%	12%	14%
School Level								
Attendance:								
Attends school less than 85% of the time	64%	55%	80%	71%	68%	69%	78%	71%
Attend school less than half of the time	3%	0.0%	1.5%	1.3%	3%	1.2%	1.3%	0.0%
Doesn't feel safe at school	23%	14%	26%	17%	24%	13%	30%	15%
School facilities:								
No seats for all students	31%	31%	27%	24%	30%	29%	28%	24%
Difficult to move around school	38%	28%	34%	27%	37%	28%	30%	19%
Doesn't use drinking water facilities	Data not collected							
Doesn't use toilet at school	Data not collected							
Doesn't use areas where children play/ socialise	Data not collected							
Teachers:								
Disagrees teachers make them feel welcome	13%	11%	14%	12%	14%	13%	16%	9%
Agrees teachers treat boys and girls differently in the classroom	80%	76%	75%	76%	75%	79%	76%	67%
Agrees teachers often absent from class	73%	64%	71%	62%	70%	69%	69%	56%
Not enough teachers for the number of students	Data not collected							
Other								

Zambia	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Students with difficulties with Language of Instruction	14%	10%	14%	12%	16%	11%	16%	9%

Sources:
For rows with data for all columns: School based survey, student questionnaire. Grade 5 and 7 Cohorts.
For rows with data in columns for marginalised girls only: Household survey, primary care giver questionnaire. Grade 5 Cohort only.

Tanzania

In Tanzania, the comparison group was a good match overall with the intervention group in terms of marginality, age, disability, socioeconomic characteristics, and factors that could serve as barriers to learning and transition, with a few exceptions.

In terms of the overall categorisation as marginalised, just under half of the sampled girls (44% Form 2s and 41% Form 4s) were categorised as marginalised in the intervention districts, with similar, but slightly lower proportions in the comparison districts (40% Form 4s and 38% Form 4s) – see Table 7. Furthermore, as Table 8 shows, the prevalence against Camfed's 20 marginality criteria was also very consistent across the intervention and comparison groups.

In terms of the characteristics of students that are listed in Table 9, there was parity across the intervention and comparison groups in some areas, while in others the data indicated a slightly higher prevalence of marginalisation in the intervention schools than in the comparison schools. The following are examples of student characteristics which indicated a higher prevalence of marginality among the intervention cohort, with proportions shown for marginalised girls:

- Living without both parents: 58% intervention, 49% comparison
- Difficulty for household to afford for the girl to go to school (reported by the student): 79% intervention, 75% comparison
- Household does not have regular income: 74% intervention, 59% comparison
- The family home has a poor quality roofing material: 46% intervention, 30% comparison
- Household has skipped meals on some days: 62% intervention, 42% comparison

The comparison group in Tanzania was a good match in terms of age and disability. As Table 10 shows, the cohort of Form 2 marginalised girls had a very similar age profile in the intervention and comparison districts, with 46% aged 14-15 in both groups, while 16-17 year olds accounted for 48% of the intervention group and 49% in the comparison group. The age profile of Form 4 marginalised girls was also very similar in the intervention and comparison schools: 16-17 year olds accounted for 47% of intervention marginalised girls and 46% of comparison girls, while 18-19 year olds made up 49% of intervention marginalised girls and 48% of comparison girls. Table 11 shows that disability was slightly more prevalent among marginalised girls in the intervention schools than in the comparison schools (17.3% intervention, 15.0% comparison).

In terms of the potential barriers to learning and transition, there was strong similarity between the intervention and comparison groups in terms of their prevalence in almost every area. For example:

- Just under half of marginalised girls in both the intervention and comparison schools reported feeling travelling to school is unsafe (47% intervention, 48% comparison)
- Half of marginalised girls in both intervention and comparison areas (51% intervention, 54% comparison) experienced a high chore burden
- Similar proportions of marginalised girls in the intervention and comparison groups reported undesirable practices by teachers: teachers not making them feel welcome (13% intervention, 16% comparison); treating boys and girls differently in the classroom (42% intervention, 38% comparison)

- Similar proportions of marginalised girls reported difficulties with the language of instruction: 10% intervention, 11% comparison.

One area in which there was a small, but perhaps meaningful difference, was the proportion attending school irregularly (less than 85% of the time), which was slightly more common among marginalised girls in the intervention schools (56%) than in the comparison schools (49%).

Table 7: The proportion of pupils who are marginalised, by grade and gender, split by Intervention and Comparison groups, Tanzania

		Intervention	Comparison
Female	Form 2	44.3%	40.1%
	Form 4	40.9%	37.6%
Male	Form 2	45.6%	39.5%
	Form 4	42.4%	40.3%

Table 8: Marginalisation among girls based on the Camfed Criteria, Tanzania

		Intervention	Comparison
1	A child whose parents/guardians cannot pay the school costs and so are often sent home or drop out of school.	14%	14%
2	A child living in a family that gets only one meal per day, or sometimes goes to bed hungry.	6%	3%
3	A child living in a household with very low income so that they cannot afford even the basic needs.	21%	16%
4	A child living with old relatives with no or little income, so the child has to earn income for the family	0%	0%
5	An orphaned child living with guardians who is being neglected and not having all needs provided, including school costs	1%	1%
6	A child taking care of sick or disabled parents, siblings or other relatives (which stops them going to school)	9%	7%
7	A child who lives in the street	0%	0%
8	A child who lives in a household headed by a child [not him/herself]	0%	0%
9	A child who is the head of the household	1%	0%
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%
11	A child whose guardian treats them unfairly compared to other children in the household in terms of work or provisions	3%	2%
12	A child who spends a lot of time in church activities to the extent that she/he misses school.	1%	1%
13	A child whose parents/guardians do not value education and so do not pay school fees and other school costs	0%	0%

14	A child whose parents/guardians are sick or disabled so that they have very low or no income	3%	2%
15	A child with a chronic illness or disability whose parents/guardians cannot afford the treatment and school-going costs	2%	1%
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%	0%
17	A child living in a household with many children so that the parents/guardians cannot pay the school going costs	2%	1%
18	A child who spends most or all of their leisure time working to make some money.	19%	18%
19	A child who does not have a permanent home and therefore often misses school.	0%	0%
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.	1%	0%
	All girls	43%	39%

Table 9: Students' characteristics, Tanzania

Tanzania	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Household characteristics								
Single orphans	24%	20%	19%	16%	24%	18%	18%	15%
Double orphans	6%	4%	5%	2%	4%	2%	5%	2%
Living without both parents	58%	49%	49%	44%	52%	41%	47%	40%
Living in female headed household	32%	26%	29%	24%	26%	20%	23%	18%
Marriage and pregnancy								
Married	0.9%	-	0.8%	-	-	-	-	-
Mothers (any age)	0.7%	-	0.5%	-	-	-	-	-
Mothers under 18	0.1%	-	0.1%	-	-	-	-	-
Mothers under 16	0.4%	-	0.4%	-	-	-	-	-
Poor households								
Economically marginalised	14%	0.0%	12%	0.0%	12%	0.0%	11%	0.0%

Tanzania	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Difficult to afford for girl to go to school (student)	79%	53%	65%	35%	74%	46%	62%	39%
Difficult to afford for girl to go to school (primary caregiver)	16%	-	16%	-	-	-	-	-
Parents have difficulty with paying fees- child has been sent home from school more than once	40%	21%	37%	19%	39%	21%	36%	19%
Household does not have regular income	74%	55%	59%	45%	66%	50%	59%	44%
Household doesn't own land for themselves	14%	-	12%	-	-	-	-	-
Material of the roof	46%	16%	30%	11%	46%	19%	35%	12%
Household unable to meet basic needs	48%	0.0%	40%	0.0%	42%	0.0%	38%	0.0%
Gone to sleep hungry for many days in past year	14%	0.0%	8%	0.0%	13%	0.0%	10%	0.0%
Household has skipped meals on some days	62%	34%	42%	20%	61%	33%	48%	27%
Language difficulties								
Language of Instruction different from mother tongue (primary caregiver)	87%	-	88%	-	-	-	-	-
Girl doesn’t speak Language of Instruction (primary caregiver)	7%	-	15%	-	-	-	-	-
Students with difficulties with language of instruction	29%	24%	31%	27%	29%	23%	28%	23%
Have difficulties learning in English	29%	23%	27%	24%	26%	23%	25%	19%

Tanzania	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Parental education								
Head of Household has no education	16%	-	21%	-	-	-	-	-
Primary caregiver has no education	24%	-	26%	-	-	-	-	-
Head of household is illiterate (student)	21%	9%	20%	8%	24%	16%	17%	11%
Other								
Missed school to be with partner	0.8%	0.3%	0.9%	0.3%	0.3%	0.3%	0.8%	0.4%

Sources:
For rows with data for all columns: School based survey, student questionnaire. Form 2 and 4 Cohorts.
For rows with data in columns for marginalised girls only: Household survey, primary care giver questionnaire. Form 2 Cohort only.

Table 10: The age distribution of marginalised girls, by grade, split by Intervention and Comparison groups, Tanzania

	Intervention		Comparison	
Age groups	Form 2	Form 4	Form 2	Form 4
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	0.6%	0.0%	1.1%	0.0%
14 to 15 years	46.1%	0.4%	46.2%	1.3%
16 to 17 years	48.2%	47.2%	48.8%	45.8%
18 to 19 years	4.8%	48.6%	3.5%	48.0%
20+ years	0.4%	3.8%	0.3%	4.9%

Table 11: The prevalence of living with disability (according to Washington Group questions) among sampled students in Tanzania

	Intervention				Comparison			
	Female		Male		Female		Male	
Sample Size	4133		3321		3821		3077	

Students with one or more forms of disability	716	17.3%	604	18.2%	574	15.0%	386	12.5%
Visual Impairment	309	7.5%	281	8.5%	236	6.2%	146	4.7%
Hearing impairment	236	5.7%	196	5.9%	172	4.5%	126	4.1%
Mobility Impairment	206	5.0%	153	4.6%	124	3.2%	75	2.4%
Cognitive Impairment	197	4.8%	175	5.3%	155	4.1%	107	3.5%
Self-care Impairment	138	3.3%	142	4.3%	63	1.6%	55	1.8%
Communication Impairment	139	3.4%	125	3.8%	71	1.9%	60	1.9%

Table 12: Potential barriers to learning and transition, Tanzania

Tanzania	**Female**				**Male**			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Home - community								
Safety:								
Fairly or very unsafe travel to schools in the area (primary caregiver)	47%	-	48%	-	-	-	-	-
Doesn't feel safe travelling to/from school (student)	14%	8%	12%	6%	12%	6%	9%	3%
Parental/caregiver support:								
Sufficient time to study: High chore burden	51%	8%	54%	9%	59%	11%	57%	15%
Doesn't get support to stay in school and do well	19%	10%	15%	7%	21%	11%	16%	7%
Does not decide when to play with friends	7%	5%	6%	5%	6%	3%	6%	3%
School Level								
Attendance:								
Attends school less than 85% of the time	56%	55%	49%	46%	61%	55%	56%	52%
Attend school less than half of the time	2%	1.3%	0.8%	0.6%	2%	1.4%	0.8%	2%
Doesn't feel safe at school	5%	4%	6%	3%	9%	4%	6%	3%

Tanzania	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
School facilities:								
No seats for all students	20%	18%	18%	14%	24%	21%	21%	16%
Difficult to move around school	15%	11%	12%	8%	17%	14%	12%	8%
Doesn't use drinking water facilities	Data not collected							
Doesn't use toilet at school	Data not collected							
Doesn’t use areas where children play/ socialise	Data not collected							
Teachers:								
Disagrees teachers make them feel welcome	13%	12%	16%	11%	10%	8%	13%	10%
Agrees teachers treat boys and girls differently in the classroom	42%	36%	38%	36%	42%	38%	39%	35%
Agrees teachers often absent from class	4%	2%	4%	3%	6%	3%	5%	3%
Not enough teachers for the number of students	58%	53%	60%	59%	60%	52%	63%	61%
Other								
Students with difficulties with Language of Instruction	10%	7%	11%	8%	10%	7%	9%	6%

Zimbabwe

In Zimbabwe, the comparison group was a good match overall with the intervention group in terms of marginality, age, disability, socioeconomic characteristics, and factors that could serve as barriers to learning and transition.

In terms of the overall categorisation as marginalised, just under half of the girls sampled in both the intervention and comparison districts were marginalised. More than half of the sampled Form 2 girls (58%) were categorised as marginalised in the intervention districts, with a slightly lower proportion in the comparison districts (51%) – see Table 7. As for the Form 4 girls, two-fifths (39%) were categorised as marginalised in the intervention districts, with a slightly higher proportion in the comparison districts (43%). As Table 14 shows, the prevalence against Camfed's 20 marginality criteria was largely consistent in the intervention and comparison areas.

In terms of the characteristics of students listed in Table 9, there was parity across the intervention and comparison groups in most areas, while in others the data indicated a slightly higher prevalence of marginalisation in the intervention schools than in the comparison schools. The following are examples of student characteristics which indicated a higher prevalence of marginality among the intervention cohort, with proportions shown for marginalised girls:

- Living without both parents: 70% intervention, 64% comparison
- Economically marginalised: 29% intervention, 23% comparison
- Household does not have regular income: 74% intervention, 59% comparison
- The family home has a poor quality roofing material: 66% intervention, 57% comparison
- The household is unable to meet their basic needs: 52% intervention, 43% comparison

The comparison group in Zimbabwe was a good match in terms of age. As Table 16 shows, the cohort of Form 2 marginalised girls had a very similar age profile in the intervention and comparison districts, with 14-15 year olds accounting for 68% of the intervention group and 69% of the comparison group, while 16-17 year olds accounted for 27% in both groups. The age profile of Form 4 marginalised girls was also very similar in the intervention and comparison schools: 16-17 year olds accounted for 65% of intervention marginalised girls and 67% of comparison girls, while 18-19 year olds made up 26% of intervention marginalised girls and 25% of comparison girls. Table 17 shows that disability was more prevalent among marginalised girls in the comparison schools than in the intervention schools (15% intervention, 19% comparison).

In terms of the potential barriers to learning and transition, there was strong similarity between the intervention and comparison groups in terms of their prevalence in every area. For example:

- Just under a third of marginalised girls in both the intervention and comparison schools reported feeling travelling to school is unsafe (31% intervention, 28% comparison)
- More than half of marginalised girls in both intervention and comparison areas (58% intervention, 57% comparison) experienced a high chore burden
- A fifth of marginalised girls in both intervention and comparison groups had irregular attendance (less than 85%): 19% intervention, 20% comparison
- Similar proportions of marginalised girls in the intervention and comparison groups reported undesirable practices by teachers: teachers not making them feel welcome (8% intervention, 7% comparison); treating boys and girls differently in the classroom (34% intervention, 33% comparison); and teachers' frequent absence from the classroom (12% intervention, 14% comparison).

- Similar proportions of marginalised girls reported difficulties with the language of instruction: 9% intervention, 8% comparison.

Table 13: The proportion of pupils who are marginalised, by grade and gender, split by Intervention and Comparison groups, Zimbabwe

		Intervention	Comparison
Female	Form 2	57.6%	50.9%
	Form 4	39.0%	42.5%
Male	Form 2	49.8%	54.4%
	Form 4	44.4%	49.4%

Table 14: Marginalisation among girls based on the Camfed Criteria, Zimbabwe

		Intervention	Comparison
1	A child whose parents/guardians cannot pay the school costs and so are often sent home or drop out of school.	25%	28%
2	A child living in a family that gets only one meal per day, or sometimes goes to bed hungry.	6%	7%
3	A child living in a household with very low income so that they cannot afford even the basic needs.	25%	20%
4	A child living with old relatives with no or little income, so the child has to earn income for the family	0%	0%
5	An orphaned child living with guardians who is being neglected and not having all needs provided, including school costs	4%	3%
6	A child taking care of sick or disabled parents, siblings or other relatives (which stops them going to school)	4%	5%
7	A child who lives in the street	1%	0%
8	A child who lives in a household headed by a child [not him/herself]	0%	0%
9	A child who is the head of the household	1%	1%
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%
11	A child whose guardian treats them unfairly compared to other children in the household in terms of work or provisions	8%	7%
12	A child who spends a lot of time in church activities to the extent that she/he misses school.	1%	1%
13	A child whose parents/guardians do not value education and so do not pay school fees and other school costs	0%	0%
14	A child whose parents/guardians are sick or disabled so that they have very low or no income	8%	5%

15	A child with a chronic illness or disability whose parents/guardians cannot afford the treatment and school-going costs	4%	4%
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	1%	1%
17	A child living in a household with many children so that the parents/guardians cannot pay the school going costs	4%	5%
18	A child who spends most or all of their leisure time working to make some money.	20%	20%
19	A child who does not have a permanent home and therefore often misses school.	1%	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.	2%	2%
	All girls	49%	47%

Table 15: Students' characteristics, Zimbabwe

Zimbabwe	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Household characteristics								
Single orphans	37%	29%	34%	28%	33%	26%	33%	28%
Double orphans	21%	8%	15%	7%	23%	8%	18%	8%
Living without both parents	70%	58%	64%	56%	64%	53%	65%	54%
Living in female headed household	42%	32%	42%	35%	32%	26%	33%	28%
Marriage and pregnancy								
Married	0.6%	-	1.2%	-	-	-	-	-
Mothers (any age)	0.4%	-	1.0%	-	-	-	-	-
Mothers under 18	0.4%	-	0.8%	-	-	-	-	-
Mothers under 16	0.1%	-	0.2%	-	-	-	-	-
Poor households								
Economically marginalised	29%	0.0%	23%	0.0%	22%	0.0%	20%	0.0%
Difficult to afford for girl to go to school (student)	82%	54%	83%	54%	75%	47%	74%	49%

Zimbabwe	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Difficult to afford for girl to go to school (primary caregiver)	91%	-	97%	-	-	-	-	-
Parents have difficulty with paying fees- child has been sent home from school more than once	86%	60%	90%	68%	86%	64%	87%	68%
Household does not have regular income	65%	44%	61%	40%	59%	38%	56%	39%
Household doesn't own land for themselves	11%	-	11%	-	-	-	-	-
Material of the roof	66%	30%	57%	25%	60%	28%	56%	25%
Household unable to meet basic needs	52%	0.0%	43%	0.0%	40%	0.0%	38%	0.0%
Gone to sleep hungry for many days in past year	13%	0.0%	15%	0.0%	12%	0.0%	14%	0.0%
Household has skipped meals on some days	65%	27%	69%	30%	58%	22%	67%	30%
Language difficulties								
Language of Instruction different from mother tongue (primary caregiver)	72%	-	75%	-	-	-	-	-
Girl doesn’t speak Language of Instruction (primary caregiver)	8%	-	5%	-	-	-	-	-
Students with difficulties with language of instruction	22%	18%	19%	17%	21%	17%	19%	17%
Have difficulties learning in English	35%	31%	31%	28%	35%	32%	32%	29%
Parental education								

Zimbabwe	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Head of Household has no education	17%	-	11%	-	-	-	-	-
Primary caregiver has no education	20%	-	13%	-	-	-	-	-
Head of household is illiterate (student)	29%	16%	21%	12%	31%	16%	25%	14%
Other								
Missed school to be with partner	0.8%	0.3%	1.1%	0.6%	2.2%	0.7%	1.8%	1.2%

Sources:
For rows with data for all columns: School based survey, student questionnaire. Form 2 and 4 Cohorts.
For rows with data in columns for marginalised girls only: Household survey, primary care giver questionnaire. Form 2 Cohort only.

Table 16: The age distribution of marginalised girls, by grade, split by Intervention and Comparison groups, Zimbabwe

	Intervention		Comparison	
Age groups	Form 2	Form 4	Form 2	Form 4
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	3.8%	0.0%	3.7%	0.0%
14 to 15 years	67.8%	4.0%	68.9%	4.7%
16 to 17 years	27.4%	64.8%	26.6%	66.5%
18 to 19 years	1.1%	25.5%	0.7%	25.0%
20+ years	0.0%	5.7%	0.1%	3.8%

Table 17: The prevalence of living with disability (according to Washington Group questions) among sampled students in Zimbabwe

	Intervention				Comparison			
	Female		Male		Female		Male	
Disability/Sample Size	3454		2885		3011		2651	
Students with one or more forms of disability	522	15%	442	15%	584	19%	535	20%
Visual Impairment	197	6%	151	5%	228	8%	188	7%

Hearing impairment	141	4%	130	5%	213	7%	196	7%
Mobility Impairment	159	5%	135	5%	205	7%	191	7%
Cognitive Impairment	192	6%	170	6%	234	8%	209	8%
Self-care Impairment	123	4%	104	4%	159	5%	134	5%
Communication Impairment	116	3%	120	4%	145	5%	146	6%

Table 18: Potential barriers to learning and transition, Zimbabwe

Zimbabwe	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
Home - community								
Safety:								
Fairly or very unsafe travel to schools in the area (primary caregiver)	29%	-	29%	-	-	-	-	-
Doesn't feel safe travelling to/from school (student)	31%	17%	28%	14%	33%	14%	25%	14%
Parental/caregiver support:								
Sufficient time to study: High chore burden	58%	18%	57%	17%	59%	22%	63%	25%
Doesn't get support to stay in school and do well	29%	18%	25%	16%	31%	18%	25%	15%
Does not decide when to play with friends	16%	12%	17%	12%	13%	11%	14%	10%
School Level								
Attendance:								
Attends school less than 85% of the time	19%	12%	20%	11%	21%	14%	27%	16%
Attend school less than half of the time	0.3%	0.2%	0.1%	0.2%	0.1%	0.2%	0.6%	0.4%
Doesn't feel safe at school	7%	4%	11%	6%	9%	6%	10%	7%
School facilities:								

Zimbabwe	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised	Margin-alised	Less margin-alised
No seats for all students	38%	28%	42%	31%	39%	28%	36%	33%
Difficult to move around school	18%	11%	22%	11%	20%	14%	22%	15%
Doesn't use drinking water facilities	Data not collected							
Doesn't use toilet at school	Data not collected							
Doesn’t use areas where children play/ socialise	Data not collected							
Teachers:								
Disagrees teachers make them feel welcome	8%	5%	7%	5%	9%	6%	8%	7%
Agrees teachers treat boys and girls differently in the classroom	34%	25%	33%	24%	41%	36%	45%	36%
Agrees teachers often absent from class	12%	7%	14%	7%	13%	8%	17%	12%
Not enough teachers for the number of students	46%	43%	44%	39%	47%	43%	47%	43%
Other								
Students with difficulties with Language of Instruction	9%	7%	8%	6%	9%	6%	8%	6%

Annex 13: Project Management Response

Project Management responses to key findings

FM Guidance: This is an opportunity to describe where the project feels the evaluation findings have confirmed or challenged existing understanding and/or added nuance to what was already known. Have findings shed new light on relationships between outputs, intermediate outcomes, and outcomes and the significance of barriers for certain groups of children – and how these can be overcome?

The findings in the GEC-T baseline report have confirmed and reinforced the importance of **the multidimensional approach in the context of Camfed's implementation of this GEC-T project**. The findings have motivated us to reinvigorate and continue to concentrate our efforts through this multidimensional approach to improve learning outcomes and support successful transition for the most marginalised girls. The evidence from the baseline has further emphasised the reality of the significant challenge we face in meeting our transition and especially our learning outcomes in the most under-resourced and disadvantaged communities and schools in the districts where we are implementing the GEC –T programme. Given the magnitude of both quantitative and qualitative data produced by the baseline, as an organisation we are looking forward to interrogating the data further to enable us to cross-examine our assumptions made at the inception phase of the project pre-baseline in order to further hone our approach under the GEC-T.

As project implementers we are in a unique position of managing two GEC-T projects: GEC-T 5101 and GEC-T 5276, operational in Tanzania. The baseline for the GEC-T 5276 is due to take place in May to August 2018, conducted by the same external evaluator (EE) and we look forward to consolidating the baseline findings across the two projects in order to reinforce synergies and learning, and to support a coherent advocacy approach with Ministries and other national stakeholders on critical emerging issues, e.g. teacher training. Going forward, we plan to align the midlines in order to maximise efficiency, coherence and learning, with the midline evaluations for both projects conducted one year on in May to August 2019.

The external evaluator (EE) has magnified the prevalence of challenges faced especially by marginalised girls, particularly in relation to irregular attendance, drop out, the impact of heavy chore burden on marginalised children before and after school, school based gender related violence (SBGRV), and the challenge of distance to school. We concur with the link made by the EE to these causal factors and their potential to impact negatively on the learning outcomes especially of marginalised girls. We have confidence that our multidimensional wrap around support to marginalised girls provides the holistic approach that will help to address the critical challenges they face. However, we recognise the need for magnifying our approach further as we move forward to meet the intermediate outcomes and high level outcomes.

One of the areas that we recognise is critical in achieving learning outcomes is in the quality of teaching and learning. In the remote rural schools where we work, lack of adequate teaching and learning resources, insufficient qualified / trained teachers, high levels of teacher absenteeism (particularly in primary schools in Zambia), poor infrastructure and excessively high teacher-pupil ratios and classroom-pupil ratios all combine to create an environment in which it is inevitably challenging to achieve quality results. This has been exacerbated in the recent period, particularly in Zimbabwe and Tanzania: in Zimbabwe, this is due to the introduction of a new national curriculum without the requisite teacher training and learning resources to support this roll-out; in Tanzania, this is due to the recent major increase in enrolment in secondary schools resulting from the fee policy change, without a commensurate increase in trained teachers. Very large class sizes and pupil-teacher ratios are therefore undermining the opportunity to improve learning outcomes at the current time.

The EE's recommendation that all teachers need to be trained in effective pedagogy pertaining to the learner centred approach is directly linked with improved learning outcomes. The EE has questioned our ability to improve the quality of teaching and learning if we are not training all teachers.

The training of teachers is primarily the responsibility of the Ministries in each country where we work and is closely regulated. In designing our approach to the GECT, we engaged with Ministries to explore the extent to which Camfed could engage with and support teacher training, and our activities with teachers, as captured in our Theory of Change, are premised on these agreements. **We will continue to advocate and lobby Ministries of Education in each country at system and policy level in relation to the need for all teachers to be adequately trained** in the implementation of their new and revised national curriculums. We have a Memorandum of Understanding with each Ministry of Education in Tanzania, Zambia and Zimbabwe and this is a reinforcement of the trust and confidence that each Ministry places in the work of Camfed in their country, which provides us with an important platform for this advocacy.

We will also work alongside each Ministry **to discuss strategies of how the training that we currently provide to Teacher Mentors** (who are government employees) on the learner centred approach, child protection and guidance and counselling can be cascaded to other teachers **through a peer-to-peer mentoring approach and existing district and zonal structures such as resource centres. We will explore the extent to which these additional activities are possible within the limits of the existing budget.**

The evidence from the baseline highlighted the extent of the extremely low levels of literacy and numeracy in all three countries, with numeracy being the lowest. The results from the EGRA and EGMA in Zambia indicate that students' attainment levels are not aligned to the average standard performance levels for students of their age. The low level numeracy and literacy results show that the students are not at the academic level that shows readiness for transition to secondary school. One strategy that we are planning to implement **is the modification of an existing catch up Literacy and Numeracy programme in the Camfed GEC-T project schools in Zambia**. We will also consider the replicability of this catch-up Literacy and Numeracy programme across Zimbabwe and Tanzania, although noting that the cohort in those countries are all in secondary school or beyond.

The issue of under-attainment in Zambia is also directly linked to the challenges linked with attendance. Children are often absent from school throughout different intervals over the cycle of the academic year e.g. for economic activities such as fishing, farming, caterpillar picking, harvesting, charcoal burning etc. and then during extremities of weather such as heavy rains, floods, droughts, winter and summer. This also has an impact on teachers' attendance, with teacher absenteeism reported as a major concern in Zambia.

As a result of the transition benchmarking, the evidence from the baseline confirmed the need for the **transition programme and post-school opportunities for young women to be firmly embedded into the project activity plans.** Our focus is on enabling young women who complete secondary school to transition to a secure livelihood, and to play a pivotal role in the regeneration of rural communities and in the education of the younger generation.

The baseline has given clear evidence on the large proportion of students that have significantly low attendance, below the threshold of 85% being used in the Logframe indicator, with Zambia reported as being the lowest out of the three countries. The focus placed on low attendance through the threshold of 85% in annual student attendance is an innovation for Camfed and therefore with the data and evidence from the baseline we intend to conduct an internal analysis to better understand what factors, student characteristics or locations are associated with low attendance so that we can target our project design to effectively tackle low attendance. We will analyse how we can work with community partners to address attendance as a targeted approach. One of the initiatives currently undertaken by our **Teacher Mentors and Learner Guides is in following through immediately in cases of absenteeism to ascertain the root cause** and make home visits to encourage regular attendance. One of the strategies we will adopt is to ensure **that this early warning system for detecting issues and challenges faced by children in regularly attending school**, is replicated.

FM Guidance: This should include critical analysis and reflection on the project theory of change and the assumptions that underpin it.

The GEC-T project Theory of Change (ToC) 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, including among GEC alumnae. These hypotheses underpin the implementation of the GEC-T project activities and are still relevant to the achievement of project outcomes. However, as outlined in the GEC-T project proposal and following the recommendation in the GEC-T baseline research undertaken by the EE, Camfed will review and redesign their ToC to further inform and enhance operational implementation of the GEC-T programme across Zimbabwe, Zambia and Tanzania.

We agree with the feedback given by the EE and recognise that the existing ToC needs to be interconnected and linked to indicate clearly how we expect the outcomes to be achieved over the short, medium and long term as a result of project implementation. The revised ToC will also enable us to ensure that we are meeting our project objectives.

We will work collaboratively with project implementation country teams and key stakeholders to develop the revised ToC and will submit this to the FM by end-June 2018. The review of the ToC will inform the review of the Logframe and any subsequent adaptations that will need to be made including to the workplan.

> *FM Guidance: Does the external evaluator's conclusion of the project's approach to gender correspond to the project's gender ambitions and objectives?*

The EE has conducted the baseline research through a gender lens which is in tandem with the project's gender ambitions and objectives. The feedback given by the EE indicated that

> "*The programme mostly tackles the practical barriers to girls' attendance, safety and achievement in school. It indirectly challenges gender stereotypes and norms. By virtue of funding girls' education it does, to some extent transform unequal power relations between boys and girls and redistributes resources. However, the project could do more to directly challenge gender norms in schools and in the communities it serves and to address girls' strategic needs." (p.159)*

While we appreciate this scrutiny from the EE we are confident that in the work we undertaken we do directly challenge gender stereotypes and norms. Examples of how we do this is evidenced in our programme implementation as we purposely provide more training for the women constituency in the organisation in recognition of their historical exclusion, recognising they will need more support to navigate a predominantly patriarchal environment; for example, CAMA seeks to provide a safe platform and mechanism for young women emerging from poverty to engage with traditional power brokers, the Community Development Committee (CDC) was purposely extended and made compulsory to include Mother Support Group members (MSG) and CAMA who would traditionally never deliberate at the same table with the district powerbrokers. The MSG is purposely designed to reach out to children but also to be a support network for marginalised women stepping into community activism and leadership.

Our gender transformative approach is both practical and strategic i.e. practically through meeting the critical needs of the most marginalised girls and young women and strategically by ensuring our structures, systems, governance etc. are positioned to put the needs of the most marginalised girl at the centre. Our advocacy at the governance and system levels is to ensure issues of gender norms and inequality are highlighted and discussed with decision makers who in turn engage with the gender injustices to influence and change practice and policy.

We plan to revisit our specific project activities to ensure that we continue to explicitly challenge gender stereotypes and norms. For example, **we plan to review the training programme** that we provide for Community Development Committees, Camfed national staff, Teacher Mentors and Learner Guides to ensure that it is delivered **not just through a gender lens but it is specific in how gender norms can be challenged within a school context and the community** in relation to the positioning of marginalised girls and vulnerable young women. The EE also raised the issue of gender norms manifested through domestic chores. We feel that this is also an economic status issue and was not sufficiently explored by the EE as poor families rely on this for survival. The burden of chores on boys is also significant and we recognise the impact on them as well as the marginalised girls.

We recognise the role of CAMA as agents of change in schools and communities **as critical to challenging gender stereotypical behaviour and gender norms** and in **unleashing new potential through their leadership.**

CAMA represents a unique constituency of young women from rural areas who are connected across our GEC-T countries to enable sharing of ideas and best practice. CAMA elected representatives are members of the Community Development Committee which, in placing young women from marginalised backgrounds around the table with district leaders, most of whom are men, is unprecedented and shifts the pre-existing power relations in local governance. These young women are demonstrating extraordinary levels of activism in supporting education for the younger generation and in educating communities on how to overcome barriers to girls' education, gender stereotyping and safeguarding.

See further details under the section 'Project Management responses to recommendations made in the baseline report'.

Project Management's proposed changes to the Logframe

> *FM Guidance: The management response should outline any changes that the project is proposing to do following any emergent findings from the baseline evaluation. This exercise is not limited to outcomes and intermediate outcomes but extends also to outputs (following completion of Annex 3 on the output indicators).*

In light of the recommendation made by the EE, we will review the current Intermediate Outcome (IO) indicators in the GEC-T Logframe. We are cognisant that the current Logframe has been reviewed and signed off by the FM; however, in light of the feedback given by the EE we will work collaboratively across country project implementation teams to review and if necessary adapt the Logframe IO and output indicators. We will conduct this exercise alongside our review of the theory of change and alert the FM by mid-July of any Logframe adaptations as a result of this review.

Project Management responses to the recommendations

FM Guidance: The management response should respond to the each of the External Evaluator's recommendations that are relevant to the grantee organisation (see Section 6). The response should make clear what changes and adaptations to implementation will be proposed as a result of the recommendations and which ones are not considered appropriate, providing a clear explanation why.

Recommendation. Maintaining the participation of comparison schools and students

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. There may, however, be issues with maintaining the willingness of such a large number of comparison schools and students to participate without receiving any input/benefit from the programme and this could affect the quality of results. (p.160)

Project Management response:

We recognise that it will be a challenge to retain the participation of comparison schools and students through to the endline, however we navigated the same challenge successfully under the first phase of the Girls' Education Challenge and the approach described in the MEL Framework for GEC-T includes strategies to mitigate the risks. Under GEC1, we managed to retain numbers of marginalised girls between the evaluation points that were sufficient for measuring the difference-in-difference in learning outcomes with statistical significance without using a substitution strategy. This was largely because we were able to leverage Camfed's reputation and credibility with the Ministries of Education at national and district levels, as well as the respectful way in which we negotiated access for the evaluation including personal visits to each district authority by Camfed's national directors. In addition, as was the case under GEC1, the number of marginalised girls sampled at the baseline (for GEC-T) was set explicitly with an expectation of a level of attrition so that sufficient numbers of marginalised girls are retained through to the endline. Furthermore, as per the Fund Manager's guidance, where necessary girls will be substituted in order to measure learning outcomes and the household survey approach enables us to track girls to their homes, even if they have dropped out of school.

Recommendation 1. Theory of Change

In terms of the overall project processes we are recommending changes to the Theory of Change as follows:
The Theory of Change is intended to expand on the Logframe by showing the "missing and often messy middle" that shows the complex processes by which outputs convert to outcomes. The current ToC chart is more like a Logframe. A ToC diagram is a working tool, developed by the implementation, as well as the impact team. Jointly developing a ToC diagram is important in order that the team members are clear about the effect of each of the project inputs and activities and the complex ways in which they combine to achieve the outcomes and impacts. ***We therefore recommend that the project implementation team, including country and international teams, work together to discuss, agree and develop a more comprehensive ToC diagram, thinking through in more detail how the intermediate outcomes will be reached.*** *(p.160)*

Project Management response:
We agree with the feedback given by the EE and recognise that the existing ToC needs to be interconnected and linked to indicate clearly how we expect the outcomes to be achieved over the short, medium and long term as a result of project implementation. The revised ToC will also enable us to ensure that we are meeting our project objectives with strategic activities clearly linked to outcomes and outputs.
We will work collaboratively with project implementation country teams and key stakeholders to develop the revised ToC and will submit this to the FM by end-June 2018.

Recommendation 2. Intermediate Outcome Indicators

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.*** *(p.160)*

Project Management response:
We will review the current IO indicators in the GEC-T Logframe. We are cognisant that the current Logframe has been reviewed and signed off by the FM but in light of the feedback given by the EE we will work collaboratively across country project implementation teams to review and if necessary adapt the IO indicators. We will conduct this exercise alongside the review of the theory of change and alert the FM by mid-July if we are proposing any adaptations.

Recommendation 3. Attendance

The baseline data for marginalised girls shows that attendance is low for all marginalised girls. Camfed bursary support through GEC 1, has clearly improved attendance for marginalised girls, for a number of girls, especially those girls identified as marginalised, significant barriers remain and these barriers need to be addressed in order to 'leave no girl behind'. ***It is recommended that the project renews its efforts to address the wide range of barriers to attendance.*** *(p.160)*

Project Management response:

We value the insights provided in the baseline report from the qualitative research that describe the barriers to attendance for marginalised children. However, we do not concur that the baseline data shows that 'all marginalised girls' exhibit low attendance; rather the data show that a sub-set of marginalised girls (and possibly other groups of students too) have particularly low rates of attendance, below the 85% threshold. We believe that this analysis could be strengthened by further analysis of the quantitative data to explore which factors about the child or their context are directly associated with low attendance i.e. demography, their home circumstances, where they live, the barriers they face, the school context etc. We will interrogate the quantitative data further **to enable us to pinpoint particular schools, locations or groups of children that can be targeted for support to raise their attendance levels to or above the threshold of 85% as a prerequisite for their learning**. Camfed will conduct this statistical analysis using the baseline datasets from the baseline.

The baseline report also highlights the issue of the timing of exam results impacting on school attendance, particularly in Zimbabwe. The results for O-level and, therefore, the selection process for form five, are not finalised until late February each year therefore, students have a delayed start to the year, with some schools only beginning to teach Form 5 as late as mid-March. This can mean a loss of up to forty teaching days for the grade with clear impacts on learning and future results. **We will highlight this issue to the Ministry of Education and advocate for their continued efforts to address this issue to increase the number of teaching days to improve the quality of learning.**

Camfed is continually strengthening its response to the multiple barriers to marginalised girls' attendance in school. This is done through the two-pronged approach of **advocacy**, e.g. working with Ministries to bring issues into sharper focus, and **action**, e.g. *demonstrating* what works in girls' education and escalating our interventions to Ministry level, or adjusting how we work with communities on key issues. A key example of this is the renewed effort in regulating informal boarding. In Zimbabwe, there is a strong drive by the Ministry of Primary and Secondary Education to review policy and practice in informal boarding, and Camfed is part of the taskforce that is assessing the current situation and reviewing policy to address the current context in removing potential harm. Camfed Tanzania is also conducting a review of informal boarding, which will build on learnings from Zimbabwe. Camfed Zambia will also work with the Ministry of General Education in advocacy and with schools and communities to increase awareness and strategies for informal boarding and

The key initiatives that lead to increased attendance, **will be further strengthened, scaled and replicated going forward, include the following:**

- Learner Guides and other GEC cohort post-school **will escalate their actions to follow up on learners with irregular attendance** and liaise with Teacher Mentors to ensure a supportive

environment in the school, adequate counselling is provided for such learners with a tailored response to their individual situation and challenges, to ensure they can attend and complete school;

- For girls who, despite all efforts, do drop out of school**, intensive follow up will be conducted by Learner Guides, Teacher Mentors and other community partners to encourage girls to return to school. T**his is typically done through home visits and engagement with parents.
- **The analysis and data indicating patterns of irregular attendance and drop out will be used to inform proactive, targeted interventions** to increase attendance and decrease dropout rates of students;
- Mother Support Groups will continue to offer practical support which includes guidance and counselling and material support such as school feeding;
- **Teacher Mentors will conduct attendance checks** to enable guidance and counselling and psychosocial support to children affected by irregular attendance.

Recommendation 4. Quality of Teaching

While if the intermediate outcomes are fully achieved, so will be the outcomes, there is a need to strengthen activities in order to achieve one of the intermediate outcomes as follows. The quality of teaching has the greatest influence on the academic results of the beneficiaries. Significant emphasis is placed on this by the Fund Manager. 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. ***It is therefore recommended that the project develops activities and approaches that directly improve the quality of teaching and learning and that provide teachers with strategies to improve the performance of under-achieving students (Such as the 'Catch-up programme in Zambia). This could be included as an important component of the Whole School Approach. This is an area in which Camfed can build on previous experience, take on this new challenge and make a significant difference to the academic results of marginalised girls.*** *(p.160)*

Project Management response:

The activities that we are implementing and intend to implement are within the parameter and understanding that as an NGO we are not, and are not permitted by the governments to be, responsible for the training of teachers in each project country on pedagogy as advocated by their new and revised curricula.

However, in each country we have a signed Memorandum of Understanding with Ministries of Education to underpin our work with, and training activities for, teachers and are firmly committed to working with each Ministry of Education to ensure that we work in synergy with them as we implement our programme activities to improve learning outcomes in schools.

In Zimbabwe, for example, we have a new signed agreement with the Ministry to enable us now to step up our work with Teacher mentors, particularly in the area of life skills and improved support to marginalised children. We conduct training of Teacher Mentors and Learner Guides and will continue

to do so and **work alongside Ministry officials at district and zonal levels to suggest ways in which TMs are able to cascade their knowledge and learning on how to practically implement the learner centred methodology in the context of a rural school.** This could be achieved through the peer-to peer approach and through zonal meetings.

Other strategies that we are adopting to improve the quality of teaching and learning are:

- In the **development of Sharing Learning Platforms**. We are conducting cross-country meetings to share best practice in each country to drive forward learning outcomes focusing on what we are currently doing and have achieved, **how we can improve upon this and the strategies and ideas to replicate best practice**. The Sharing Learning Platforms provide a forum for those at the 'chalk face' to share on the pedagogy they are using in-country;
- Training Leaner Guides to use the My Better World resource effectively to support marginalized children and build their capacity to participate effectively in the school environment as a pre-requisite for learning;
- Collaboration with TES Global on curriculum resources that can be adapted to suit the context of rural schools especially in Literacy and Numeracy;
- In the adaptation of a catch-up Literacy and Numeracy programme in Zambia with potential for replicability across Zimbabwe and Tanzania if Ministries of education will support this and leverage funding for the implementation;
- In Tanzania, Camfed is working with Worldreader to provide digital reading materials on e-readers to address a very specific challenge students in Tanzania face. As students transition from primary to secondary education, the language of instruction switches from Swahili to English at secondary level. Students sit critical exams at the second year of secondary school (which are in English) that they must pass in order to progress through school, presenting an additional barrier and reason to drop out for many students from impoverished homes;
- Ensuring the 'Learning to Learn in English' books are used effectively as a resource to improve English skills of students especially marginalised girls;
- In Zimbabwe we will actively leverage lesson-learning by schools in the government run Performance Lag Address Programme (PLAP) to target and improve Literacy and Numeracy performance levels of students;
- Investigating if the continuous class-based assessment tool developed in Zambia through another donor funded project can be scaled and used across the GEC-T project schools in Zambia and with potential for replicability across Zimbabwe and Tanzania if Ministries of Education will support this and leverage funding for the implementation;
- Sharing the headline results from the baseline with head teachers, core subject teachers and the Planning for School Excellence committees in each country giving them the evidence and data to engage with school staff to drive forward the improvement of performance levels in their schools;
- Ensuring that study circles, study groups and wider strategies for independent and group studying are implemented by TMs and Learner Guides in school and by Learner Guides in their communities with support from CAMA;
- Utilising district centres with resources for Learner Guides and CAMA to improve the quality of their skills and knowledge.

We will review our Teacher Mentor (TM) training programme. Teacher Mentors provide the backbone of Camfed's school-based support; they are government trained teachers in both primary and secondary schools, selected by Heads of School and students **to receive additional training from Camfed.** Camfed has built institutional capacity on school-level learning approaches **by training TMs in the active /participatory learning approaches to improve learning outcomes of marginalised girls.** The presence of female TMs as role models to girls has boosted girls' confidence and self-esteem and provided them with safer and friendly learning environments. These activities will continue to contribute towards the achievement of the project intermediate learning outcomes. In reviewing the TM training programme **we will build in the element of peer-to-peer learning to enable TMs 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.

Recommendation 5. Gender Norms and Home-related Barriers

In spite of Camfed bursaries, challenges in the home, in relation to income earning, family /primary caregiver arrangements, gender norms, longstanding practices rooted in gender discrimination and the perceived potential of school to provide for a better future persist and still have a major impact on attendance, survival and attainment in school. ***It is therefore recommended that Camfed includes some direct activities in the project. These might include:***

(a) 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 SGBV issues *(p.161)*

Project Management response:

We will explore how we can adapt key elements of the existing My Better World training programme for Learner Guides and how this can be used to train community leaders, SBC, MSGs and FSG members.

These might include:

(b) Providing additional training for CAMA members to pro-actively engage in community discussions around gender roles and the importance of education for girls *(p.161)*

Project Management response:

It is not clear from this recommendation if the EE engaged in the existing training programmes for CAMA members. This would have been a useful exercise as they then could have recommended which elements of these training programmes need to be strengthened/ modified to address their concerns. However, we will undertake a review of our existing CAMA training programmes to ensure they are compliant and fully address gender roles and the importance of education for girls.

These might include:

(c) 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. *(p.161)*

Project Management response:

We fully support the need to engage with men and boys through school and community interventions.

Although the majority of the CDC membership comprises men by virtue of the district government leadership positions they hold (and as members of School Based Committees) these forums have given men the opportunity to witness the work of Mother Support Groups which has been the catalyst for them to formulate Father Support Groups (FSGs). These FSGs have utilised their ownership of more high valued assets and their ability to sustain or scale initiatives in their local communities. For example, in Zimbabwe the informal Boarding at Gumbonzvanda High School was constructed by one of the first Father Support Groups initiated through the CDC.

One aspect that we have worked on already in another project is in developing a male Teacher Mentor training programme and Male Teacher Mentor handbook. We recognise that just as marginalised girls benefit from the guidance, counselling and support given by female Teacher Mentors, boys also will benefit from the same in a male Teacher Mentor. We will work with Ministries of Education to ascertain their acceptance of **(a) the role of the male Teacher Mentor in schools and (b) identifying if they are able to leverage the necessary resources and funding for the training of the male Teacher Mentors and the development of the male Teacher Mentor handbook.**

Recommendation 6. Sexual and Gender-based Violence

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 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. While SGBV may be mentioned in child protection statements, it is not always taken as seriously as it should be. What is most important is that Data shows that students believe that only 40% maximum of physical, emotional and sexual abuse incidents ever get reported. A number of teachers and students interviewed either did not know about the schools' child protection policy or did not know how it was implemented. ***It is recommended that:***

(a) SGBV is taken extremely seriously, made visible and addressed

(b) Camfed renews its emphasis on the practical implementation of child protection policies and that LGs and TMs provide a strong focus on SRH and GBV *(p.161)*

Project Management response:

We appreciate this scrutiny provided by the baseline evidence, although we believe the statistic is incorrect as the questionnaires did not collect data in that way. It perhaps should have been about the proportion of students who believed that all or most incidents of physical, emotional or sexual violence that take place in school get reported, which, depending on the type of abuse, ranged between 22% and 27% in Tanzania, between 68% and 71% in Zambia and between 28% and 33% in Zimbabwe. We support the need to strengthen the practical implementation of child protection policies in schools. **We will explore the opportunity of introducing additional content and guidance for Teacher Mentors, School Based Committees and Learner Guides to operationalise CP policies;** this could be included in training resources and/or rolled out as part of monitoring. We will ensure that this additional content and guidance is responsive to the situation and context-appropriate. We will **encourage schools to develop a child friendly child protection policy** and to also translate this where appropriate in the local language for students and Parent Support Groups. We will also encourage Teacher Mentors to work with school leaders in conducting workshops with parents and sessions with students to explain the policy and the practical implementation of it.

A key priority for the project, building on this important recommendation, is to increase visibility and encouraging the notion of schools to discuss their issues and confront these directly e.g. approaches similar to the 'No Means No' campaign and locally made posters in Zimbabwe and Zambia will be taken forward in our advocacy with Ministries as a suggested campaign that can be further scaled and replicated with a similar campaign in Tanzania. However, our role will be to position this idea with the Ministries; we will not be able to guarantee implementation of this idea.

It is recommended that:

- ***(c) Camfed works with ministries of education to advocate for compulsory Sexual and Reproductive Health and MBW sessions for girls and boys in all schools.***
- ***(d) All teachers in Camfed schools, not just Teacher Mentors, receive some form of training in SGBV.*** *Face to face training would have the greatest impact but may not be practicable. Development of a training manual, training of Head Teachers or providing a directive to Teacher Mentors and Learner Guides to provide regular discussions with staff session may be more possible. (p.161)*

Project Management response:

In each project country sexual, reproductive health and Guidance and Counselling is included in the curricula and in the training programme for teachers. We will advocate at Ministry level for all teachers to receive some form of training in the aspect of Sexual Reproductive Health. However, TMs and Learner Guides can use the peer-to-peer approach and cascading of knowledge and information sharing sessions at staff meetings to familiarise staff with the content of the MBW and how the impact on the improvement of life –skills of students as a result of these sessions. We recognise the significant achievement in each country with having the Camfed My Better World Life-Skills resource endorsed by each Ministry of Education as a complementary and supportive supplement to the existing curriculum.

It is recommended that:

- ***(e) The use of suggestion/complaints boxes should also be re-introduced and re-energized and students taught how to use them. (p.161)***

Project Management response:

Regarding the use of suggestion/complaint boxes, this has been explored and rolled out in the past, but this mechanism has proven to be problematic: the box can be vandalised, or there are issues with reporting whereby insufficient information is provided that prevents effective follow up. In every partner school across the three countries, there is a provision for a robust reporting mechanism for children who want to whistle blow and report incidents and issues of concern. We fully agree to the principle of confidential, accessible and anonymous reporting mechanisms for children but require that these must be in a context of functional complementary / responsive services. **We will however, work with our Learner Guides and CAMA to discuss with them what are the most effective means for students to report concerns or cases of abuse within the context of rural schools and communities.**

It is recommended that:

(f) Camfed also considers introducing a phone 'App' such as the 'Our Cries' App in Tanzania by which girls (and boys) can report any incidents of SGBV, including sexual teasing and innuendoes *(p.162)*

Project Management response:

Use of phone apps such as 'Our Cries': Camfed will investigate how other NGOs are using such applications. We are aware of the use of apps, but primarily in health organisations, for instance for pregnant women seeking information on the nearest health facility or advice. We recognise that this could be a useful mechanism for community stakeholders as well as some students; however, in light of the rural context in which the project is operating, the lack of access to technology, especially in the poorest of communities where there tends to be one 'family' mobile phone owned by the parent /guardian and to which children do not have personal access, it would not be feasible or practical for them to make confidential reporting of incidents using a phone app. There would also be need for a robust resourced response mechanism to follow up on reported cases of abuse and concerns for this to be an effective mechanism for reporting. Therefore, it is unlikely to be feasible to roll out the use of such an app in our partner schools especially as this will entail an increase to the overall GEC-T budget if action is taken to implement this activity.

Recommendation 7. Social Protection

Family poverty and hunger are major barriers to attendance. While the project may pay the school-going costs for girls, chronic family poverty and 'no food on the table' 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.*** *(p.162)*

Project Management response:

We value this recommendation and will replicate and scale up working practices in this area. The Community Development Committee in each partner district across all of Camfed's countries of operation is made up of duty bearers in the district, such as Victim Friendly Officers, Community Liaison Officers and Traditional Leaders. District CAMA Chairs are an integral part of CDCs and are entrusted with social protection responsibilities, given their knowledge of need in the community. In Zimbabwe, for example, a number of CAMA members have been designated as case workers in their communities, helping to identify the 'hidden need'. **We will therefore continue to invigorate our efforts for scalability and replicability of good practice.**

Recommendation 8. Distance to School

According to the results, distance to school is a serious barrier for many marginalised girls in all three countries. This results in girls arriving late for school, not attending on some days, being tired in class, being sexually harassed or abused on the journey or 'bush boarding' sometimes in insecure or unsafe accommodation, in communities near the school. In Tanzania, the New Generation Bursary (NGB) provides an opportunity for girls to select bicycles and boarding fees and beneficiaries report how valuable the bicycles have been in terms of accessing school. Funds will be allocated to Zambia recipients for transport costs and boarding fees, yet neither has been allocated in Zimbabwe. It is understood that the cost of books for the revised curriculum in Zimbabwe will consume a significant amount to the funds allocated for bursaries. However ***it is recommended that Camfed rethinks support to Zimbabwe beneficiaries which could include some assistance for travel or accommodation. Alternatively there is a need to develop activities that directly support schools to solve the provision for local boarding near to the school in a structured and secure, manner.*** *(p.162)*

Project Management response:

The New Generation Bursary in Zimbabwe is prioritised to the greatest need to ensure marginalised girls are able to attend school and write exams. Secondary education school fees in Zimbabwe represent the greatest, prohibitive cost to school enrolment and attendance. The practicality is that girls can attend school without a uniform or the community will find ways of sourcing second-hand uniforms to enable girls to attend school. However, school fees presents a barrier and that is why the NGB is concentrated on the payment of this and exam fees.

However, in trying to address the issue of distance and attendance of marginalised girls in Zimbabwe, the Ministry of Primary and Secondary Education has designated their staff members in the Learner Welfare, Secondary and Infant departments to engage with Camfed, Plan and UNICEF in developing a concept paper on informal boarding, in gathering data on the situation of informal boarding in the country, reviewing the 1999 circular on low cost boarding and organising meetings with key stakeholders. Camfed Zimbabwe will continue with its efforts within this working group with the aim of decreasing this barrier of access to education for marginalised girls.

Recommendation 9. Children Living with Disabilities

Using the Washington Group analysis, the baseline data shows that just over 20% of marginalised girls currently in school are living with one or more disability. The most common is sight, followed by hearing, sickness, walking then memory. The fact that these girls are in school is an indicator 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 may be outside the scope of this project, keeping the existing girls living with a disability is within the projects scope. Currently there are no activities directly targeted 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.*** *(p.162)*

Project Management response:

Camfed continues to strengthen its approach in supporting children living with disabilities, an intervention that has been piloted under our Zimbabwe DFID funded Girls' Secondary Education project. We have leveraged partnerships with organisations such as the Council for the Blind and the Zimbabwe Albino Association, which has led to savings in procurement of assistive technologies, medications and operations, allowing greater value for money to be achieved. A key issue emerging is the aspect of unit cost and running the pilot in three districts has allowed the ministries and communities to engage with the needs of students and unlock additional resources. In Hurungwe District, the Department of Social Welfare managed to access additional assistive devices for children living with disabilities as a result of their process of selection and verification. Teacher Mentors in all partner secondary schools, Learner Guides, School Heads and SBC representatives for the three districts were trained on 'Leave No-one Behind' and use of the Washington Group Questions, which are now used for the identification, selection and ongoing support to children. In Tanzania, Camfed has worked with the Ministry of Education on its inclusive education strategy. A WhatsApp group (of which Camfed Tanzania is a member) initiated and managed by Ministry focal persons with Directors from the Ministry of Education and PO-RALG and other stakeholders in education, enables continuous sharing of lessons, experiences and challenges. We will continue to engage at national level to advocate for the better inclusion of children living with disabilities. **Application forms will be further developed to include such aspect for children living with disabilities such as access to supportive devises such as wheelchairs and glasses. We will continue to advocate and lobby with Ministries of Education in all three project countries to raise awareness and leverage funding for children living with disabilities.**

Recommendation 10. Improving Understanding of Inclusion

A number of teachers and parents mentioned that the bursaries should go to higher achieving students. ***It is recommended that GEC-T ensures that teachers in all participating schools understand why Camfed targets the most marginalised and why girls, rather than boys are targeted.*** *(p.162)*

Project Management response:

The project makes it a priority to ensure that selection processes are open and transparent and that community committees and CAMA leaders work with families and communities to build a culture of support for marginalised girls' and young women's achievement. At school level, where girls may be vulnerable to backlash or resentment, boys will be included in learning interventions to mitigate this risk – and because boys also face specific barriers to learning and have an equal right to quality education. We will continue to build understanding among Teacher Mentors and parents concerning Camfed's rationale for supporting the most marginalised girls. We will actively seek opportunities to talk to boys, and other girls not supported by Camfed in partner schools about the selection approach, primarily during school visits. In addition, we will take the following steps to improve stakeholders' understanding of selection:

- **Selection guidelines will be further disseminated and explained to School Based Committees to continue to build their understanding to speak to communities and local leadership about why girls are selected**
- We will facilitate feedback for Teacher Mentors to provide after training to allow for a greater shared understanding by other teachers of the GEC-T programme activities and the selection of beneficiaries
- We will share information and data through Planning for School Excellence to improve participants' understanding and appreciation of challenges that girls face within their schools

Recommendation 11. Monitoring and Listening

While Camfed establishes robust mechanisms, systems and processes at local level, through the CDCs, District Coordinators and Teacher Mentors and CAMA members, given the scale of the programme in each country, and the remote location of some of the schools, it is inevitable that things are not always implemented as planned and some beneficiaries do not have the same experience of the programme as others. ***It is recommended that more resources be allocated to and greater emphasis placed on monitoring which is external to the established system. For example it is recommended that:***

- ***(a) The national and international team members make an increased number of small-scale monitoring/listening visits to remote rural schools.*** *While there, it will be essential that they sit with and listen carefully to the marginalised girls in small groups or individually without a teacher or Teacher Mentors present and that they ensure that they listen to a cross section of girls, especially those most challenged, rather than a group specifically selected by the Head teacher or Teacher Mentor. They will need to stand in the shoes of the girls and see the system from their perspectives. It will be essential that those visiting listen with a view to learning and improving the system, especially to reach the very hardest-to-reach.*
- *(b)* ***Alternatively that Camfed establishes regular external monitoring. At regular intervals Camfed could send a small local or national team out to remote schools to undertake the above activity and report back to Camfed.*** *These should be small teams of female interviewers who are trained in child-friendly research methods and who work with semi-structured checklists. (p.163)*

Project Management response:

Camfed's policy of regular and impromptu programme monitoring is implemented across all three project countries. Teams from the national offices (including the National Directors) currently conduct programme monitoring in the most rural of Camfed schools. The Camfed District Operations Officers are positioned within the Camfed districts and therefore are at the 'chalk face' of monitoring the 'hardest to reach' schools. The national teams are cognisant of the challenges faced by the most marginalised girls and vulnerable adults.

Members of the international team responsible for the GEC-T project implementation also have extensive experience of the context of the very hardest to reach schools and the challenges faced by marginalised girls and vulnerable young adults in the communities where the project is being implemented. However, in light of the feedback and recommendations made by the EE, we will continue to ensure that both our national and international team members continue to conduct small-scale monitoring visits to remote rural schools and that we use qualitative research techniques to listen to the perspectives of the marginalised girls and the challenges they face. **We will also continue to look for ways of optimising and enhancing learning from these visits and facilitate knowledge among community partners.** For example, we will ensure that termly monitoring by CDC members and national level staff focuses particularly on districts with new personnel or new CDC members, lowest learning outcomes, etc. Relevant Camfed national staff will also join this monitoring.

Recommendation 11. Take on board feedback, positive and negative

As a learning organisation, from monitoring and evaluation visits, Camfed teams need to be prepared to take on board a wide range of feedback, both positive and negative. It is only by doing this that this very strong programme can be fine-tuned to even better meet the needs of all marginalised girls. (p.163)

Project Management response:

As an organisation we greatly value constructive feedback which enables us to re-evaluate and reassess the delivery of our programmes to ensure that they are meeting the needs of the most marginalised children and vulnerable young adults in the communities where we work. We will use the evidence from this baseline report, our regular and impromptu programme monitoring and from key stakeholders who we interact with at school, system and community level to inform best practice and effective and efficient delivery of the GEC-T activities.