Project Evaluation Report

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Notes:

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

Girls' Education Challenge

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GEC-T 5276

Girls Learn, Succeed and Lead

Midline Report

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Abbreviations

ATL	Attitude to learning
CAMFED	Campaign for Female Education
CAMA	CAMFED alumni association
CIDT	Centre for International Development and Training
CDC	CAMFED/ Community Development Committee
CPD	Continuing Professional Development
CPP	Child Protection Policy
DFID	Department for International Development (UK)
DiD	Difference in difference
EE	External Evaluator
FGD	Focus Group Discussion
FM	Fund Manager
FMT	Fund Manager Table
GEC1	Girls Education Challenge 1
GECT	Girls' Education Challenge - Transition
GECT 5276	Girls Learn, Succeed and Lead Project, Tanzania
GESI	Gender Equality and Social Inclusion
HoH	Head of Household
HoS	Head(s) of School
IO	Intermediate Outcome
LG	Learner Guide
LoI	Language of Instruction
MBW	My Better World
MoEST	Ministry of Education, Science and Technology
MoU	Memorandum of Understanding
NAC	National Advisory Committee
NECTA	National Examinations Council of Tanzania
PCG	Primary Caregiver
PP	Percentage Points
PSE	Planning for School Excellence
PSG	Parent Support Group
Q&A	Question and Answer
SeGRA	Secondary Grade Reading Assessment
SeGMA	Secondary Grade Maths Assessment
SGBV	Sexual and Gender Based Violence
SRH	Sexual and Reproductive Health
TIE	Tanzanian Institute of Education
TM	Teacher Mentor
Tsh	Tanzanian shillings
TVET	Technical and Vocational Education and Training
ToC	Theory of Change
WEO	Ward Executive Officer

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Executive Summary

The four-year *Girls Learn, Succeed and Lead Girls' Education Challenge-Transition 2* (GECT 5276) project began in August 2017 and will continue until December 2021. GECT 5276 targets marginalised girls in peri-urban communities of Tanzania with a focus on enabling a critical mass of marginalised girls to transition through secondary and on to a secure and fulfilling livelihood. Unlike CAMFED's other GECT project, 5276 does not build on a previous CAMFED programme, thus cannot reap the benefits of long standing CAMFED established relationships with schools, communities and district personnel.

The CAMFED 5276 GECT project built on the foundations laid by Building Resources Across Communities (BRAC) at primary level and in communities with CAMFED introducing their successful strategies of governance and community structures for supporting girls' enrolment, retention and progression at secondary level developed under CAMFED's GEC1 project in Tanzania.

The intention is that when GECT 'graduates' complete school, they will lead initiatives that support girls' education within their communities and join forces with district and national authorities to drive change at scale. GECT 5276 intends to directly reach 7,009 marginalised girls through bursary support in 8 peri-urban districts across 5 regions of Tanzania. A further 114,565 young people, including boys, will benefit indirectly from activities aimed at achieving improved learning outcomes for marginalised girls in the project schools.

Direct beneficiaries: marginalised girls		
Age	**Number**	**Percentage**
Aged 12-13 (% aged 12-13)	581	8.3%
Aged 14-15 (% aged 14-15)	3,636	51.9%
Aged 16-17 (% aged 16-17)	2,441	34.8%
Aged 18-19 (% aged 18-19)	333	4.8%
Aged 20+ (% aged 20 and over)	15	0.2%
Unknown Age	3	0%
Total	**7,009**	**100%**

There was a considerable fall in the number of students self-identifying as having a disability between baseline and midline. This is largely attributable to a change in when and how the Washington Group questions were asked. The current figures are more in line with the results of a Tanzanian national disability survey in 2008 which found that 7.8% Tanzanians over the age of 7 had some form of disability.

Disability status of students in the tracked cohort								
Disability status of students	**Female**				**Male**			
	Comparison		**Intervention**		**Comparison**		**Intervention**	
	Baseline	**Midline**	**Baseline**	**Midline**	**Baseline**	**Midline**	**Baseline**	**Midline**
Students with one or more forms of disability	18%	5%	17%	4%	14%	5%	14%	4%
Sight related disability	7%	1%	6%	1%	5%	1%	5%	2%
Hearing related disability	5%	0%	5%	0%	4%	1%	4%	0%
Walking related disability	6%	2%	5%	1%	4%	1%	4%	1%
Memory or cognitive disability	7%	3%	6%	2%	5%	3%	6%	2%
Self-care related disability	5%	1%	4%	1%	4%	2%	4%	2%
Communication related disability	4%	1%	3%	1%	3%	1%	2%	0%
Students with sickness problem	17%	18%	19%	13%	20%	16%	19%	16%

The Theory of Change (ToC) for the project assumes three core hypotheses. The first is that improvements in literacy and numeracy will result from an improved teaching and learning environment. The second hypothesis is that improvements in girls' transition rates will result from their increased retention and attendance at school. The third hypothesis is sustainability and is premised on identifying what works, and embedding and scaling it up within national systems. This is 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.

The project is being evaluated using a quasi-experimental mixed method approach which compares outcomes from the intervention group of schools in project districts with those from the comparison group in non-project districts, using a difference in difference methodology. The evaluation design operates by tracking cohorts of marginalised girls and less marginalised girls, with boys also tracked for the in-school learning outcomes. A subset of the cohort, composed of marginalised girls, is also tracked for transition outcomes. In addition to providing a counterfactual, the evaluation approach enables comparisons between marginalised and less marginalised girls, at different points in time (cross-sectional) and over time (longitudinal). Learning outcomes are measured through a school-based survey, while transition outcomes are measured through the household survey.

The baseline research took place in July – August 2018, and the midline research took place in July – August 2019, thus the change in this project is being measured over a period of one year only. The tracked cohorts were students in Form 1 and 2 at baseline; they are now in Forms 2 and 3.

Learning outcome findings: baseline and midline scores and progress against targets

Literacy: The table below shows the baseline to midline position for literacy. The desired target was a 3.8 percentage point (pp) increase for Form 2 and 4.4pp for Form 3 marginalised girls, with a combined target of 4.07pp. There were no targets for less marginalised girls or boys. The Form 2 and combined progress towards targets were positive, exceeding targets and statistically significant; whilst the Form 3 results were positive but not conclusively significant. The respective performances against set targets were 121% for Form 2; 73% for Form 3; and 105% for the combined cohort forms.

Numeracy: The table below shows the baseline to midline position for numeracy. The desired targets for marginalised girls were a 2.8pp change for Form 2 and 4.2pp change for Form 3, with a change of 3.43pp for the combined target. Again, there were no targets set for the other subgroups. Form 2 marginalised girls exceeded the target by 107% so had a statistically significant result; but Form 3s only progressed 59% towards target, which although positive was not significantly so. The combined effect from both forms was +2.78pp, which is statistically significant and equates to 69% of performance against set targets.

Learning outcomes of marginalised girls

	Intervention schools			Comparison schools			
Marginalised girls	**Baseline**	**Midline**	**Difference baseline to midline**	**Baseline**	**Midline**	**Difference baseline to midline**	**Difference in difference (DiD)**
Literacy							
Form 2 (1)	24.6	40.3	15.7	23.7	34.8	11.1	4.6*
Form 3 (2)	33.3	49.5	16.2	33.2	46.1	12.9	3.2
Form 2 & 3	28.7	44.5	15.8	28.4	40.0	11.6	4.3
Numeracy							
Form 2 (1)	14.6	20.0	5.4	12.8	15.2	2.4	3.0*
Form 3(2)	17.4	23.8	6.4	14.7	18.7	4.0	2.5
Form 2 & 3	15.9	21.7	5.8	13.8	16.8	3.0	2.8*

* statistically significant to >0.001

Key barriers to learning include there not being enough teachers for the number of students, girls not feeling safe travelling to school, perceiving that teachers treat boys differently to girls and having a high chore burden. An additional barrier for students who identify as having a disability includes there being insufficient seats for all students.

Transition outcome findings: baseline and midline transition rates

The table below shows the transition rate of girls in the intervention and comparison schools at midline. The baseline data for Form 3 was collected retrospectively at midline. The target of -4.9pp (Form 2) and -2.9pp (Form 3) was set for the midline; the target was achieved by Form 2 students but not by Form 3. The most common type of unsuccessful transition identified in the quantitative research was where students were still in school but repeating their form. In intervention districts, 89% of students with one or more disabilities had successful transition at midline (Table 39). There is also considerable evidence of improvements in successful transition for students with difficulty seeing, walking, hearing, or with other disabilities.

Transition rates of marginalised girls

Form	Intervention transition rate (baseline)	Intervention transition rate (midline)	Difference	Control transition rate (baseline)	Control transition rate (midline)	Difference	Difference in difference	Target	% of target achieved
Form 2 (Form 1 at baseline)	86.6%	88.4%	1.9pp	95.7%	92.7%	-3.0pp	4.9pp	-4.9pp	181%
Form 3 (Form 2 at baseline)	81.2%	89.7%	8.5pp	82.1%	97.0%	14.9pp	-6.4pp	-2.9pp	-120%
Form 2 & 3	84.2%	89.0%	4.8pp	89.5%	94.6%	5.1pp	-0.3pp		

Sustainability outcome findings: the project sustainability score

Sustainability score

	Community	School	System	Overall Sustainability Score
Baseline sustainability score (0-4)	0	1	1	1
Midline target score (0-4)	1	1	2	1
Midline score (0-4)	2	2	2	2

All sustainability targets were met, with the targets for community and school exceeded.

Project delivery of transformational change in GESI

The project is delivering transformational Gender Equality and Social Inclusion (GESI) change for girls receiving direct CAMFED support. The project works with marginalised girls to support them to stay in school and succeed to their next level of transition. The project has been successful in keeping girls in school and in raising levels of attendance for the younger cohort. The project has also been successful in increased literacy and numeracy levels, particularly for the younger cohort.

However, it has been less successful at delivering change for indirect beneficiaries who are not receiving direct support. Marginalised girls who do not receive direct support have the same aspirations as marginalised girls receiving direct support; but the girls not receiving support were less secure in their views about their desired future, i.e. completing school and achieving the job they wanted. Girls not receiving direct support also identified the difficulty of affording essentials such as uniforms, exercise books, bus fares etc., items which enable them to attend school more regularly.

The project also supports activities to bring about changed attitudes to girls' education and girls' safety in the community; Learner Guides (LGs) and CAMA members work with local government and parent groups to support them to take action to ensure girls remain safe on their journey to and from school.

Intermediate outcome findings

The targets, scores and progress for each indicator are presented below

Indicator	Baseline actual	Midline targets	Midline actual	Targets hit
Intermediate Indicators				**Y or N**
IO1 1.1 Proportion of marginalised girls attending school regularly.	71.9%	Form 2: 80% Form 3: 80%	Form 1(2) 82% Form 2 (3) 75%	Y N
IO1 1.2 Beneficiaries', teachers' and parents/guardians' perceptions on the barriers to regular attendance and what has led to improvements in attendance	Major barriers include cost, family poverty, distance to school, need for income, early marriage and pregnancy	Reduction in financial barriers and reported early pregnancy	Early pregnancy and marriage rare The bursary items support girls to attend regularly; Distance, hunger and cost remain barriers to attendance and to learning	Y
IO1 1.3 Proportion of young women school graduates with regular attendance at non-formal education.	n/a	n/a	n/a	n/a
IO2 2.1 Annual progression rate of marginalised girls receiving financial support	n/a	Lower secondary: 90%	97%	Y
IO2 2.2 Annual dropout rate of girls in CAMFED partner schools attributed to pregnancy and/or early marriage.	n/a	Reduction by 10%	0.4%	Y
IO2 2.3 Engagement of community stakeholders in tackling early pregnancy and marriage.	Community members express concern about teenage pregnancy and early pregnancy. Some Ward and Street Leaders encourage students to avoid pregnancy and advocate to parents to leave girls in school but most did not know what to do about teenage pregnancy and early marriage.	Qualitative research to assess the engagement of community stakeholders to tackle early pregnancy and marriage	Some activities are taking place, but need to be planned more systematically and engage with wider population to support local attitude change	Y

Indicator	Baseline actual	Midline targets	Midline actual	Targets hit
IO2 2.4 Beneficiaries' views on how the support received impacted on their likelihood of completing school	Beneficiary marginalised girls state that CAMFED support has made a significant difference to their life and life chances. All marginalised girls in receipt of bursaries stated how the bursary had not only enabled them to stay in school but had significantly increased their determination to do so.	Qualitative research to assess the impact of the support received on their likelihood of completing school	Each of the bursary support items impacted on different challenges girls faced in attending and thus staying in school.	Y
IO2 2.5 Beneficiaries' views on how the support received (Transition Programme and Start-Up Grants) impacted on their economic security.	n/a	n/a until ENDLINE	n/a until ENDLINE	n/a
IO2 2.6 Proportion of marginalised girls and young women supported under GEC who satisfy one or more economic empowerment criteria following school completion.	n/a	n/a until ENDLINE	n/a until ENDLINE	n/a
IO3 3.1 Level of self-esteem, self-efficacy and self-confidence among marginalised girls	**Life Skills** Learning to Learn 75% Learning for Life 74% Agency 90% Total 80% **Attitude to Learning** Involvement 496.25 Reward 492.44 Adjustment 494.62 (+ change measured in comparison group)	**Life Skills** Learning to Learn 80% Learning for Life 80% Agency 90% Total 85% **Attitude to Learning** Involvement 516.25 + Reward 512.44 + Adjustment 514.62 + (+ change measured in comparison group)	**Life Skills** Learning to Learn 70% Learning for Life 86% Agency 88% Total 82% **Attitude to Learning** Involvement: 502.86 Reward: 471.12 Adjustment: 507.90	N Y N N N N N
IO3 3.2 Changes in marginalised girls' perceptions of their ability to succeed in the next stage of their transition	CAMFED bursary girls who were interviewed were clear that they were determined to remain in school and complete. Other marginalised girls stated that they want to stay in school but were unsure whether their parents could continue to afford to provide all the necessary support for them to remain in and complete school.	Marginalised girls have increased and realistic perceptions of their ability to succeed in the next stage of their transition.	All girls have a strong desire to stay in school until they complete F4. The girls who receive bursary support are aware that they will be supported and want to continue their education beyond F4. The marginalised girls who do not receive bursary support have high aspirations and want to complete F4. They also have aspirations for work that requires a degree but are less secure about achieving it.	Y

Indicator	Baseline actual	Midline targets	Midline actual	Targets hit
IO4 4.1 Percentage of Teacher Mentors and Learner Guides implementing active teaching styles and practices.	**Teachers** Question & answer: 96% Groupwork: 85% Problem solving: 85% Differentiation of work: 60% Project work: 21% **Learner Guides** Group discussion: 86% Quizzes: 60% Role plays: 45% Debates: 52% Teacher Mentors were just beginning at the time of the baseline survey. For this reason, they were not separately identifiable from other teachers.	**Teacher Mentors** Question & answer: 96% Groupwork: 87% Problem solving: 87% Differentiation of work: 65% Project work: 28% **Learner Guides** Group discussion: 90% Quizzes: 65% Role plays: 50% Debates: 55%	**Teacher Mentors** Question & answer: 90% Groupwork: 75% Problem solving: 55% Differentiation of work: 60% Project work: 24% **Learner Guides** Group discussion: 95% Quizzes: 66% Role play: 38% Debates: 42%	N N
IO4 4.2 Percentage of Learner Guides who perform their role with students to the required pedagogical standard	When the baseline was undertaken, the Learner Guides had only recently enrolled on the BTEC programme. The first assessments by BTEC Assessors were carried out with 110 LGs in the project schools in December 2018, six months after the baseline survey in schools. The report from the Assessors is expected to be available in the next annual report to be written by the Project.	90%	100% 111 Learner Guides observed; Observation of teaching carried out by Teacher Mentors.	Y
IO4 4.3 Frequency of use of learning materials provided by CAMFED, by students and teacher (at least weekly)	Learner Guides were interviewed in all 10 schools visited by the qualitative researchers in the baseline study. They stated that they conducted 'My Better World' (MBW) lessons each week and discussed their experiences of conducting the sessions. This was confirmed by students who were interviewed and stated that they were undertaking the sessions.	At least weekly: 50%	41% of students use the materials at least weekly	N

Indicator	Baseline actual	Midline targets	Midline actual	Targets hit
IO4 4.4 Quality of learning materials provided by CAMFED	Evidence collected through the baseline qualitative research indicates that students, Teacher Mentors and Heads of Schools (HoS) believe that the MBW book is high-quality, relevant and very appropriate for male and female students.	Students and teachers believe that the learning materials are high-quality, relevant and useful.	Students like the MBW sessions and the book. Teacher Mentors and Learner Guides also believe MBW is very useful for students. The Tanzanian Institute for Education has not yet signed off on the use of the CAMFED Study Guides in the intervention schools. . Therefore, CAMFED provided government textbooks which were welcomed by teachers as they are in such short supply.	Y
IO5: 5.1 Students' understanding of School-Related Gender Based Violence (SGBV) including what should be reported and how	Not all girls were clear about what constitutes SGBV. They clearly understand that rape is wrong and would usually report it (although not always), but they often put up with a lot of teasing based on their physical attributes, sexual innuendoes and touching and accept it as 'normal' or just something they have to contend with. The majority of girls know what should be reported in terms of physical punishment in school, but do not always feel they are listened to because the punishment is served out by teachers.	Increased awareness of girls' rights and what constitutes SGBV.	The most prevalent forms of SGBV are compulsory pregnancy testing, inappropriate touching and other harassment by boys, illegal and excessive corporal punishment which is outside the strict limits set by law. Students know what should be reported and to whom. Often, they do not know how their report will be acted upon.	Y
IO5 5.2 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	42.6%	53%	46%	N
IO5 5.3 Students' experiences and perceptions of safety in school and on their way to/from school	The majority of girls stated that they feel relatively safe in school, in some cases because they may accept bullying, physical punishment, compulsory pregnancy testing and less severe forms of sexual abuse as 'normal'. When the school is a secure place to be, some girls feel safer and more secure at school than at home. However, many mentioned that they do not feel safe on the journey to and from school where they can be harassed, 'ambushed', or abused by boys or men.	Increased awareness of safety and security in school and on their way to/from school. The target is to show greater awareness by students and an improved girl-friendly environment in school. Improvement over the baseline.	Students generally feel safe in school and this was confirmed by the student survey where 94% of girls say they feel safe. Girls are more aware that the various abuses by teachers and boys should be reported. They also seem to accept the excessive corporal punishment as part of school life. Many girls interviewed do not feel safe on their journey between home and school. They describe the actions of young men who harass them and no action being taken by community members who see this.	N

Indicator	Baseline actual	Midline targets	Midline actual	Targets hit
IO5 5.4 Proportion of School Improvement Plans that include an action to promote child protection	0%	40%	73% of School Improvement Plans include an action to promote child protection	Y
IO5.5 Reduced prevalence of the use of corporal punishment by teachers and heads of school in secondary schools	Corporal punishment was one of the major concerns for girls in school reported in the baseline qualitative research. The issue of corporal punishment was raised throughout the qualitative interviews with girls, parents and community members. It was widely acknowledged that teachers were *"allowed to give three/four sticks or make girls sweep or dig depending on the level of wrongdoing"*. The stick was reported to be used on a daily basis for both small and more serious behaviour, interpreted as wrongdoing. In all groups of girls interviewed by the external evaluator (EE), only 3 or 4 had never received the stick.	There is increased awareness of guidelines relating to corporal punishment by teachers and HoS in CAMFED's partner schools	There is increased awareness of some aspects of the legal boundaries of corporal punishment i.e. number of strokes; but either an absence of knowledge or a wilful disregard of boundaries related to who can administer punishment and for what purpose.	N

1 Background to project

1.1 Project Theory of Change and beneficiaries

The Girls Learn, Succeed and Lead Girls' Education Challenge-Transition 2 (GECT 5276) project builds on lessons learnt from CAMFED's GECT in Tanzania, Zambia and Zimbabwe, the preceding Girl's Education Challenge (GEC) Fund *Step Change Window* project in Tanzania and Zimbabwe and CAMFED's 25 years of experience delivering programmes in support of girls' education in sub-Saharan Africa. Unlike CAMFED's other GECT project, 5276 does not follow directly on from a CAMFED previous programme thus cannot reap the benefits of long standing established relationships with schools, communities and district personnel. The CAMFED 5276 GECT project built on the foundations laid by Building Resources Across Communities (BRAC) at primary level and in communities with CAMFED introducing their successful strategies of governance and community structures for supporting girls' enrolment, retention and progression at secondary level developed under CAMFED's GEC1 project in Tanzania.

GECT 5276 targets marginalised girls in peri-urban communities of Tanzania with a focus on enabling a critical mass of marginalised girls to transition through secondary and on to a secure and fulfilling livelihood. The project builds partnerships at national, district, community and school level to provide wrap-around support for marginalised girls. Its major strategy for addressing poverty is the provision of needs-based bursaries to the most marginalised girls. The intention is that from this position the GEC 'graduates' will join the Campaign for Female Education Alumnae Association (CAMA) and lead initiatives that support girls' education within their communities and join forces with district and national authorities to drive change at scale.

CAMFED has been successfully implementing this core model for many years in other districts in Tanzania and in other countries 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. It is a strong programme but the baseline report suggested that CAMFED staff should continually question and reflect on the programme and to seek improvements because: not all CAMFED supported girls and young women are able to remain and succeed in school, or to transition well; the project may have less impact than intended on indirect beneficiaries; without any direct community level intervention, enduring gender inequality may be difficult to transform; and improved learning scores may be difficult to achieve without sufficient direct training of teachers and greater support to the government to address some of the supply-side constraints.

Previously the CAMFED projects have operated solely in rural areas yet the ToC makes no mention of the differences and different challenges girls in peri-urban locations may face. The baseline evaluation found a number of differences, such as increased risk of sexual abuse on the journey to school because of the greater number of, mostly unemployed, men; preying of boda boda (motorcycle taxi) riders and the dangers involved on public transport, with dala dala (minibus) drivers exchanging lifts for sex; families renting rooms in houses where other adults live; and both parents going out to work and leaving children to their own devices. In addition, the schools attended are likely to be larger in size and better maintained but still might require improved WASH facilities.

The original project ToC diagram followed the Fund Manager (FM) template but, while it illustrated the hierarchy of objectives of the CAMFED approach (much like the Logframe), it did not show the complexity, detail and linkages of the 'missing middle' i.e. the assumptions about how the changes occur. Consequently, at baseline it was recommended that the project implementation team, including country and international teams, work together to discuss, agree and develop a more comprehensive ToC diagram, reviewing in greater depth the linkages between inputs, outputs, IOs and outcomes – exactly how these synergise to create the desired results. Doing this may reveal gaps that need closing, opportunities to introduce new activities (especially to reach the harder to reach, including girls living with disabilities) and the need to more directly address gender inequality.

The ToC diagram has now been revised (Figure 1) and presented recently to the EE. It is immediately visually impactful and clearly shows in general terms the key elements of the programme and the importance of the wrap around support that the project provides for its direct beneficiaries. It is a powerful representation of how all the project components are directed at empowering women, with the downward arrows indicating how they will give back and support other girls.

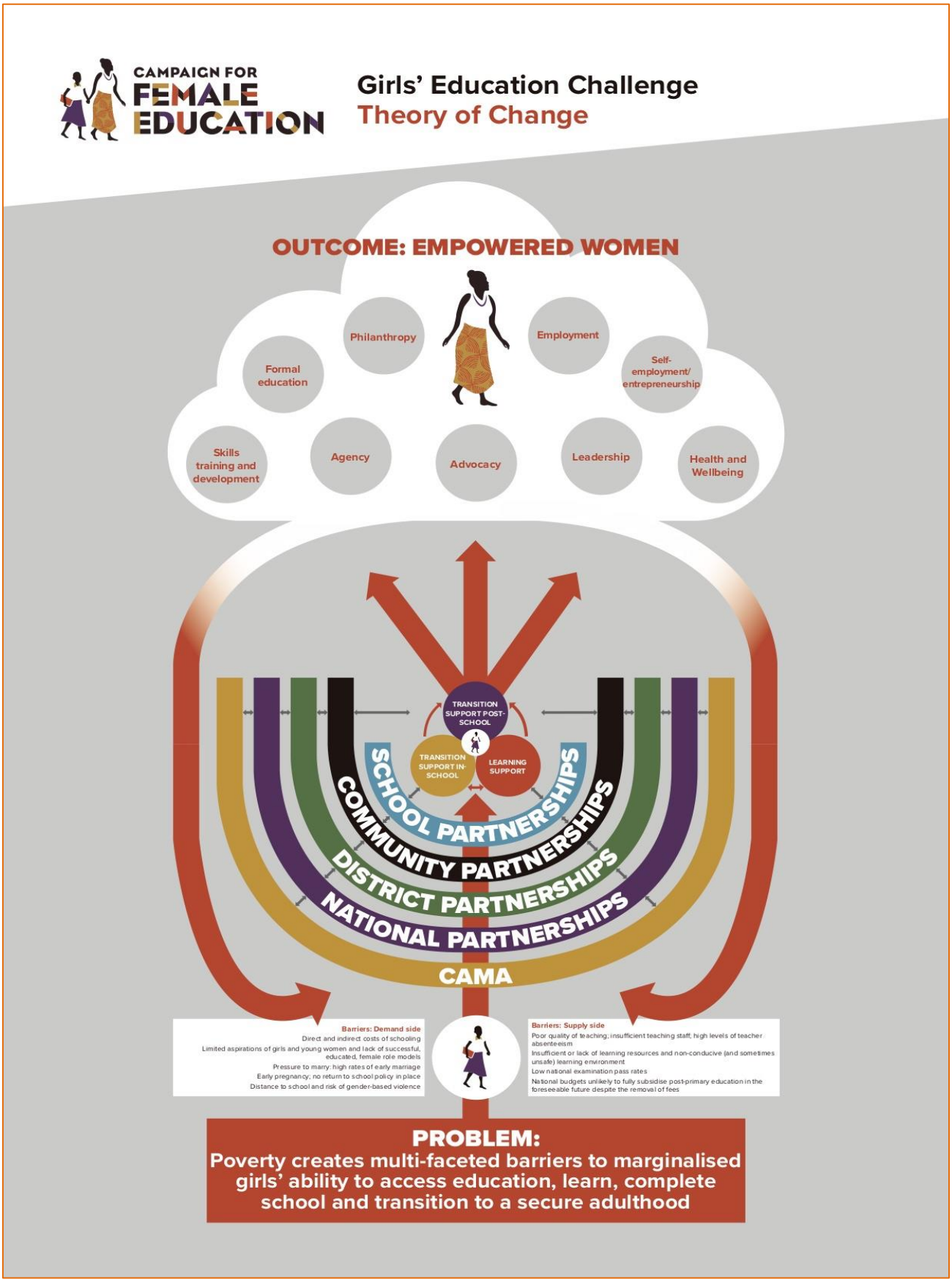
However, given that the problem that the project seeks to address is identified as 'Poverty' the diagram does not show the crucial role that the provision of bursaries plays in the empowerment of marginalised girls and the success of the project. Indeed, without the provision of the needs-based financing (bursaries), many marginalised girls would not be able to remain in school.

The ToC links all the various components with a line but still does not articulate in detail the complex processes, pathways and linkages through which the changes occur: for example, exactly how do the various levels of partnerships work together to provide the wrap-around support for the girl; exactly who are the stakeholders in those broad partnerships that make the project work; how do they support non-bursary girls; how do they operate if a girl drops out; what safety nets are there and how do they work; how does the 'wrap-around' support address the needs of specific different groups of marginalised girls, such as those living with disabilities. While this diagram, the product of the ToC review, provides a powerful image of the overall programme, the baseline recommendation was intended to encourage staff to engage more deeply with processes of how the programme works in order to increase its ability to assist a wider range of girls. The EE hopes that behind the development of this diagram are a number of complex working drawings which illustrate how the staff groups have debated exactly how the project works and what should be done when gaps appear. There is now a need for the Tanzania team to review the ToC on the basis of the different challenges relating to the peri-urban context.

Moreover, the project documentation states its intention 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'. While the project directly addresses the practical needs of many girls and young women through the provision of 'school-going costs', the documentation also states that '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'. While the success of the wrap around support for girls and support from Parent Support Groups (PSGs), School Boards, Community Development Committees (CDCs) and CAMA members and their work in communities goes some way to transforming attitudes to girls' education and early marriage and pregnancy, the project is not designed to directly address underlying gender inequality and the more strategic gender needs[1] by taking direct action to transform attitudes to women and girls, which intersect with poverty to create the problem that the project intends to address.

[1] 'Strategic gender needs' are the needs women identify because of their subordinate position in society. They vary according to particular contexts, related to gender divisions of labour, power and control, and may include such issues as legal rights, domestic violence, equal wages, and women's control over their bodies. Meeting SGNs assists women to achieve greater equality and change existing roles, thereby challenging women's subordinate position (http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/gneeds.htm)

Figure 1: The CAMFED GECT Theory of Change



1.1.1 Assumptions

The following three over-arching assumptions (called hypotheses in the design document) form the basis for much of the project and incorporate most of the other assumptions in the ToC.

(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 ToC 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. While much of this assumption holds true, project activities initially focused on training only Teacher Mentors and Learner Guides in active teaching methods, planning that this would filter through to teachers in the classroom. It had very little, if any focus on the direct training of teachers. The baseline study recommended that, in order to improve literacy and numeracy results, CAMFED takes a more active approach to the training of teachers. In collaboration with the Ministry of Education, this has been introduced.

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

CAMFED's assumption 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.

This assumption has held true but only to a great extent for the direct beneficiaries of CAMFED's needs-based financing (bursaries). For indirect beneficiaries, the financial barriers and other supply and demand-side constraints are so strong that the life skills training, in-school study guides and the support from the Teacher Mentors and Learner Guides may be insufficient to substantially increase attendance and transition for many marginalised students, especially girls. Where they do not currently exist, the addition of activities such as free school meals at secondary level and very low cost hostel accommodation could contribute to improved attendance and therefore transition.

(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's assumption is that working with district and national stakeholders from a range of ministries to instigate and support changes will lead to greater support for girls' education. Moreover the focus on developing the CAMA alumnae network and the encouragement for CAMFED beneficiaries to 'give back' and provide support to other girls in their community, will help to create sustainable change, transform attitudes and increase support for girls' education.

1.2 Target beneficiary groups and beneficiary numbers

The project is designed to directly benefit 7,009 marginalised, in-school girls in 144 secondary schools; enabling them to successfully continue to the completion of ordinary secondary school and, for those enrolled in Form 2 or above in the 2019 academic year, to progress to upper secondary, further education, entrepreneurship or employment. Beneficiaries under this project are marginalised by virtue of their gender and location, experiencing significant economic and socio-cultural barriers to education.

Table 1: Total number of girls and boys to be reached by the end of the project by region

Region/District	Direct beneficiaries (girls)	Indirect beneficiaries – (boys)	Indirect beneficiaries (girls)	Total indirect beneficiaries (boys & girls)	Total beneficiaries (boys & girls)
Dar es Salaam Region	**2,279**	**60,078**	**65,138**	**125,216**	**127,495**
Ilala Municipal Council	1,131	23,751	26,164	49,915	51,046
Kigamboni Municipal Council	216	5,565	6,159	11,724	11,940
Kinondoni Municipal Council	300	9,193	9,553	18,745	19,045
Temeke Municipal Council	280	13,328	14,879	28,207	28,487
Ubungo Municipal Council	352	8,241	8,384	16,625	16,977
Mwanza Region	**1,498**	**18,235**	**17,026**	**35,261**	**36,759**
Ilemela Municipal Council	751	8,775	8,202	16,977	17,728
Nyamagana Municipal Council	747	9,461	8,824	18,284	19,031
Shinyanga Region	**985**	**11,687**	**10,791**	**22,477**	**23,462**
Kahama Town Council	426	6,956	6,478	13,434	13,860
Shinyanga Municipal Council	559	4,730	4,313	9,043	9,602
Singida Region	**1,027**	**6,948**	**6,715**	**13,663**	**14,690**
Manyoni District Council	451	2,840	2,645	5,485	5,936
Singida Municipal	576	4,107	4,070	8,178	8,754
Tabora Region	**1,216**	**9,265**	**8,600**	**17,864**	**19,080**
Nzega District Council	462	2,837	2,695	5,532	5,994
Tabora Municipal	754	6,428	5,905	12,333	13,087
Other direct beneficiaries in non-project districts/schools	**4**	**0**	**0**	**0**	**4**
Total	**7,009**	**106,211**	**108,269**	**214,480**	**221,489**

In total, the project is designed to reach an estimated total of 221,489 young people[2], including boys, in 8 peri-urban districts across 5 regions of Tanzania, including 214,480 indirect beneficiaries (Table 1). It represents the sum of one full year of enrolment (Forms 1 to 4) in the first project academic year (2018) plus new Form 1 enrolments in each of the second, third and fourth years (2019, 2020 and 2021). Table 1 provides the breakdown of the total young people expected to be reached by the end of the project (direct and indirect beneficiaries) by districts and by regions.

1.2.1 Other stakeholder beneficiaries

The project is also designed to benefit a total of 1,229 teachers, which includes Learner Guides who are volunteers contracted by CAMFED as well as teachers in the schools. These comprise:

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

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

The project is also designed to include a total of 69,179 other adult community members as follows:

1. 1,436 stakeholders (108 CAMFED/Community Development Committee (CDC) members, 144 Teacher Mentors, 557 Most Vulnerable Children Committee Members, 78 Ward Executive Officers, 144 Head of Schools and 369 Learner Guides who will be trained in identifying and selecting marginalised girls. (These Learner Guides are also counted as teacher beneficiaries above.)
2. 2,880 stakeholders in 144 schools will attend project and learning data dissemination meetings to develop school-based improvement action plans. (576 of these stakeholders will also participate in the trainings under (1), including 144 Learner Guides who are counted as teacher beneficiaries above.)
3. 196 Parent Support Group (PSG) members who will receive training in financial management and child protection, who will pass on their training to a further 450 PSG members.
4. 270 stakeholders will attend district-level project launch and regional partnership meetings, and learning forums and visits. (108 of these stakeholders will also participate in the trainings under (1).)
5. Approximately 65,000 community members will be reached through community awareness forums on gender based violence.

1.3 Project 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, 28.2%[3] 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, peri-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. Very little has changed since baseline one year ago however, UNICEF statistics for early marriage has reduced a little; from 37% (2016) to 31% (2019) of young women marrying before 18 years and 7% at baseline to 5% girls marrying before the age of 15[4].

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[5], this changes at secondary level when only one in four secondary school-age adolescents attend (34% of boys and 29% of girls)[6]. 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.

Primary education has been free since 2002 and in 2015 the Government issued Circular 5 which implements the Education and Training Policy 2014 and directs public bodies to ensure that secondary education is free for all children. This includes the removal of all forms of fees and contributions. The Circular reads:

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

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

[3] http://hdr.undp.org/sites/default/files/thdr2014-main.pdf Tanzania Human Development Index Report 2014
[4] UNICEF (2019) The State of the World's Children 2019 Comparing 2016 statistics to those of 2019.
[5] Ibid
[6] President's Office: Regional Administration and Local Government (2016) Pre-Primary, Primary and Secondary Education Statistics in Brief

pregnancy and early or forced marriage[7]. For example in Shinyanga and Tabora, 59% and 58% of girls are married before age 18, respectively – the two highest rates in the country.[8] Although the no fee policy increases enrolment, it leaves schools under-resourced, especially those in areas where there is limited possibility for financial support from parents, faith based organisations or other sources. This was reported by teachers and HoS during the qualitative fieldwork. However, since the waiving of fees the secondary schools are receiving capitation grants from the Ministry of Education, Science and Technology (MoEST) intended to cover school-level indirect costs. The capitation grants are allocated according to the number of students in the school.[9] However, this still leaves many secondary schools struggling with inadequate resources.

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 improved from 0.59 in 2011 to 0.55 in 2014[10], 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.

In spite of the National Strategy for Gender and Development supporting the rights of women and girls and significant non-government organisation support for re-entry policies, currently girls are expelled from school when they are found to be pregnant. There is a widespread belief among teachers and education administrators that expulsion is required by law even though the MoEST guidelines gives 'getting pregnant or causing pregnancy in and out of the school environment' as one of the examples for why students might be expelled but it does not state that it is compulsory.[11] 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.*"[12] Equally concerning is research by the Centre for Reproductive Rights which indicates that many schools enforce compulsory pregnancy testing[13] for all girls and any found to be pregnant are expelled or not given admission into secondary school. This is a backwards step in terms of achieving gender parity in education and gender equality overall and at odds with policy and practice in neighbouring countries. All schools visited during the qualitative consultation (two per district – a total of 10) practised compulsory pregnancy testing and some tested girls four times a year. This is further explored in section 5.5.

However, although there is no re-entry policy for girls who drop out due to pregnancy, MoEST now recognises alternative learning pathways, which help girls to return to learning (although not in school) through qualifying tests and resitting exams.[14]

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

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

[7] CAMFED (2018) 5276 MEL Framework p.4
[8] Tanzania DHS, 2010
[9] For more details http://www.moe.go.tz/en/programmes-projects/item/358-secondary-education-development-programme.html
[10] 2014 Human Development Report
[11] MoEST and distributed to all secondary schools (it is formed by education act number 25 of 1978
[12] Tanzania Affairs (2017) · Filed under Education, Issue 118
[13] Centre for Reproductive Rights (2013) *Forced Out: Mandatory Pregnancy Testing and the Expulsion of Pregnant Students in Tanzanian Schools*
[14] For more details on these programmes please visit the linkhttps://www.necta.go.tz/qt.

authority in writing to a carefully selected member of his teaching staff, provided that the authorized member of staff may act only with the approval of the head of the school on each occasion when corporal punishment is administered.

4. A female student may only receive corporal punishment from a female teacher except where there is no female teacher at the school in which case the Head of School may himself administer corporal punishment or authorize in writing a male teacher to administer corporal punishment.
5. In occasions on which corporal punishment is administered it shall be recorded in a book kept for the purpose and such record shall state in each instance the name of the student, the offense or breach of discipline, the number of strokes and the name of the teacher who administered the punishment. All entries in this book shall be signed by the Head of School (Hakielimu, 2011; URT, 2002b).

However, these regulations are not well understood by all teachers and in all 10 schools visited during the midline, corporal punishment was the first response to all misdemeanours, no matter how small. In CAMFED project schools there is a slow but growing awareness of the law, but, as highlighted under findings in Chapter 6, little has changed since baseline. In spite of a legal framework that includes the government's ratification of United Nations Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child that prohibit corporal punishment, and the inclusion of a strategy to abolish corporal punishment in the Education Sector Development plan (2016/17 – 2020/21). There are currently no official mechanisms for supporting and monitoring the strategy; no-one at school level, the CDC or MoEST mentioned the strategy to abolish corporal punishment in the strategic plan.

CAMFED is providing some training in positive behaviour management. This training needs to be undertaken through a whole-school approach because it is difficult for one or two teachers alone to bring about the school culture change required. Moreover, in order to bring about sustainable change, it is important to acknowledge that taking positive approaches to 'safe learning' cannot be achieved in just one short training programme; it requires a total change of school culture and a reorientation of teachers and therefore requires a longer-term plan by government and by the project.

1.4 Key evaluation questions and the role of the midline

The midline evaluation took place between March 2019 and November 2019 with the field work taking place between 22 July and 5 August 2019 (see Table 2). Because of the timing of school terms and exams, the qualitative and quantitative surveys had to take place concurrently. This precluded any sequencing of the two elements. The tight timing of reporting and the time taken to clean and analyse the quantitative data makes mixed method reporting challenging, with many report sections having to be drafted independently. A full description of the methodology, including the mixed method approach can be found at Annex 3. A brief timeline of the evaluation is shown in Table 2 below.

Table 2: Midline Evaluation GECT 5276 timeline

2019-2020	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Inception		1		14									
Development of materials				14									
Enumerator training					16-19								
Data collection					22	5							
Data analysis									29				
Reporting to the FM								29			30		09

As outlined by the FM, the purpose of the midline evaluation is to assess the impact of the project on the GECT outcomes of learning, transition and sustainability. The guidance indicates that evaluations will concentrate on the project outcomes and five intermediate outcomes (IOs) (Attendance, Economic Empowerment, Life Skills, Quality of Teaching/Classroom Practice and SGBV).

In more detail the objectives of the midline report are:

- To measure progress achieved since baseline against the project's outcomes (Learning, Transition, Sustainability), the project's Intermediate Outcomes;
- To compare progress achieved in the intervention schools with the comparison schools, including and especially the numeracy and literacy results of marginalised girls;
- To assess progress against targets for Outcomes and Intermediate Outcomes for the midline evaluation;
- To provide a nuanced, evidence-based picture of the context in which the project operates;
- To describe changes to the profile of the project's direct beneficiaries, and any changes to the project's calculation of beneficiary numbers;
- To 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;
- To investigate the linkages between Outputs, Intermediate Outcomes and Outcomes;
- To provide the GEC FM, DFID, and external stakeholders quality analysis and data for aggregation and re-analysis at portfolio level.

The ultimate use of the evidence and analysis[15] in the midline evaluation report will be:

- To reflect on and assess the validity and relevance of the project's Theory of Change;
- To evidence why changes may need to be made to the project's activities in response to the analysis;
- To review the project's Logframe Indicators and amend where appropriate;
- To understand which aspects of the project's interventions have contributed most to learning outcomes through the assessment of progress on intermediate outcomes.

The following questions form the overarching structure of the evaluations:

1. Between the baseline and the midline, has the financial, material, teaching and mentoring support provided to marginalised girls resulted in improving retention, attendance and progression in school and post school transition outcomes? Which barriers is the support more and less able to overcome?
2. Between the Baseline and the Midline, how successful has the project been in addressing these barriers to education for marginalised girls?
3. Between the baseline and the midline, has the MBW programme led to increased self-esteem, self-efficacy and self-confidence for participant marginalised girls and young women? In what ways are these associated with improved outcomes in terms of transition and learning? To what extent has MBW changed the attitudes and perceptions of boys to cultural/gender norms and gender sensitive issues?
4. How successful has the CAMFED Transition programme for CAMA members been in assisting the participants to move from school into further education, training and/or a successful livelihood? Where possible the EE will also explore how the wider CAMFED support for marginalised girls (who did not receive the financial and material support when they were in school), has affected their transition from school.

[15] FM report template page 2.

5. How successful have the Learner Guides, School and Ward Committees and Teacher Mentors been in strengthening the home-school link and supporting girls particularly at risk of dropping-out? What are the outcomes of this support in terms of school attendance, transition and learning?
6. To what extent have the interventions designed created an enabling learning environment for marginalised girls?
7. To what extent has the project's training of Teacher Mentors and Learner Guides in learner-centred approaches improved interest and engagement of students, especially marginalised girls and their academic attainment? How does this compare with the comparison schools?
8. 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? To what extent does it impact their retention and transition through secondary school?
9. Compared to what was found at baseline, what understanding do teachers and HoS have of rules and regulations pertaining to corporal punishment in school and the rights of women and girls?
10. How successful has CAMFED's collaborative, cross-sectoral approach been that brings together 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. How might it be improved?
11. What is the awareness level of the specific needs of students with disabilities by their school teachers, Heads of Schools and other key stakeholders? While this is not a specific aspect of the CAMFED programme, it is an essential part of any programme that is GESI sensitive and was flagged by the FM at baseline.

Moreover while the guidance states that the evaluations will seek to test the project's ToC and the research undertaken will measure the success the project in delivering IOs and outcomes, testing the project's ToC also requires an assessment of the effectiveness by which achievement of the outputs leads to achievement of the IOs.

As the independent evaluator of the CAMFED GECT Project, CIDT has sought to critically analyse the evidence from the midline survey to provide CAMFED with evidence that can be used to inform future programming and improve the quality of education for girls especially in the key transition points of their education.

Annex 3 of this report discusses the approach, methodology and timelines involved in this midline evaluation. Included in Annex 3 are explanations of how the mixed methods worked together and how the data was treated.

2 Context, educational marginalisation and intersection between barriers and characteristics

2.1 Evaluation participants

Girls targeted by GECT to be direct beneficiaries of support are marginalised girls in disadvantaged communities located in under-served peri-urban districts of Tanzania. They are marginalised by poverty, gender, and geography, with overlapping sub-sets of the beneficiary group facing a variety of interlinked forms of marginalisation. These girls are a subset of a wider tracked cohort of girls and boys in the intervention and comparison schools.

In order to consider the experience of and impact of marginality in the evaluation, an index of marginality was used at the baseline stage. The level of marginality of each student in the tracked cohort was determined using CAMFED's Marginalisation Criteria (as described in the following section) calculated for each student who completed the school-based survey. The approach categorises students as 'marginalised' and 'less marginalised' because, strictly speaking, all girls in the selected schools are marginalised to some extent. The marginalisation survey tool used to capture this information was administered at baseline but not at midline (unless the respondent was in the replacement sample). This means that changes noted in the marginality criteria relate to the changes in the tracked cohort due to leaving school or survey attrition.

The criteria used to identify marginalised students for the purposes of the evaluation uses an index based on 20 scenarios. These 20 scenarios describe key elements of a child's personal situation. These marginalisation scenarios were designed by CAMFED to be unambiguous indicators of marginality in GEC1. If a girl's situation was captured by any one of the 20 scenarios, CAMFED would consider her to be 'marginalised'. Educational marginalisation is complex and these 20 scenarios go some way to addressing this complexity. However, each scenario includes more than one factor, which makes assessing marginalisation challenging as a girl may satisfy one but not the other(s). The girls identified as marginalised according to the school survey are not necessarily those marginalised girls receiving CAMFED direct financial and material support.

This method of determining marginality is used in the survey approach in order to identify marginalised children in the comparison group in a way that is consistent with the methods deployed in the partner (intervention) schools. This means that it has been possible to determine at baseline, whether students taking part in the survey are marginalised or less marginalised, according to the CAMFED criteria[16].

The final sample sizes for the quantitative surveys are given below (Table 3). This table shows the sample size and level of marginality of students who constitute the baseline and midline joint sample. The project uses a joint sample where the students enrolled at baseline formed the learning cohort if they took learning assessments (SeGMA/SeGRA); and additionally are part of the transition cohort if they are marginalised girls that were successfully reached through the household survey at baseline. All marginalised girls that were part of the Transition cohort at baseline were also part of the learning cohort. More detail of the sampling methodology appears in Annex 3.

[16] CAMFED's community-based selection structures and processes are based on these 20 scenarios, but do not exist in the comparison schools and districts, which need to be sampled to deliver the quasi-experimental design.

Table 3: Sample characteristics at baseline and midline

		Female				Male			
		Form 2 (Form 1 at baseline)		Form 3 (Form 2 at baseline)		Form 2 (Form 1 at baseline)		Form 3 (Form 2 at baseline)	
		Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised
Literacy									
Baseline	Intervention	446	576	389	634	381	590	387	582
	Comparison	432	607	418	619	404	554	405	548
Midline	Intervention	396	512	340	565	313	535	337	521
	Comparison	372	520	315	497	313	449	314	417
Numeracy									
Baseline	Intervention	446	576	389	634	381	590	387	582
	Comparison	432	607	418	620	404	554	405	548
Midline	Intervention	405	526	333	543	322	545	330	501
	Comparison	370	524	305	488	316	450	314	417

Across the midline sample, marginalised boys in school were older, on average, compared with marginalised girls. The average age of marginalised males in Form 2 was 15.8 in intervention and 16.0 in comparison schools compared with age 15.0 for marginalised girls in intervention and 15.4 in comparison schools. In Form 3, the average age of marginalised boys was 16.7 in the intervention schools and 16.8 in the comparison schools, compared with girls aged 16.0 in the intervention and 16.2 in the comparison schools.

Disability is also identified in GECT-5276 as a key factor impacting on young people's ability to engage in education. This is explored through a series of self-reported disability questions (those developed by the Washington Group) in the student surveys. Table 4 shows the breakdown of self-reported disability by gender, across the intervention and comparison groups.

Self-reported disability decreased from 14% of males in intervention and comparison groups and 17%-18% of females in intervention and comparison schools at baseline to just 4% of intervention males and females at midline and 5% of males and females in comparison districts. This is largely attributable to the change in the introductory text to the disability questions to match more closely to the Washington Group suggested questionnaire wording, which more explicitly contextualises the questions as relating to health issues.

Table 4: Disability status of students by gender (intervention and comparison)

Disability status of students	Female				Male			
	Comparison		Intervention		Comparison		Intervention	
	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline
Students with one or more forms of disability	18.3%	5.4%	17.3%	4.4%	14.2%	5.0%	14.4%	4.3%
Sight related disability	7.3%	1.3%	6.4%	1.2%	5.1%	1.0%	5.3%	1.5%
Hearing related disability	5.1%	0.2%	5.2%	0.3%	4.2%	0.5%	4.4%	0.4%
Walking related disability	6.3%	1.5%	4.7%	1.1%	3.5%	0.7%	3.9%	0.9%
Memory or cognitive disability	6.6%	3.0%	5.5%	2.2%	5.2%	2.6%	5.7%	2.0%
Self-care related disability	5.0%	1.2%	3.8%	1.0%	3.9%	2.1%	4.0%	1.5%
Communication related disability	3.9%	0.5%	2.9%	0.5%	2.6%	0.9%	2.3%	0.3%
Students with sickness problem	17.2%	18.1%	18.8%	12.9%	19.7%	15.7%	19.3%	15.6%

Source: Student survey

At midline, the following question was asked:

> *The next questions ask about difficulties you may have with doing certain levels of activities because of a HEALTH problem*
> Do you have difficulty seeing, even if you are wearing glasses?
> Do you have difficulty hearing, even if you are using a hearing aid?
> Do you have difficulty walking or climbing stairs?
> Do you have difficulty remembering things or concentrating?
> Do you have difficulty with self-care such as washing all over or dressing?
> Using your local language, do you have difficulty communicating, for example understanding or being understood?
>
> (Response options were as follows: 1. No - no difficulty; 2. Yes - some difficulty; 3. Yes - a lot of difficulty; 4. Cannot do at all; 5. Don't know

When reporting the baseline data, the EE expressed concern that self-reported disability rates of 14-18% were very high.

The Washington Group Guidance urges:

> *Before using this tool it is important to stress that the way the questions have been written are very specific – **to provide valid and comparable data on disability they must not be altered in any way, including the introductory sentence.** This is especially relevant if it needs translation. There are already a number of certified translations available on the Washington Group website.*[17]

In fact, at the baseline the introductory sentence had been altered to read:

> *Compared to other children around your age:*
> Do you have difficulty seeing, even if you are wearing glasses?
> Do you have difficulty hearing, even if you are using a hearing aid?
> Do you have difficulty walking or climbing stairs?
> Do you have difficulty remembering things or concentrating?
> Do you have difficulty with self-care such as washing all over or dressing?
> Using your local language, do you have difficulty communicating, for example understanding or being understood?
>
> (Response options were as follows: 1. No - no difficulty; 2. Yes - some difficulty; 3. Yes - a lot of difficulty; 4. Cannot do at all; 5. Don't know

There are two major differences in the introduction – (1) young people are asked to compare themselves with others and (2) the question is not clearly defined in relation to health. By using the language about comparing themselves, the questionnaire is made into a relative question, which seems to encourage young people to see themselves as worse off than other young people. This may be related to the fact that the survey is for CAMFED. CAMFED provide financial support to girls who are the most marginalised. When the question only asks them to consider their own experience, young people were less likely to report experiencing a disability.

The positioning of the survey question on disability might also have impacted on the responses. At the baseline, the question was delivered in the marginality questionnaire at Question 35 while at the midline, the question was in the main student survey at Question 11. Placing the question close to the start of the questionnaire enabled it to be part of the introduction to the survey allowing the enumerator to read the question and ask students to respond. The current figures are more in line with the results of a Tanzanian national disability survey in 2008 which found that 7.8% Tanzanians over the age of seven had some form of disability[18].

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[17] *http://www.washingtongroup-disability.com/*

[18] https://www.sida.se/globalassets/sida/eng/partners/human-rights-based-approach/disability/rights-of-persons-with-disabilities-tanzania.pdf (SIDA, 2020) and https://www.nbs.go.tz/tnada/index.php/catalog/30

2.2 Marginalised girls' characteristics

The levels of marginalisation present in the evaluation sample can be assessed using the household and girls school survey. The results of this are presented in Tables 5 to 7.

Marginalisation of girls in intervention districts was very similar between baseline and midline, across intervention and comparison districts, with around 41% marginalised. This indicates that the profile of respondents interviewed at midline is fairly similar to the baseline, when the marginality data was collected. At both time periods, boys experienced a similar rate of marginalisation with around 40% of boys in intervention and comparison districts considered to be marginalised, based on the data collected at baseline.

Table 5: Assumed and actual levels of marginalisation, girls (midline and baseline)

MEL Framework Assumption % Marginalised Girls (intervention and comparison)		Actual % marginalised girls in intervention schools			Actual % marginalised girls in comparison schools		
Baseline	**Midline**	**Baseline**	**Midline**	**PP change**	**Baseline**	**Midline**	**PP change**
40%	40%	40.8%	40.5%	-0.3pp	40.9%	40.3%	-0.6pp

PP=Percentage point

The reported incidence of one marginalisation indicator on the CAMFED index of 20 scenarios (Table 6) was enough for a girl to be considered marginalised at baseline. The incidence of these scenarios at baseline is shown for the intervention and comparison groups. It is important to note that any changes at midline in these indicators will be due to the changing profile of the sample, due to attrition, not due to changes in reported experiences.

Key aspects of marginality experienced by girls in intervention and comparison districts identified at baseline were parents/guardians unable to pay the school costs, so girls are often sent home or drop out of school (30% intervention, 28% comparison) followed by very low incomes (34% intervention, 32% comparison). Ill-health and disability also affected a significant proportion of girls or their families, with 16% in intervention and 15% in comparison areas reporting their own illness and 11% (intervention) and 12% (comparison) reporting the need to care for others who are ill as barriers to attending school. On the whole, the profile of marginalisation in intervention districts was very similar to that of comparison districts at baseline and midline.

Marginality is associated with hunger, single-parent households, poverty and difficulty learning in English (Table 7). Hunger was very prevalent at midline where 70% of marginalised girls in intervention districts had skipped meals on some days. A similar pattern is seen in comparison districts where 63% of marginalised girls sometimes experience hunger. Hunger is particularly associated with marginality; at midline 35% of less marginalised girls in intervention districts and 30% in comparison districts regularly skipped meals.

The majority of all girls, regardless of marginality or district, do not live with both parents; however, a somewhat higher proportion of marginalised girls came from single parent households, compared with less marginalised girls. Two-thirds of all marginalised girls in intervention districts reported not living with both parents (67%), up slightly from baseline (60%) and to a small extent higher than comparison districts (63%). This is compared to 51% of less marginalised girls in intervention and comparison districts at midline.

As evidenced at midline, 61% of marginalised girls in intervention districts and 59% in comparison districts lived in households with no regular income, compared with 38% of less marginalised girls in intervention and 36% in comparison districts. Living in households with land but poor housing was a commonly experienced aspect of marginality and remains unchanged from baseline. At midline, 38% of marginalised intervention girls' households and 41% of marginalised comparison girls' households had poor housing (walls of earth or wood) compared with just 16-17% of less marginalised girls. Interestingly, a similarly high proportion is not seen on other financial indicators at midline, such as difficulty affording girls' education where only 11% of marginalised girls in intervention districts say it is difficult for their families to afford for

them to go to school, presumably due to the fact that there are no school fees to pay (although there may be other school-going costs).

Table 6: Marginalisation based on the CAMFED criteria (Baseline)

	Measure of Marginalisation	Intervention	Comparison
	Sample size	**2,050**	**2,085**
1	A child whose parents/guardians cannot pay the school costs and so are often sent home or drop out of school.	29.8%	27.5%
2	A child living in a family that gets only one meal per day, or sometimes goes to bed hungry.	5.0%	5.4%
3	A child living in a household with very low income so that they cannot afford even the basic needs.	34.0%	32.2%
4	A child living with old relatives with no or little income, so the child has to earn income for the family	0.5%	0.5%
5	An orphaned child living with guardians who is being neglected and not having all needs provided, including school costs	0.9%	1.0%
6	A child taking care of sick or disabled parents, siblings or other relatives (which stops them going to school)	11.3%	11.8%
7	A child who lives in the street	0.3%	0.4%
8	A child who lives in a household headed by a child [not him/herself]	0.0%	0.2%
9	A child who is the head of the household	0.5%	0.3%
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.	0.8%	1.1%
11	A child whose guardian treats them unfairly compared to other children in the household in terms of work or provisions	4.8%	5.1%
12	A child who spends a lot of time in church activities to the extent that she/he misses school.	0.3%	0.4%
13	A child whose parents/guardians do not value education and so do not pay school fees and other school costs	0.0%	0.1%
14	A child whose parents/guardians are sick or disabled so that they have very low or no income	2.7%	2.4%
15	A child with a chronic illness or disability whose parents/guardians cannot afford the treatment and school-going costs	16.3%	15.2%
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%	0.3%
17	A child living in a household with many children so that the parents/guardians cannot pay the school going costs	0.1%	0.5%
18	A child who spends most or all of their leisure time working to make some money.	1.4%	2.3%
19	A child who does not have a permanent home and therefore often misses school.	0.1%	0.3%
20	A child whose parents/guardians are pressuring them to marry or drop out of school to get a job or work on the farm.	0.4%	0.6%
	All girls	**41%**	**41%**

Table 7: Midline sample breakdown – girls' characteristics (FMT 24)

Girls	Intervention			Comparison		
	Marginalised	Less marginalised	Total	Marginalised	Less marginalised	Total
Double Orphan	4.2%	1.7%	2.7%	4.0%	2.0%	2.8%
Single Orphan	20.9%	15.4%	17.6%	25.8%	17.7%	21.0%
Students with one or more forms of disability	5.5%	3.7%	4.4%	7.8%	3.8%	5.4%
Sight related disability	1.3%	1.0%	1.1%	1.5%	1.0%	1.2%
Hearing related disability	0.5%	0.2%	0.3%	0.3%	0.2%	0.2%
Walking related disability	2.0%	0.5%	1.1%	2.5%	0.8%	1.5%
Memory or cognitive disability	2.3%	2.2%	2.2%	4.4%	2.0%	3.0%
Selfcare related disability	1.9%	0.5%	1.0%	2.1%	0.6%	1.2%
Communication related disability	0.7%	0.5%	0.5%	0.8%	0.3%	0.5%
Students with sickness problem	15.8%	10.6%	12.7%	22.4%	14.8%	17.9%
Not living with both parents	66.7%	50.5%	57.1%	63.4%	50.6%	55.8%
Female headed household	54.5%	67.4%	62.2%	56.4%	66.3%	62.3%
Parents have difficulty with paying fees- child has been sent away more than once	11.2%	7.0%	8.7%	13.0%	5.8%	8.7%
Household does not have regular income	61.4%	37.8%	47.3%	59.2%	35.9%	45.3%
Household house ROOFING material depicts poverty i.e. mud grass leaves etc.	10.1%	1.6%	5.0%	10.4%	1.3%	5.0%
Household house WALL material depicts poverty i.e. earth and wood	38.1%	15.6%	24.8%	41.2%	17.1%	26.8%
Household has skipped meals on some days	69.7%	34.9%	49.0%	63.0%	30.4%	43.5%
Have difficulties learning in English	45.5%	44.0%	44.6%	52.5%	45.6%	48.3%
Teacher does not use other LoI other than English	42.0%	33.4%	36.9%	47.9%	39.4%	42.8%
Students with difficulties with LoI	19.4%	15.6%	17.1%	23.7%	18.2%	20.4%
Head of household is illiterate	12.6%	7.7%	10.1%	19.0%	7.6%	12.9%
Student DOES NOT feel safe travelling to or from school	22.0%	14.8%	17.8%	32.1%	18.9%	24.5%

Table 8: Midline - Potential barriers to girls' learning and transition

Girls	Intervention			Comparison		
	Marginalised	Less marginalised	Total	Marginalised	Less marginalised	Total
Student has high chore burden and spends most free time on chores	24.5%	11.1%	16.5%	29.2%	12.3%	19.1%
Students who attend school for less than half of the time	2.5%	4.4%	3.6%	1.6%	1.3%	1.4%
Students who attend school for less than 85% of the time	21.5%	20.6%	21.0%	29.6%	27.3%	28.3%
Students who DO NOT feel safe at school	5.2%	4.3%	4.7%	8.2%	6.4%	7.1%
Students who DO NOT have adequate seats at school	41.7%	41.2%	41.4%	38.2%	34.9%	36.2%
Does not decide when to play with friends	10.3%	9.6%	9.9%	10.6%	8.4%	9.3%
Not enough teachers for the number of students	57.7%	51.8%	54.2%	57.3%	51.8%	54.0%
Teachers often absent from school	11.9%	10.9%	11.3%	17.2%	14.4%	15.6%
Teachers DO NOT make students feel welcome in the classroom	8.8%	8.0%	8.3%	10.3%	9.4%	9.8%
Teachers treat boys differently to girls	40.9%	33.1%	36.3%	41.2%	36.4%	38.3%
Married	0.0%	-	0.0%	0.0%	-	0.0%
Mothers	0.7%	-	0.7%	1.5%	-	1.5%
Mothers under 16	0.3%	-	0.3%	0.9%	-	0.9%
Mothers under 18	0.7%	-	0.7%	1.5%	-	1.5%
Household does not own land, or status unknown	45.3%	-	45.2%	36.5%	-	36.5%
PCG feels it is fairly or very unsafe to travel to school in the area	29.9%	-	30.1%	43.3%	-	43.3%
Difficult to move around at school	18.8%	14.6%	16.3%	26.4%	18.6%	21.8%
Lack of adequate amenities in school (e.g., toilets)	0.8%	0.8%	0.8%	0.9%	0.6%	0.7%
Household does not own land for themselves	45.3%		45.2%	36.5%		36.5%

A lack of teachers was consistently reported by marginalised and less marginalised girls across intervention and comparison districts, with between 52-58% of girls agreeing that there were not enough teachers for the number of students. Only 11-17% said that there was a high level of teacher absence, though, suggesting that pupil to teacher ratios were the main driving factor in this. The vast majority of girls across districts felt welcome in school, with just 8-10% disagreeing that teachers made them feel welcome. However, between 33% and 41% of girls said that teachers treated girls and boys differently in the classroom. This is explored further below.

Finally, difficulty with English was associated with marginality. Almost half (46%) of marginalised girls in intervention districts struggled learning in English (which is largely unchanged since baseline); this is somewhat lower than in comparison districts where 53% of marginalised girls had difficulty with English in the classroom. Relatedly, a similarly high proportion of marginalised girls at midline reported that teachers instruct in English (42% in intervention districts and 48% in comparison), which is notably higher than for less marginalised intervention girls (33%) and marginalised comparison girls (40%). It is not clear why less marginalised girls would report teaching practice differently, unless they attend some different classes or perceive the balance of teaching differently than more marginalised girls.

2.3 Barriers to learning and transition

The barriers to learning and transition are multiple and occur both at home and at school. The following sections elaborate on the prevalence of barriers as reported by both the intervention and comparison group for girls and boys. (Tables 9 and 10)

Safety at school and on the journey to and from school

Feeling insecure and unsafe travelling to school was a common barrier to learning experienced by the students surveyed, irrespective of marginality, gender or district. However, young people tended to feel safe in school, with slight reductions in the proportion feeling unsafe in intervention districts at midline.

There were, however, significant increases in the proportion of pupils feeling unsafe travelling to school from baseline across the sample. In general, girls felt less safe travelling to school than boys, regardless of marginality or district, at midline, while perceptions between boys and girls were more similar at baseline. In intervention districts at midline, 22% of marginalised girls felt unsafe travelling to school, compared with 8% at baseline while 15% of less marginalised girls said they felt unsafe, up from 5% at baseline. In comparison areas, the proportion of marginalised girls not feeling safe travelling to school increased from 10% to 32%, while for less marginalised girls this increased from 5% to 19%. Safety on the way to school appears to be more of a concern for girls as they get older and affects marginalised girls more.

Parental concern for children's safety while travelling to school has remained similar to the baseline position; at midline 30% of all parents/guardians in intervention districts and 43% in comparison districts felt their children's journey to school was unsafe, compared to 31% and 43% at baseline.

The feeling of a lack of safety in the journey to and from school was confirmed in the qualitative discussions with students and other stakeholders and has not changed since baseline. In both the baseline and midline focus group discussions (FGDs), girls described the harassment they meet from young men, particularly from the boda boda boys on their way to and from school every day. This is particularly true for girls who have to walk long distances. The findings of the qualitative interviews are discussed in Section 6.5.3.

At midline just 5% of marginalised girls and 6% of marginalised boys in intervention districts reported feeling unsafe in school, compared to 6% and 8% respectively at baseline. Comparison areas showed no change or a very slight increase in reporting feeling unsafe in school. These figures indicate no change in students' views on feeling safe in school; this is in stark contrast to the worsening views on safety to and from school.

Although few students identified feeling unsafe at school, the qualitative discussions indicated a high level of corporal punishment in all schools visited, with much of that punishment being carried out by teachers. This may indicate that students do not identify corporal punishment as an issue of safety. While some punishment is for misbehaviour, e.g. 'making noise' which can sometimes lead to everyone in the class being caned; some punishment is for not having an exercise book or not paying for extra afternoon classes or fees for additional specialist subject teachers, one of these reasons was reported by at least one group of students in almost all schools during the qualitative discussions.

Table 9: Potential barriers to learning and transition (FMT 25)

	Female								Male							
	Intervention				Comparison				Intervention				Comparison			
	Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised		Less marginalised	
	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline
Home – community																
Safety:																
Fairly or very unsafe travel to schools in the area (primary caregiver)	31.4%	29.9%			42.7%	43.3%								-	-	-
Doesn't feel safe travelling to/from school (student)	7.9%	21.9%	4.6%	14.8%	9.8%	31.7%	5.1%	19.2%	10.5%	19.8%	6.0%	11.7%	9.8%	18.6%	1.9%	11.0%
Parental/caregiver support:																
Sufficient time to study: High chore burden	24.4%	24.5%	11.0%	11.1%	28.7%	29.2%	11.8%	12.3%	32.3%	32.2%	10.6%	10.5%	33.8%	34.3%	13.1%	13.1%
Doesn't get support to stay in school and do well	23.7%	27.9%	9.3%	14.5%	21.4%	31.6%	8.7%	14.6%	22.3%	27.2%	9.0%	14.0%	21.9%	28.1%	7.0%	12.8%
Does not decide when to play with friends	10.8%	10.3%	8.5%	9.6%	14.2%	10.6%	9.3%	8.4%	8.1%	7.0%	7.2%	6.0%	11.7%	9.1%	6.3%	4.7%
School Level																
Attendance:																
Attends school less than 85% of the time	28.1%	21.5%	23.5%	20.1%	31.9%	29.6%	26.5%	27.3%	30.7%	23.3%	25.8%	22.4%	33.8%	33.5%	24.3%	28.9%
Attend school less than half of the time	0.0%	2.5%	0.6%	3.8%	0.4%	1.6%	0.4%	1.3%	1.2%	2.3%	0.5%	4.5%	0.5%	2.6%	0.4%	1.5%
Doesn't feel safe at school	6.0%	5.2%	3.5%	4.3%	8.8%	8.2%	6.0%	6.4%	8.2%	6.2%	5.0%	5.0%	7.4%	7.1%	4.4%	5.0%

	Female								Male							
	Intervention				Comparison				Intervention				Comparison			
	Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised		Less marginalised		Marginalised		Less marginalised	
	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline
School facilities																
No seats for all students	28.1%	41.7%	29.7%	41.2%	31.6%	38.2%	23.0%	34.9%	28.7%	42.2%	26.2%	39.8%	31.8%	37.3%	24.1%	34.5%
Difficult to move around school	16.2%	18.8%	11.4%	14.6%	20.8%	26.4%	13.4%	18.6%	16.4%	20.8%	10.4%	16.5%	19.5%	22.3%	11.4%	17.2%
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	9%	15%	14.2%	8.0%	18.6%	10.3%	12.0%	9.4%	12.1%	8.7%	10.7%	7.9%	16.4%	10.2%	11.1%	6.8%
Agrees teachers treat boys and girls differently in the classroom	29.7%	40.9%	25.5%	33.1%	35.4%	41.2%	27.0%	36.4%	30.2%	39.1%	24.8%	36.2%	32.4%	36.9%	31.0%	36.1%
Agrees teachers often absent from class	3.5%	11.9%	3.5%	10.9%	8.7%	17.2%	6.2%	14.4%	6.3%	14.7%	4.1%	12.9%	7.0%	16.0%	6.4%	12.7%
Not enough teachers for the number of students	57.3%	57.7%	51.6%	51.8%	57.5%	57.3%	52.8%	51.8%	57.9%	58.5%	55.0%	54.9%	60.4%	60.2%	60.1%	60.4%
Other																
Students with difficulties with Language of Instruction	16.9%	19.3%	15.5%	15.2%	23.5%	24.0%	16.2%	17.8%	14.6%	15.3%	12.6%	11.6%	19.1%	19.4%	15.5%	13.0%

Table 10: Potential barriers to learning and transition by characteristic (Midline)

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
Midline																
Does not feel safe at school	6.7%	9.1%	16.1%	10.9%	8.5%	3.9%	8.3%	5.9%	5.4%	5.6%	8.9%	8.2%	5.9%	6.8%	8.6%	7.2%
Has difficulties with language of instruction	20.0%	29.3%	27.3%	27.9%	18.9%	13.9%	25.6%	12.9%	19.7%	17.0%	24.7%	22.1%	19.6%	16.8%	26.1%	16.7%
Does not feel safe travelling to or from school	45.5%	43.2%	48.3%	35.9%	17.6%	14.8%	28.8%	20.1%	22.6%	18.3%	33.9%	22.2%	23.6%	20.0%	34.8%	20.8%
Has a high chore burden	42.2%	6.8%	25.8%	21.7%	24.6%	12.4%	29.8%	12.3%	28.9%	15.7%	37.6%	16.0%	28.3%	18.8%	38.8%	18.4%
Does not receive adequate support to stay in school	53.3%	34.1%	37.1%	21.7%	73.5%	78.8%	69.9%	81.3%	66.2%	73.7%	62.6%	77.2%	33.5%	20.2%	39.0%	26.3%
Does not decide when to play with friends	24.4%	20.5%	21.0%	10.9%	11.1%	12.3%	12.1%	7.4%	9.7%	10.2%	10.6%	11.1%	11.5%	9.9%	11.9%	8.9%
Not enough teachers for the number of students	60.0%	45.5%	67.7%	43.5%	56.7%	51.5%	59.4%	60.1%	58.1%	53.2%	56.4%	55.0%	58.8%	57.1%	62.3%	61.5%
Teachers often absent from school	22.2%	18.2%	32.3%	19.6%	9.5%	12.8%	17.0%	12.8%	11.9%	10.2%	15.9%	15.9%	13.0%	12.8%	17.5%	16.4%
Teachers do not make student feel welcome	17.8%	18.2%	24.2%	19.6%	5.8%	7.3%	8.3%	8.4%	9.9%	8.7%	9.7%	11.1%	8.3%	9.4%	11.2%	9.9%
Teachers treat boys differently to girls	55.6%	38.6%	56.5%	58.7%	40.2%	30.2%	41.3%	32.0%	41.6%	36.2%	44.2%	39.3%	41.8%	34.6%	41.6%	45.7%

Table 11: Potential barriers to learning and transition by characteristic (Baseline)

Percentage of girls with a specific characteristic who are affected by the stated barrier 2																
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**
Baseline																
Does not feel safe at school	6.4%	4.4%	13.9%	11.3%	5.6%	4.3%	12.2%	5.4%	6.6%	5.2%	9.5%	7.0%	6.9%	5.7%	10.7%	6.5%
Has difficulties with language of instruction	19.2%	22.5%	28.7%	22.0%	18.5%	19.8%	26.3%	14.0%	20.6%	19.4%	26.6%	21.9%	18.6%	20.0%	29.2%	22.4%
Does not feel safe travelling to or from school	11.7%	7.8%	16.9%	7.3%	7.1%	5.2%	9.6%	3.8%	9.5%	6.6%	12.0%	5.2%	11.7%	7.8%	16.9%	7.3%
Has a high chore burden	31.4%	15.9%	42.6%	17.6%	25.0%	12.1%	29.3%	12.4%	28.8%	15.3%	36.9%	15.6%	28.4%	18.6%	37.8%	17.5%
Does not receive adequate support to stay in school	26.2%	11.5%	25.6%	12.6%	25.5%	13.0%	26.3%	8.7%	28.4%	14.0%	25.6%	14.5%	28.5%	17.5%	28.5%	15.4%
Does not decide when to play with friends	7.6%	10.4%	15.2%	10.1%	11.1%	7.7%	14.9%	12.0%	11.9%	9.4%	14.7%	8.8%	12.4%	9.9%	14.8%	7.3%
Not enough teachers for the number of students	59.3%	55.5%	55.6%	54.1%	56.0%	51.7%	59.2%	60.3%	57.8%	53.1%	56.3%	55.7%	58.8%	56.4%	62.2%	61.2%
Teachers often absent from school	5.2%	4.4%	10.8%	9.4%	3.7%	2.9%	9.4%	9.5%	3.5%	3.9%	9.1%	6.3%	2.9%	2.8%	9.2%	5.7%
Teachers do not make student feel welcome	14.5%	17.6%	21.5%	15.1%	13.4%	12.1%	19.6%	11.2%	15.4%	15.7%	20.5%	14.7%	15.8%	17.0%	20.2%	12.1%
Teachers treat boys differently to girls	36.0%	30.8%	33.6%	28.9%	34.3%	26.1%	36.9%	27.7%	32.1%	29.9%	35.8%	27.4%	30.4%	29.7%	36.3%	31.0%

Table 12: Disability and potential barriers to learning and transition (home and school)

	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Disability	No Disability	Disability	No Disability	Disability	No Disability	Disability	No Disability
Home – community								
Safety								
Doesn't feel safe travelling to/from school (student)	17.1%	11.0%	20.7%	14.6%	19.4%	10.3%	15.0%	8.7%
Parental/caregiver support:								
Sufficient time to study: High chore burden	23.7%	15.6%	30.3%	17.1%	27.5%	18.3%	35.4%	20.3%
Doesn't get support to stay in school and do well	23.7%	16.7%	22.6%	16.7%	29.0%	15.1%	26.2%	14.7%
Does not decide when to play with friends	11.7%	9.4%	13.9%	9.9%	10.0%	6.7%	11.5%	7.8%
School level								
Attendance								
Attends school less than 85% of the time	23.6%	23.4%	37.2%	27.8%	27.4%	25.4%	32.2%	29.6%
Does not feel safe at school	5.9%	4.4%	13.2%	6.4%	11.6%	5.3%	12.0%	5.1%
School facilities:								
No seats for all students	35.8%	34.9%	33.6%	30.1%	36.9%	33.3%	38.2%	29.6%
Difficult to move around school	20.0%	14.1%	25.8%	18.1%	25.4%	14.3%	21.9%	16.3%
Teachers								
Disagrees teachers make them feel welcome	16.5%	11.0%	19.7%	11.4%	16.9%	9.1%	18.3%	10.3%
Agrees teachers treat boys and girls differently in the classroom	36.1%	30.9%	37.4%	33.6%	36.7%	31.2%	39.6%	33.0%
Agrees teachers often absent from class	7.9%	7.2%	14.0%	10.6%	9.1%	9.0%	13.7%	9.6%
Not enough teachers for the number of students	56.4%	53.6%	55.5%	54.6%	56.9%	56.1%	66.1%	59.6%
Other								
Students with difficulties with LoI	20.5%	16.1%	22.8%	19.3%	17.8%	12.7%	24.1%	15.5%

Not supported at home

Barriers to learning arising within the home were also commonly reported by students, especially for marginalised girls irrespective of district. The proportion of marginalised girls in intervention districts not feeling supported at home increased somewhat, rising from 24% at baseline to 28% at midline, (a larger increase was seen in comparison districts where 32% of marginalised girls felt unsupported at midline compared to 21% at baseline). For less marginalised girls this figure was 15% of girls at midline up from 9% across intervention and comparison districts. Figures for all boys were broadly similar to girls with regards to receiving support from home to do well in school. The qualitative discussions found a number of students who reported an adult responsible for their care wanting them to leave school and work, but there was generally another adult member of the family who was encouraging them to stay in school. There was no discussion on the specific support that students want at home.

Having a high chore burden was also a prevalent barrier to learning reported by marginalised pupils especially, where a quarter of all marginalised girls reported a high chore burden at baseline (24%) compared to around 11% of less marginalised girls. These levels remain unchanged at midline for all groups. Interestingly, marginalised boys across all districts tended to have a higher chore burden than their female counterparts at both baseline and midline (32%-34%).

The student survey does not ask directly about what chores boys and girls are doing, so to understand this more fully we have examined questions about what prevents young people from reading and what they expect to be doing after finishing school. In the primary caregiver (PCG) survey, 5% of PCGs reported that the girl spent more than three hours a day on chores, while 14% of male siblings reported that they did. There is also some evidence, albeit from different sources (the PCG and male siblings) that boys may spend more time on chores.

When asked about what prevents them from reading at home, marginalised boys and girls provided slightly different answers. Most marginalised boys (55%) said they lacked things to read, while just 42% of girls did. More than 1 in 4 marginalised boys (27%) said they lacked a quiet space to read compared with just 19% of marginalised girls. In fact, slightly more marginalised girls (20%) than boys (16%) said they didn't read because they lacked leisure time.

When asked what they were likely to do on leaving school, 80% of marginalised girls said they would continue to tertiary education, compared with just 66% of boys. Boys more commonly said they would work in the family business, work on the family farm, start their own business or find a job, compared with girls. This indicates that the differential reporting of chore burden among boys and girls is related to a different focus, with marginalised girls more focused on education and boys more focused on employment. This might indicate that boys with a higher chore burden are spending time working in the family business or in paid work.

Having a high chore burden appears to be a consistent, ongoing barrier for marginalised young people staying in school, which is understandable, given the key aspects of marginalisation identified at baseline – households not having money for school-going costs and living on a very low income. Although financial support can help alleviate school-going costs, clearly very considerable financial hardship is a critical, ongoing barrier to education, through requiring young people to support the household.

The qualitative interviews with boys did not confirm that they had a higher chore burden than girls. Groups of boys in three of the schools said that girls had higher chore burdens than boys with one group stating that, "*a boy can go home and merely sweep and he is finished, girls are overwhelmed with domestic work and have little spare time to concentrate on their studies*." Of the four groups that identified that boys had home chores to carry out, one group of boys stated that:

> *"When a child comes home from school the parents give him some chores to do and he does not get enough time to study. The parents say to him, 'you went to school from morning to 4pm, didn't you get enough time to study'. As the conversation continues the parent might tell the boy, 'you are not the first person to go to school' or might also say, 'we also went to school and studied'. There is not enough time left to study and when it reaches 7 or 8pm there is no light and it makes the student fail their exams and then they don't like school."*

In the qualitative discussions, the range of tasks carried out by boys was identified as household chores, fetching water and washing their school clothes.

Over half the groups of girls interviewed talked about the chores they had to do at home, these were mainly cooking, washing dishes, mopping, washing clothes and fetching water. One girl also mentioned harvesting and planting. One group said they should have a dormitory at school because they do not have time to study after doing their chores. One girl said that her father wanted to send her and her little brother back to stay with their mother, but the grandmother said the girl should stay so that she could help with the chores. Another girl described how her mother was working in Zanzibar and that she was left to care for three younger siblings. However, the remaining groups did not describe the chores as hard work.

The FGDs found that girls who had the greatest challenges with both emotional and physical support at home tended to be those who were living with a stepmother or another adult who was not a parent and who did not want to look after them. One girl described how she and her twin sister lived with the mother of their stepmother, as their stepmother did not want them in her house.

> Our mother left us when we very young so we don't even know her. Before we completed our primary school, our stepmother took us to the village interior area. We stopped going to school. She rented a room for us and my father didn't know where we were. We stayed like that until our aunt came and took us to live with her and we went to school until we finished Grade 7. After we finished Grade 7 our father found us in our aunt's house and took us with him, but our stepmother didn't want us, she said, "*you are bringing me more children to take care of while I can't even take care of my own*." Our stepmother took us to our grandmother, that is our stepmother's mother. That grandmother started saying, "*you children are witches because ever since you came here we are having problems*." Every day she tells us to go away from her place and she doesn't give us clothes or food. Up to now we are still living with her like that. She denied us saying we are witches. When we come home from school and we are taking tea, she says, "*No, you don't deserve to eat anything here*." We wait until the night, then we take something to eat. That is how we are living now. My sister, she gets help from CAMFED. We share, I use her uniform, she has last year's uniform and this year's uniform. My sister gets food at school and we share. We can't pay for the fees for teachers *(extra afternoon study classes)* and the teachers say we must pay, sometimes we are beaten. My father sometimes gives us money for oil and soap.

Another girl said, "*Living with a step mother is a challenge because they are not showing love to us, we are like non-members of the family*." A small number of girls talked about their mothers leaving and not knowing where they are; while others said their father had prohibited them from seeing their mother; the girls became very sad when they spoke about it.

Teacher attitude

Barriers relating to the attitude of teachers towards their students were also prominent at midline although there is some evidence that there is some improvement in this regard. As highlighted above, a lack of teachers was consistently reported by marginalised and less marginalised girls across intervention and comparison districts, but only 11%-17% said that there was a high level of teacher absence. The vast majority of girls across districts felt welcome in school, but between 33% and 41% of girls said that teachers treated girls and boys differently in the classroom. This is explored further below.

The barriers related to teacher attitude are whether:

- students are made to feel welcome in the classroom
- teachers treat girls differently to boys
- teachers are often absent from class

The proportion of girls who feel welcome in the classroom has increased at midline irrespective of marginality; around 9% of girls in intervention districts reported feeling unwelcome at midline, down from about 15% at baseline. A similar trend is observed in comparison districts. However, a much higher proportion of both marginalised (17.8%) and less marginalised (18.2%) girls in intervention districts who report having one or more forms of disability state that their teachers do not make them feel welcome in the classroom.

A greater proportion of students reported differential treatment of girls and boys by teachers in class at midline compared with baseline – with 41% of marginalised girls in intervention districts saying teachers treated girls differently from boys at midline (up from 30%). A similar pattern was observed for marginalised girls in comparison areas (up from 35% to 41%). Boys also reported similar results. A higher proportion of marginalised girls who report having a disability state that teachers treat boys differently to girls (55.6%); in comparison districts the proportion is higher for both marginalised (56.5%) and less marginalised (58.7%) girls.

The question asked whether teachers treated boys and girls differently in class, but nothing in the question explored whether boys were treated better or worse than girls. Looking at other questions relating to whether teachers asked boys or girls more or harder questions, treatment was judged to be fairer. Overall, 93% of boys and girls (90% of boys, 96% of girls) in intervention areas said that boys and girls were treated equally in how hard the questions asked were, and 94% (93% of boys, 95% of girls) said they were treated equally in terms of being asked more questions.

This perceived equality of treatment was also very similar at baseline, when 89% of boys and girls in intervention districts (90% of boys and 89% of girls) said boys and girls were given equally hard questions and 94% (95% of boys and 93% of girls) felt they were asked the same number of questions.

The perceived unequal treatment does not appear to relate to teaching practice, so may be more nuanced and cover more general mannerisms or gender stereotyping, such as more robust treatment of boys, in terms of class-room behaviour or discipline, or the expectation that girls and boys will do different chores.

During the qualitative discussions, girls and boys did not indicate that teachers treated boys differently from girls. However, two teachers expressed gender related views about their students; the very different attitudes of these teachers are likely to have an impact on how they treat the girls and boys in their classes. One teacher expressed their perception regarding the relative ability of boys and girls saying that, "*Boys are trying more than girls in terms of class performance, girls try a lot but can't reach boys. There are many factors, girls have many tasks when they go home compared to boys who have more time to study; girls have to cook and do house chores. But it is also the perception of the society, boys feel good to be higher, and girls lower*." Another teacher said that, "*There is no difference in the attitude of girls and boys when they decide which subjects to study, no difference at all. They see female and male teachers teach science, so the girls can see that this subject can be studied by anyone, so it gives them motivation to perform, both boys and girls perform well*."

While a lack of teachers was also common, reported by more than half of all students, with no improvement since baseline; only around 11-17% of students reported teacher absence as a problem at midline. Thus, the lack of teachers is explained more by teacher numbers than teacher absence. However, the percentage of students reporting teacher absence in class has doubled since baseline. This absence may be a result of the shortage of trained teachers, particularly in maths and science; this was also identified as a problem at baseline. In the FGDs with students in two schools, the students said the maths and science teachers would teach the classes in rotation, giving work to one or more classes while teaching another. In one school students described the need to pay fees in order to employ maths and science graduates as teachers. But some students also described how some teachers did not remain in the classroom during the entire lesson but were not teaching another class.

School environment

Some aspects of inadequate classroom environment persist, at midline. For example, 19% of marginalised girls in intervention districts reported difficulty moving around the classroom (similar to the 16% at baseline), however, this figure is lower than comparison districts where 26% said they had difficulties moving around the classroom (up from 21% at baseline). This could be caused by the increased enrolment, with, for example, one school in Dar es Salaam, Ilala district having an enrolment of 600 Form 1 students in 2019, increased from 250 students in 2018.

Intervention districts also saw an increase in the reported lack of seats in classrooms, increasing from 28% to 42% of marginalised girls and from 30% to 41% among less marginalised girls. More boys in intervention areas also reported a lack of seats at midline – up from 29% to 42% of marginalised boys and 26% to 40% of

less marginalised boys. Less marginalised girls in intervention and comparison areas also reported a greater lack of seats at midline compared with baseline (up from 30% to 41% and from 23% to 35%).

The greatest problem regarding the school environment identified in the qualitative discussions was the quality of toilets for girls. This is interesting, as less than one per cent of girls identified the lack of adequate toilets as an issue in the quantitative survey (Table 8). Many schools did not have bins where girls could dispose of their sanitary pads, there was no water to clean themselves and some toilet stalls did not have doors. One group mentioned that the toilet was not accessible to students in wheelchairs as the short path to the toilet had stairs and the long way was through sand. Observation of the classrooms found that most were poorly maintained: windows had broken glass still in place, chairs and desks were broken, some blackboards were white with chalk dust and damaged and hard to read.

Increased enrolment without the commensurate construction of classrooms has caused class sizes to grow. In some schools, students and teachers mentioned having 50 to 90 students in one class. Having such large classes also means that there are insufficient textbooks with some students sharing one textbook among five students or more. At baseline there were also reports that parents in one district had been told they had to contribute towards the printing of textbooks or their child must bring a textbook to school; this was not found to be the case at midline.

2.4 Barriers and characteristics

Characteristics identified as barriers to learning at the outset of the project were prevalent in intervention and comparison districts, but with some important changes over time. Table 12 shows that not feeling safe travelling to school was a common barrier to learning, which was more pronounced for girls with a disability. In intervention districts at midline 17% of girls reported not feeling safe travelling to school compared with 11% with no disability. At midline almost half (46%) of all marginalised girls with a disability in intervention districts felt unsafe travelling to school compared to 22% of marginalised girls more generally. At midline 43% of less marginalised girls with a disability said they felt it was not safe travelling to school. Although proportionately fewer marginalised girls without a disability also reported that it was unsafe on the way to school at midline (11%), this had increased slightly since baseline (up from 8%). So generally, perceptions of safety on the way to school have worsened between baseline and midline, and particularly for marginalised girls with a disability.

As well as marginalised girls with disabilities, girls who regularly skipped meals, those without a regular income and orphaned girls were more likely to report feeling unsafe in the classroom, compared with marginalised girls more generally. Marginalised girls who are very poor appear to feel most vulnerable and unsafe. This may be associated with the stigma of extreme poverty and hunger.

There is also some evidence that this was worse in comparison districts. At midline, 16% of marginalised girls in comparison areas who had a disability did not feel safe in school, compared with 7% of marginalised girls in intervention areas who were disabled. Similarly, 9% of marginalised girls in comparison areas who regularly skipped meals and those in a household with no income said they felt unsafe in school, compared with 5%-6% of marginalised girls with no regular income and who skipped meals in intervention areas. The experiences of marginalised orphaned girls were more similar in intervention and comparison areas.

This is a similar position to the baseline, suggesting that marginalised girls in the comparator districts experiencing extreme hardship fare slightly worse than similar girls in the intervention districts. Marginalised girls who have disabilities, are orphaned, poor or hungry, face additional risks in school, perhaps due to the stigma of these additional challenges.

Marginalised girls in intervention areas disproportionally experience high chore burdens and this is even greater among marginalised girls who were also disabled, orphaned, with no regular income often skipped meals. At midline, 25% of orphans, 28% who skipped meals, 29% with no regular income and 42% of disabled girls who were also marginalised had high chore burdens. By comparison, between 7% and 22% of less marginalised but otherwise disadvantaged girls (who were disabled, orphaned, in poorer households or who skipped meals) in intervention districts reported having a high chore burden. Marginalised girls in comparison districts appeared even more burdened in some cases – with 38%-39% of marginalised girls in households without regular incomes and those often skipping meals having high chore burdens. However,

26% of marginalised girls with disabilities in comparison districts had a high chore burden compared with 42% in intervention areas.

Marginalised girls with disabilities and those marginalised girls who were very poor or orphaned were also more likely to report not having support at home to do well in school compared with marginalised girls more generally, with 74% of single or double orphans, for example, reporting not being supported at home compared to 28% of all marginalised girls in intervention districts at midline.

In school, 56% of marginalised girls with a disability in the intervention districts said girls and boys were treated differently in class, compared with 39% of less marginalised girls with a disability in these districts. This is worse than at baseline, when 36% of marginalised, disabled girls in the intervention districts said this.

Given that the project is meant to target the most marginalised groups, it is important to look more specifically at the particular barriers boys and girls with disabilities face. Table 12 compares the experience of the barriers between girls and boys with disability and those without disability. Both boys and girls with a disability were more likely than those without to say that they do not feel safe travelling to school, have high chore burdens and are not supported to stay in school. Once in school, disabled boys and girls faced additional barriers to learning in the classroom, irrespective of marginality, feeling less welcome and less able to move around.

Similar proportions of students with and without disabilities said that there were not enough seats in school. At midline, 36% of girls with a disability in intervention districts reported not having enough seats in the classroom while 35% of girls without disabilities did and 37% of boys with a disability saying there were not enough seats, compared with 33% of boys with no disability. Unsurprisingly, impaired mobility in the classroom was disproportionally experienced by girls with a disability with a fifth (20%) of all girls with a disability reporting difficulty moving around in the classroom compared to 14% of girls without disabilities in intervention districts. The proportions for boys were 25% of boys with disabilities and 14% of those without disabilities saying it was difficult to move around. Girls and boys with a disability more commonly reported difficulties with the language of learning, with 21% of girls and 18% of boys with disabilities in intervention areas reporting difficulties, compared with 16% of girls and 13% of boys without disabilities. A similar pattern was observed in comparison areas.

2.4.1 Receipt of financial support and marginality

Table 13 shows the marginalisation status of girls in the tracked cohort and whether or not they receive financial support. Although financial support is reassessed every year, it shows that there has been little change in those receiving support with just over half of recipients being identified as marginalised at baseline and midline. Whilst it could be argued that a higher percentage of girls receiving bursary support should be in the marginalised category, the recipients are selected by the community and the findings above do not take account of community perceptions of which girls are the most vulnerable and in need of support.

Table 13: Profile of recipients of financial support[19], by marginalisation category

CAMFED Marginality criteria	Financial support received		No financial support	
	Baseline	Midline	Baseline	Midline
Less marginalised	45.5%	45.8%	63.8%	64.1%
Marginalised	54.5%	54.2%	41.2%	35.9%
Total	**100%**	**100%**	**100%**	**100%**

[19] Based on the list of girls in receipt of financial support provided anonymously by CAMFED using student identifier

Table 14 shows the profile of girls receiving financial support from CAMFED, compared with other girls in intervention schools. Girls receiving financial support appear more marginalised than other girls in intervention districts at baseline and midline.

All of the differences in profile are statistically significant, except student chore burden and disability. So, although a greater proportion of girls receiving financial support say they have a high chore burden and have a disability, this is not significantly different from other girls in intervention areas.

Table 14: Characteristics of girls receiving financial support[20] and other girls in intervention districts

	Baseline			Midline		
	Girls without financial support	Financial support	All girls in intervention districts	Girls without financial support	Financial support	All girls in intervention districts
Not Disabled	83.0%	81.9%	82.7%	80.0%	80.3%	80.1%
Students with one or more forms of disability	17.0%	18.1%	17.3%	20.0%	19.7%	19.9%
Double Orphan	2.1%	5.3%	2.9%	2.0%	4.7%	2.7%
Single Orphan	14.4%**	28.0%**	17.8%	14.1%**	28.2%**	17.6%
Not Orphaned	80.6%**	60.5%**	75.5%	81.0%**	60.9%**	76.0%
Orphan-hood status not known	3.0%	6.2%	3.8%	2.9%	6.1%	3.7%
Not living with both parents	51.9%**	73.7%**	57.4%	51.6%**	73.6%**	57.1%
Living with both parents	48.1%**	26.3%**	42.6%	48.4%**	26.4%**	42.9%
HoH is literate	92.2%**	84.1%**	89.6%	92.4%**	84.7%**	89.9%
HoH illiterate	7.8%**	15.9%**	10.4%	7.6%**	15.3%**	10.1%
Student has low chore burden	84.1%	81.9%	83.5%	84.0%	82.1%	83.5%
Student has high chore burden	15.9%	18.1%	16.5%	16.0%	17.9%	16.5%

Note: statistical significance is shown *= p<0.05, **=p<0.01

Girls receiving financial support were substantially more likely to be orphans; 28% single and 5% double orphans at baseline and midline compared with 14% single and 2% double orphans among other girls in intervention areas. Just 26% of those receiving financial support lived with both parents at baseline and midline, compared with 48% of other girls in intervention areas. 15%-16% had an illiterate head of household, compared with 8% of other girls in intervention areas.

Girls receiving financial support were more likely to face a number of challenging experiences – being orphaned, living without parents and living with an illiterate head of household. It follows that achieving similar levels of attendance and learning outcomes as less disadvantaged girls is a positive achievement.

Marginalised girls in receipt of financial support at baseline had very similar results on attendance to less marginalised girls who did not receive support (89.2% attendance on average, compared with 89.6%). However, their learning scores were considerably lower, on average (by around 8pp for SeGRA and 5pp for SeGMA. By midline, the attendance rates of marginalised girls with financial support exceeded that of less-marginalised girls without support (90.6%, compared with 88.5%). Little progress was made on learning scores, however, with the same percentage point difference between marginalised girls in receipt of financial support and less marginalised girls at midline (8pp for SeGRA and 5pp for SeGMA).

[20] Based on the list of girls in receipt of financial support provided anonymously by CAMFED using student identifier

Around one in five financially supported girls at baseline and midline were girls who had one or more disabilities, a similar proportion to all girls in intervention areas. Although this suggests disabled girls were no less likely to receive financial support, it also indicates that they do not appear to be specifically targeted for support. However, there was a slight increase in the proportion of girls receiving financial support at midline that were disabled – from 18.1% to 19.7% – suggesting that disabled girls are being retained within the intervention group, at least. With regard to the targeting of girls with a disability who receive financial support, it is important to recognise that the girls selected for support under this project were identified for support by BRAC under GEC1 and disability was not part of the criteria used by BRAC for selection.

2.5 Appropriateness of project activities to the characteristics and barriers identified

This section examines whether the project activities are still appropriate given the barriers and characteristics that have been identified and their impact on students, particularly marginalised girls.

Poverty

At baseline, the most prevalent characteristics of marginalised girls in the surveyed intervention cohort were associated with household poverty and these have remained the same at midline. Female respondents reported that the household has skipped meals on some days (70% at baseline and midline); that they do not have a regular income (62% at baseline and 61% at midline) and that they did not own land (45% at baseline and midline).

In the revised ToC CAMFED identifies 'Poverty' as the core problem and the project is designed to address the various issues relating to poverty through needs-based funding mechanisms/bursaries. Secondary education is fee-free, so girls select from a menu of support for school-going costs. Clearly, given the persistent overall levels of poverty for the learning cohort, the bursary remains a highly appropriate GECT activity for addressing poverty both as a characteristic and an underlying barrier to education.

Other project activities are designed to contribute to breaking the cycle of poverty in the longer term, such as the Transition Programme, opportunities for vocational training and start-up grants and loans for income generation opportunities. Moreover, the CAMA association approach to 'giving back' by supporting other girls through education contributes to the possibility of a greater number of girls and women generating an income in future for themselves and their families.

Hunger and school feeding

Even though school-going costs may be addressed through bursaries, for the most resource-poor families, this still does not put food on the table and many children may go to school hungry. This can have a severe negative effect on attendance and on a student's ability to concentrate. The project's activities with PSGs include encouraging the provision of free school feeding but this is not currently happening in all project schools.

The qualitative discussions found that some PSGs who are working to support CAMFED partner schools are producing school meals but providing them only for the students who can pay, which automatically excludes many marginalised girls. Some schools, through the Whole School Planning process are implementing feeding programmes, but again these are not free. One school enabled CAMFED supported girls to select school feeding as part of their bursary choices. One school had a PSG which raised funds to pay for the feeding for a number of marginalised girls and the project is continuing to work with schools, PSGs and other stakeholders to find ways to provide a feeding programme that is free for those marginalised girls who cannot afford to pay. Providing access to school feeding as part of the bursary support would be one effective mechanism for widening access, with PSGs providing support for any marginalised girls who do not receive that support.

The qualitative discussions also found that some schools which had a school feeding programme prohibited the sale of food by other vendors and/or prohibited students from taking food to school. During the qualitative discussions, many students who could not afford the food provided at school said that this meant they had to go without food all day and also reported having their food taken away from them.

While arguments may be made regarding the need for a certain level of hygiene and quality of food; it is recommended that CAMFED advocates for students to be allowed to consume purchased or home provided food while at school.

Of those who said they received financial support from CAMFED, 9 out of 10 said they received food or groceries as part of that support. It is noted that the number of respondents for whom data was collected about the nature of financial support is very low – just 27 of the 288 respondents identifying having received financial support indicated what this was for.

Attendance

Attendance rates have improved slightly since baseline, with 28.1% of marginalised girls in intervention districts attending less than 85% at baseline compared to 21.5% at midline. However, attendance is still a problem that needs to be supported through ongoing project support; while the Form 2 students achieved the target, the Form 3 students did not.

The improvement in attendance indicates that the project-encouraged wrap-around support provided by Teacher Mentors, Learner Guides and CAMA who follow up in cases of absenteeism and make home visits to encourage regular attendance are appropriate and working effectively. In the qualitative discussions, the Teacher Mentors and Learner Guides stated that they would talk to students regarding why they were absent. They would also visit student's parents to find the reason for the absence and encourage students to return to school. The bursary also enables girls to select bicycles and bus fares and these items support attendance by making it easier for marginalised girls to reach school more easily. The ability to select uniforms and exercise books also supports marginalised girls to attend school.

The qualitative discussions found that some students who did not receive support may miss school because they fear corporal punishment or ridicule for being late, not wearing an item of uniform or not having an exercise book. The development of a Child Protection Policy (CPP) in each school and the role of the Learner Guides and Teacher Mentors in helping students and teachers understand the policy will also be important in reducing punishment for these behaviours which are outside the control of the students.

Safety on journey to school

The midline found that 21.9% of marginalised girls in intervention districts reported feeling unsafe travelling to and from school, compared to 7.9% at baseline. This is quite a surprising increase, given that a proportion of marginalised girls have opted for bicycles and bus fares as part of their bursary, which contributes to their safety on the journey to school. The increase may be a result of greater awareness or due to being older. Greater awareness of inappropriate behaviour may be due to the discussions held during the MBW sessions led by Learner Guides who have been trained to lead these sessions. Whatever the reason, there is a need for the project to use the wrap-around support provided by Teacher Mentors, Learner Guides and PSGs and the work with Ward and Street Leaders to gain greater community support for the protection of girls. There was evidence from the qualitative discussions that the awareness raising of CDC members, Ward Leaders and PSGs has led to meetings to discuss appropriate behaviour towards girls with boda boda boys and members of the community in some districts, but no evidence is yet available on the success of the activities. Girls living with disabilities

Girls living with a disability were reported as having additional barriers to attendance and learning in the classroom. Since baseline, the project has introduced activities to address some of these barriers for girls. The financial support provided includes the option to select health insurance which enables students to access medication or hospital treatment or other items such as glasses or hearing aids. At national and district level there is advocacy for students with a disability to be encouraged to continue their education. One school had a policy of students with a disability being seated at the front of the class and the importance of this for students with eyesight, hearing and mobility problems was described.

Teacher attitude - absenteeism

The midline data show an increase in the percentage of marginalised girls in intervention districts reporting teachers' absenteeism from class; from 3.5% at baseline to 11.9% at midline. It is not clear whether this is a school management issue, i.e. teachers leaving the class when they should be teaching or a result of a shortage of teachers requiring them to teach classes in rotation. CAMFED's project activities include working with governments at national and district levels to influence policy and promote best practice. However, absenteeism was not identified as an issue at baseline and it will be important to identify why teachers are absent from class before deciding the action to take. It is recommended that CAMFED raise this issue with the CDC and MoEST to enable them to take action to address the situation.

If the issue is lack of teachers, then MoEST can provide support on how best to organise self-learning when students are unsupervised. If the issue is teachers leaving the classroom during teaching time then MoEST can provide support to HoS on how to deal with this behaviour. Simple school management activities such as the HoS walking around the school at various times during the day to observe whether teachers are teaching and following up on teachers who are out of class have been found to be successful in reducing unauthorised classroom absences.

Teacher attitude - gender discrimination in the classroom

There was a significant increase from baseline to midline (29.7% to 40.9%) of marginalised girls reporting that teachers treat boys differently to girls; with 55.6% of marginalised girls with a disability reporting this.

While a smaller proportion of marginalised girls in intervention schools reported feeling unwelcome in the classroom at midline (9%) than at baseline (15%), a higher proportion of girls with a disability (17%) reported feeling unwelcome at midline. It is not clear in which way this discrimination takes place, but it needs further exploration by CAMFED as this could be another manifestation of gender inequality.

The first step for CAMFED will be to identify what it is that teachers do or say that cause girls and boys to feel unwelcome or how boys and girls are treated differently. With training support from CAMFED, the Teacher Mentors and Learner Guides can meet separately with girls and boys to understand their perceptions, taking particular note of ideas from students with a disability. Once there is a greater understanding of the situation, CAMFED can support the Learner Guides and Teacher Mentors to work with teachers to raise their awareness and find strategies to address the situation.

School environment

The quantitative student survey found that there had been no improvement in aspects of the school environment that affect students, i.e. difficulty moving around the classroom and lack of seats for students. In the qualitative discussions students discussed the large class sizes, lack of seats and girls also discussed the poor quality of toilets and sanitary facilities for girls.

The increase in the number of students progressing from primary to secondary education has increased substantially since the introduction of fee-free education. This has led to increased class sizes and high student/teacher ratios due to insufficient classrooms combined with a lack of teachers in subjects such as Maths and Science. The percentage of marginalised girls reporting that there were insufficient seats for students increased from 28% at baseline to 42% at midline. Poor amenities, such as toilets, which impact negatively on girls and lead to absences, were reported at both midline and baseline.

The MoEST strategic plan includes funding to improve learning infrastructure to accommodate the doubled enrolment in many of the secondary schools, especially in urban and peri-urban areas. While CAMFED is unable to directly support infrastructure and facilities, they can work with schools to ensure that maintenance of existing facilities is part of the general management activities as well as advocating for appropriate toilet facilities for girls with access to water for washing and bins for sanitary towels.

Lack of teaching and learning resources

There is a lack of textbooks and some textbooks are shared by 5 or more learners during class. CAMFED has provided textbooks to supplement the schools' supply and this has been appreciated by teachers. The Study Guides, which CAMFED provided to partner schools under GEC1 in Tanzania for project 5101, unfortunately cannot be distributed until permission is granted by the Tanzanian Institute of Education (TIE). CAMFED is continuing to work with the TIE to try to gain this permission, as providing students with their own copy of a study guide which they can use for self-study would be of great benefit to the students. Government initiatives also aim to provide sufficient textbooks. However, if permission is not given for the Study Guides to be distributed, CAMFED should continue to provide textbooks in key subjects where there are shortages if they have relevant funds available.

Not supported at home

The over-burdening of marginalised girls with household chores and home responsibilities remains a barrier to attendance and home-study of marginalised girls, both of which impact on their learning. Currently there are no project activities that directly address this and the situation of most families means that the allocation of household chores is unlikely to change. Many marginalised girls receiving support discussed the importance of the solar lamps as this enabled them to do their home study; this is an important provision to continue. It means that they can complete their chores and still be able to study when it becomes dark. It may also be that PSGs could consider raising funds to provide these lamps for marginalised students who do not receive support. However, household chores is just one of the manifestations of gender inequality. The project has introduced a series of community meetings/workshops to explore and address gender inequality. This and the project wrap-around support may begin a process of attitudinal change.

Corporal punishment in school

The excessive use of illegally administered corporal punishment in school remains a major concern for girls at midline. CAMFED has supported schools to develop a CPP and has successfully advocated for Child Protection actions to be included in each school's Plan for School Excellence. While students and school staff are aware of the government rules concerning corporal punishment, most staff do not adhere to the rules. CAMFED is also advocating for change at district and national levels, but more needs to be done at school and district level to ensure a reduction in the prevalence of corporal punishment and ensure that any corporal punishment is administered within the legal guidelines. This can include asking teachers to sign an agreement regarding their use of corporal punishment, providing guidance for teachers on positive behaviour management strategies and when necessary raising the issue of illegal corporal punishment at CDC meetings and advocating for action by the district education office to address this.

CAMFED's contribution

Box 2: Project's contribution

The project should respond to the External Evaluator's comments on the above questions. In particular, the project should respond to:

- **Whether activities are still appropriate for subgroups and barriers;**
- **External Evaluator analysis of whether barriers have changed for key subgroups;**

The EE reported that the most prevalent characteristics of marginalised girls in the surveyed intervention cohort were associated with household poverty, hunger, distance to school and a heavy chore burden and these have remained the same at midline as they were at baseline with female respondents reporting that the household has skipped meals on some days (70% at baseline and midline). Barriers relating to teaching were also prominent at midline although as a project we are motivated that there is evidence that there is some improvement in this regard. For example, the proportion of girls who feel welcome in the classroom has increased at midline irrespective of marginality.

Barriers to learning evidenced by the EE in the midline report include there not being enough teachers for

the number of students, girls not feeling safe travelling to school, perceiving that teachers treat boys differently to girls and having a high chore burden. An additional barrier for students who identify as having a disability includes there being no seats for all students. We concur with this analysis of the barriers that remain the same as identified at baseline and in the additional barrier which highlights the issue of inadequate school infrastructure and lack of appropriate resourcing at school level which has a direct impact on children living with disabilities.

Another barrier highlighted by the EE is the increased level of reporting by marginalised girls in Tanzania that teachers treat boys and girls differently. We are actively working to address this issue - the CAMFED National Director Lydia Wilbard has recently been appointed Chair of the Strategy and Operations Committee as well as a Board member of TEN/MET, the Tanzanian Education Network, which comprises 181 organisations working across the education sector and is highly influential in driving changes in the delivery of education in Tanzania, including those related to gender equality and child protection. We are also ensuring that the work of Learner Guides and Teacher Mentors in schools delivers a gender responsive and balanced approach to the equal engagement and participation of both genders.

Having a high chore burden was also a prevalent barrier to learning reported by marginalised pupils especially, where around a quarter of all marginalised girls reported a high chore burden at midline. 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.

CAMFED is confident that the planned targeted project activities within Tanzania are still appropriate for subgroups and barriers. The Year 3 activities outlined within the workplan for this project have been targeted to improve project performance at each output level. However, we will rigorously analyse the results from the midline and if necessary adjust or include additional activities for subgroups and barriers. Project activities are designed to contribute to breaking the cycle of poverty in the longer term, such as the Transition Programme, opportunities for vocational training and start-up grants and loans for income generation opportunities. Moreover, the CAMA association approach to 'giving back' by supporting other girls through education contributes to the possibility of a greater number of girls and women generating an income in future for themselves and their families.

The results and findings from this midline report will be presented to the National Advisory Committee (NAC) in each country, which draw together influencers and decision-makers at national level including representatives of line ministries and government institutions, to guide programme development. This provides an important opportunity for advocacy on this point, which will be continued through regular NAC meetings throughout the year.

- **Whether contextual changes have an impact on barriers or subgroup;**

Contextual challenges that CAMFED recognises as having an impact on barriers and or sub groups are specifically in relation to the issue highlighted by the EE in the midline report on the excessive use of corporal punishment at school level. CAMFED shares this concern and has escalated their advocacy for the end of corporal punishment in schools at National level. CAMFED does not own, run or manage schools, and does not employ teachers or school staff, and so the boundaries of legal responsibility are a clear impediment to what they are able to do in tackling the issue of corporal punishment; since the practice is not illegal CAMFED has been unable to influence authorities sufficiently to stop it entirely, despite sustained campaigns. However, at system level CAMFED will continue to advocate and lobby for an end to corporal punishment being administered in schools. CAMFED is also proactively advocating and supporting the use of alternative positive behaviour management strategies as an alternative to the use of corporal punishment to manage student behaviour.

- **Whether the project plans to review their Theory of Change in light of these findings.**

CAMFED's original ToC was developed to address poverty as the underlying barrier to girls' access to education - poverty is the core problem in the ToC. The EE has highlighted that the most prevalent marginalisation scenarios of hunger, distance to school and a heavy chore burden, all relate to poverty as

the underlying cause and we agree with this assertion. Although Secondary education is fee-free in Tanzania, girls supported by the project select from a menu of support for school-going costs. We agree with the assertion made by the EE that ''given the persistent overall levels of poverty for the learning cohort, the bursary remains a highly appropriate GECT activity for addressing poverty both as a characteristic and an underlying barrier to education''. The revised ToC is based on the same core problem of poverty. We therefore do not plan to undertake a further detailed review of the revised ToC in light of these findings but will ensure that it reflects the critical role that the provision of bursaries plays in addressing the critical aspect of poverty and access to education of marginalised girls and the success of the project.

3 Key outcome findings

3.1 Outcome 1: Learning– marginalised girls have improved learning outcomes

CAMFED's 5276 project is implemented in peri-urban settings, and continues to provide support to beneficiaries from GEC 1. The cohort for assessment of learning outcomes is made up of learners who were in Forms 1 and 2 at baseline. The midline evaluation was implemented after one year of project activity. This section presents an assessment of the project's performance against learning targets. The purpose is to assess the impact of the project on the GECT learning outcomes. Marginalised girls' test scores for literacy and numeracy from intervention schools are compared with those from comparison schools, as well as with less marginalised girls and boys. This section presents findings from the statistically measured differences between baseline and midline using the collected survey data.

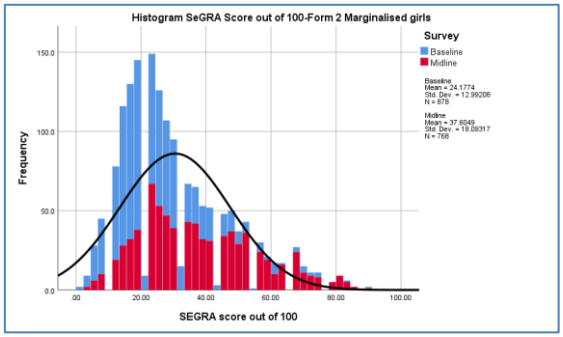
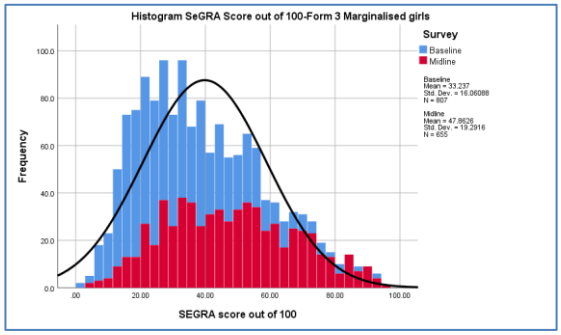
3.1.1 Aggregating scores

The process adopted for aggregating learning scores is as proposed by the FM (standard approach) with aggregate scores ranging from 0 to 100, and subtasks in tests weighted equally. The guidance from the FM proposed this approach to be used where all girls in the cohort took the same tests at baseline and equivalent tests at other evaluation points. Learning test scores for literacy and numeracy were aggregated from subtasks that formed each of the literacy and numeracy tests at baseline and midline. Literacy scores were based on three SeGRA subtasks, while numeracy aggregate scores were based on three SeGMA subtasks. All subtasks were weighted equally, and each subtask's score was obtained as the total of correct answers over the total number of items. The aggregate learning score was then used to compare overall learning levels in intervention and control groups. Aggregate scores were used to estimate the project's impact on learning, and at baseline, the associated standard deviation was used to set the learning target of 0.25SD per year.

3.2 Floor and ceiling effects

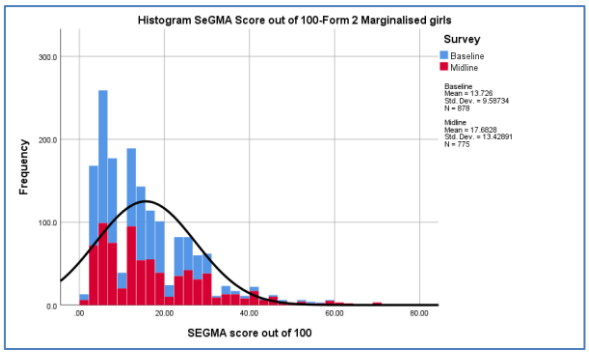
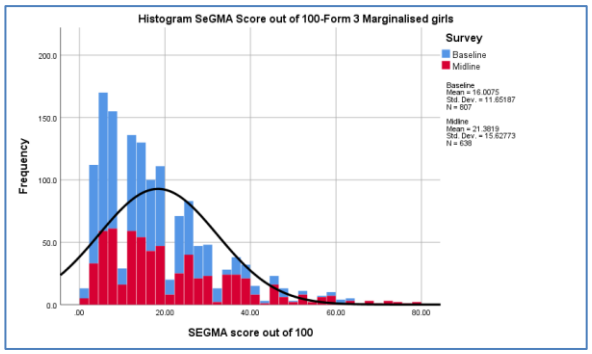
Part of the discussion on aggregation of test scores requires an understanding of the distribution of the scores themselves. For the chosen method of aggregation to work properly, it is desirable that scores are distributed without restrictions in range, floor or ceiling effects. Figures 2 and 3 were computed for marginalised girls only, to check if there were any floor or ceiling effects, or if scores were restricted in range. SeGRA test results show a clear normal (bell-shape) distribution with neither ceiling nor floor effects; and no restriction in range.

Figure 2: SeGRA floor and ceiling effects

SeGRA floor and ceiling effects	
	
Form 2	**Form 3**

SeGMA results for both forms show higher frequencies in the lower test results, although not constituting a floor effect (distribution looks binomial).Compared to SeGRA, there is a wider range of scores for SeGMA (0% to 80%); but with a low average at both baseline and midline. This may indicate that the test used was too hard for students.

Figure 3: SeGMA floor and ceiling effects

SeGMA floor and ceiling effects	
	
Form 2	**Form 3**

3.2.1 Weighting of midline test scores

The midline survey data on learning was weighted to mitigate attrition bias[21]. The list of (individually) significant correlations used in the weighting model includes variables on economic status of the household, demographics, learning achievements at baseline. The assumption here was that marginalised girls lost to attrition have certain characteristics associated with them being lost. Thus, those with these characteristics who still remain in the cohort should assume a weight that adjusts for the associated and resultant bias (of losing a certain type of girl from the cohort). To derive applicable weights, correlation and regression analysis was used.

The baseline survey datasets were not weighted. Cohort members were assigned a weight of 1 at baseline, and at midline, a different one predicted by the inverse probability weights from the regression model. Additional information on reasons for leaving the cohort (collected at midline) was used to inform the (logistic) regression analysis used. The approach adopted for the regression analysis was to:

- use a variable to indicate participation at midline, that is, taking literacy or numeracy tests
- identify dropouts in the baseline datasets (using the unique student id and running bivariate

[21] Detailed in Annex 3

analysis to identify key determinants of survey dropout)

- run a logistic regression to produce the model with the best fit for predicting attrition from the cohort, and
- assign an attrition weight (the inverse of the predicted probability of responding)

The list of (individually) significant correlations used in the weighting model include ability to pay fees, the school, age, performance on literacy and numeracy tests, and attendance.

3.2.2 Sample sizes and measurement of learning outcomes

Sample sizes for measuring learning are provided below (Table 15), and in Annex 3. Both girls and boys in the two cohort forms took the same literacy and numeracy tests at baseline and equivalent tests at midline. The sample sizes indicate the number of students who took literacy and numeracy tests at baseline, and those from this group that did so at midline as well. The difference between the baseline and midline sample sizes directly relates to the loss to attrition.

At baseline, the two cohort forms were powered together to cater for attrition bias. Specifically, it was assumed that attrition between baseline and endline would be less than 40%. This was checked at midline, and attrition levels observed to be less than 20%. Comparison between baseline and midline was, therefore, based on the data for students from the combined cohort forms who took tests at both evaluation points.

By endline, the older cohort (current Form 3) will have left school. This will result in loss of power for the remaining cohort (current Form 2) since the Forms were powered jointly. A booster or replacement sample from the current Form 2 students was therefore collected at midline to ensure that comparisons between endline and midline have sufficient power. These replacement samples were not used to compare baseline and midline.[22]

Table 15: Sample size for measuring learning in intervention and comparison schools

		Female					Male			
		Form 2 (Form 1 at baseline)		Form 3 (Form 2 at baseline)		Margin-alised girls combined	Form 2 (Form 1 at baseline)		Form 3 (Form 2 at baseline)	
		Margin-alised	Less Margin-alised	Margin-alised	Less Margin-alised		Margin-alised	Less Margin-alised	Margin-alised	Less Margin-alised
Literacy										
Baseline	**Intervention**	446	576	389	634	835	381	590	387	582
	Comparison	432	607	418	619	850	404	554	405	548
Midline	**Intervention**	396	512	340	565	736	313	535	337	521
	Comparison	372	520	315	497	687	313	449	314	417
Numeracy										
Baseline	**Intervention**	446	576	389	634	835	381	590	387	582
	Comparison	432	607	418	620	850	404	554	405	548
Midline	**Intervention**	405	526	333	543	738	322	545	330	501
	Comparison	370	524	305	488	675	316	450	314	417

Source: SeGRA and SeGMA data

[22] Assuming the plan to perform a test of hypothesis comparing the means of test scores in two independent populations, that is, with the hypotheses being DiD=0 versus an alternative that the DiD is not zero. The sample for each group is, therefore, $n= 2([Z_{(1-a/2)} + Z_{(1-b)}]/ES)^2$ where a=0.05 and b=0.8 (desired power) and ES is the detectable effect size. α is the selected level of significance and Z 1-α /2 is the value from the standard normal distribution holding 1- α /2 below it, and 1- β is the selected power and Z 1-β is the value from the standard normal distribution holding 1- β below it.

The attrition rate of the cohort has been measured between baseline and midline and this is shown in Table 16. At midline, the samples collected to boost the younger cohort were excluded from all analysis. Table 16 shows attrition rates measured against availability of literacy and numeracy data required for assessing learning.

Table 16: Attrition rates

Midline Attrition		Female					Male			
		Form 2 (Form 1 at baseline)		Form 3 (Form 2 at baseline)		Margin-alised girls combined	Form 2 (Form 1 at baseline)		Form 3 (Form 2 at baseline)	
		Less Margin-alised	Margin-alised	Less Margin-alised	Margin-alised		Less Margin-alised	Margin-alised	Less Margin-alised	Margin-alised
Intervention	Literacy	15%	8%	9%	19%	12%	3%	22%	5%	17%
	Numeracy	13%	6%	12%	20%	12%	1%	20%	9%	19%
Comparison	Literacy	10%	17%	22%	19%	19%	24%	18%	28%	19%
	Numeracy	9%	17%	23%	22%	21%	24%	17%	28%	19%

Source: SeGRA and SeGMA data

The attrition rates for marginalised Form 2 girls in intervention schools were 8% for literacy and 6% for numeracy; and higher for Form 3s (19% and 20% respectively). In comparison schools, the respective figures were 17% for each of literacy and numeracy for Form 2s; and 19% for literacy, 22% for numeracy for Form 3s. In general, attrition levels were higher for marginalised boys when compared to marginalised girls, especially in intervention schools. The differences between literacy and numeracy attrition mainly arose from students taking one test and for various reasons then deciding not to take the other.

The attrition rates in Table 16 show that in both the comparison and intervention districts, marginalised male students in Form 2 and both male and female marginalised students in Form 3, had similarly high rates of attrition. In general, the comparison schools had higher levels of attrition (17% and above) in all groups apart from the less marginalised girls in Form 2.

Two important observations with regards to attrition rates are that rates for marginalised girls and boys are lower for the younger cohort and are less than half of the 40% built in to ensure the power of the sample is preserved. With adequate effort placed on cohort tracking, it should be possible to reach most of the younger cohort (and the replacements) at endline.

3.2.3 Midline targets

Targets for the project were set following the FM guidelines that stipulated a detectable effect size of 0.25SD per year over the life of the project. Table 17 below shows the project's targets for midline (one year after baseline).

Table 17: Midline targets for marginalised girls, based on difference-in-difference over baseline and comparison group

Form	Literacy Logframe Targets	Numeracy Logframe Targets
Form 2	+ 3.8 percentage points	+2.8 percentage points
Form 3	+ 4.4 percentage points	+4.2 percentage points
Combined (Form 2 and 3)	+4.07 percentage points	+3.43 percentage points

Targets were set for marginalised girls in each form, and for the combined cohort. The targets for literacy at midline are +3.8pp DiD for Form 2, +4.4pp for Forms 3 and +4.07pp for the combined group. For numeracy, targets set are +2.8pp for Form 2s, +4.2pp for Form 3 and +3.4pp for the combined group. The targets were calculated assuming uniform increases of 0.25SD per year. In reality, it can take time before effects start to show, that is, the rate of change may not necessarily be uniform. Given that the midline evaluation took place just one year after the project activities started, positive progress towards targets, even if they are not statistically significant, should indicate important early signs of positive progress.

3.3 O1.1 - Literacy improvement

Literacy was measured using SeGRA tests which were made up of three subtasks; each weighted equally. The average aggregated marks for marginalised girls in intervention schools were compared to those of marginalised girls in comparison schools. Using difference in difference analysis, the net change from baseline to midline in intervention over comparison schools was determined. During the analysis of the midline data, the approach for computing and aggregating scores was tweaked. Some restrictions were enforced so that means were calculated for students who sat for the exams, even if they did not attempt all subtasks. Means were calculated based on the score achieved in the subtasks attempted, out of the possible mark obtainable for all subtasks. As such, the results may differ slightly to those presented in the baseline report, but the broad picture did not change.

Data presented in Table 18 below shows that the average marks for marginalised girls in Form 2 in intervention districts were 24.6 (out of 100) at baseline, and this increased to 40.3 at midline. Form 3s had an average mark of 33.3 at baseline, and this increased to 49.5 at midline. The average mark for Form 2s at midline is, therefore, 7pp higher than what the older cohort grade scored when they were in Form 2 a year ago. In comparison schools, the average marks for marginalised girls at baseline (23.7) increased to 34.8 at midline, and this was just 1.6pp higher than what the older cohort scored a year ago. This suggests a dramatic change in average test results for Form 2s in intervention schools.

Form 3 marginalised girls' test scores increased by 16.2pp in intervention schools, compared to an increase of 12.9pp in comparison schools. For the combined sample (unweighted)[23], literacy marks for marginalised girls in intervention schools changed from a mean of 28.7 at baseline to a mean of 44.5 at midline intervention schools, while they changed from a mean of 28.4 to 40.0 in comparison schools. These results differed slightly to those computed by the FM outcomes spreadsheet which weighted results by distribution of direct beneficiaries.

Average scores for marginalised Form 2 boys were lower than those for marginalised girls at baseline (23.2 in intervention, 23.4 in comparison). In intervention districts, average marks for this subgroup increased by 17.9pp in intervention schools compared to an increase of 13.9pp in comparison schools, and again showing that the changes in intervention schools were higher. This pattern was also observed for Form 3 boys whose average test scores increased from 32.7 at baseline to 49.4 at midline. In comparison districts the jump in average marks was similar; from 36.2 at baseline to 50.3 at midline. This suggests that marginalised boys' scores increased (16.7pp) at a slightly greater pace than their counterparts (14.1pp) in intervention districts.

Test scores for less marginalised girls (both forms) were higher than those for marginalised girls and marginalised boys at baseline and at midline as well. The percentage point changes in average scores for Form 2 less marginalised girls in intervention schools (17.7pp) compared to comparison schools (13.9pp) indicate that this subgroup benefited from the intervention as well. The respective changes for Form 3 less marginalised girls were 19.7pp in intervention, compared to 14.8pp in comparison.

Table 18 and subsequent graphs (Figures 4 – 5) show the respective changes for marginalised and less marginalised girls and boys.

[23]Although various options for weighting the data can be considered, this was not adopted. The underlying assumption was that CAMFED's project does not weight benefits by cohort grade, especially in the case of benefits to schools (systemic change). As can be seen from baseline sample sizes, similar numbers of students were recruited per form.

Table 18: Literacy (SeGRA) scores out of 100 for Form 2 and 3 (Form 1 and 2 at baseline) (FMT 3)

		Female			Male	
		Intervention Mean[24]	Comparison Mean	Standard Deviation - Intervention	Intervention Mean	Comparison Mean
Form 2 (Form 1 at baseline)						
Baseline	Marginalised	24.6	23.7	12.6	23.2	23.4
	Less Marginalised	28.5	31.6	14.1	29.1	29.2
	Total	**26.8**	**28.3**	**13.6**	**26.8**	**26.8**
Midline	Marginalised	40.3	34.8	17.0	41.1	37.3
	Less Marginalised	46.2	45.5	20.1	47.6	47.3
	Total	**43.6**	**41.0**	**19.0**	**45.2**	**43.2**
Form 3 (Form 2 at baseline)						
Baseline	Marginalised	33.3	33.2	15.1	32.7	36.2
	Less Marginalised	37.0	39.9	16.6	36.0	39.1
	Total	**35.6**	**37.2**	**16.1**	**34.6**	**37.9**
Midline	Marginalised	49.5	46.1	18.8	49.4	50.3
	Less Marginalised	56.7	54.7	21.1	55.8	54.5
	Total	**54.0**	**51.4**	**20.6**	**53.3**	**52.7**
Form 2 and Form 3 (combined)						
Baseline	Marginalised	28.7	28.4	14.5	28.0	29.8
	Less Marginalised	33.0	35.8	16.0	32.5	34.2
	Total	**31.2**	**32.8**	**15.5**	**30.7**	**32.3**
Midline	Marginalised	44.5	40.0	18.4	45.4	43.8
	Less Marginalised	51.7	50.0	21.3	51.7	50.8
	Total	**48.8**	**46.0**	**20.5**	**49.3**	**47.8**

Source: SeGRA test results

The results for the Form 2 show that average test scores have improved for both boys and girls in intervention districts, compared to those in comparison districts, and the improvement is greatest for marginalised girls compared to the other subgroups. For Form 3, there was a positive change in test scores for marginalised girls in intervention vs those in comparison schools. There were smaller differences between less marginalised boys in intervention vs comparison schools, confirmed using DiD analysis. At baseline, there was little difference between the scores of girls and boys in intervention schools, while there was a considerable difference in the comparison schools. The rate of improvement in average test scores of boys in intervention and comparison schools are broadly similar.

[24] Slight change from values recorded in baseline report. This is caused by a restriction enforced at midline to separate literacy and numeracy sample sizes based on availability of respective data.

Figure 4: Changes in SeGRA results between baseline and midline for Form 2

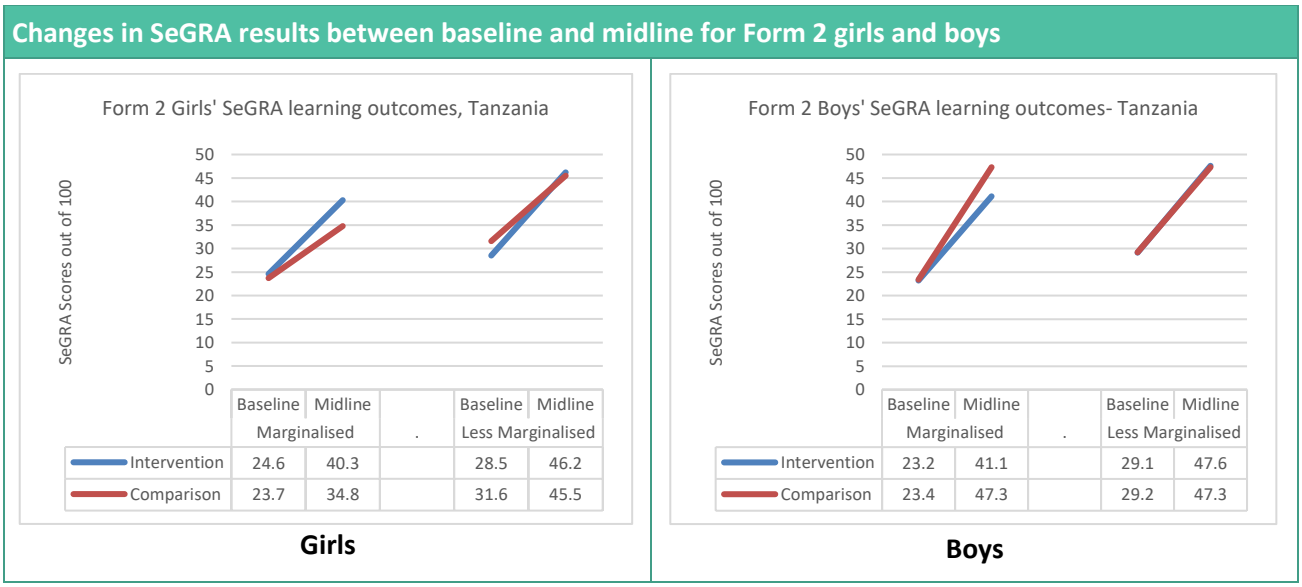
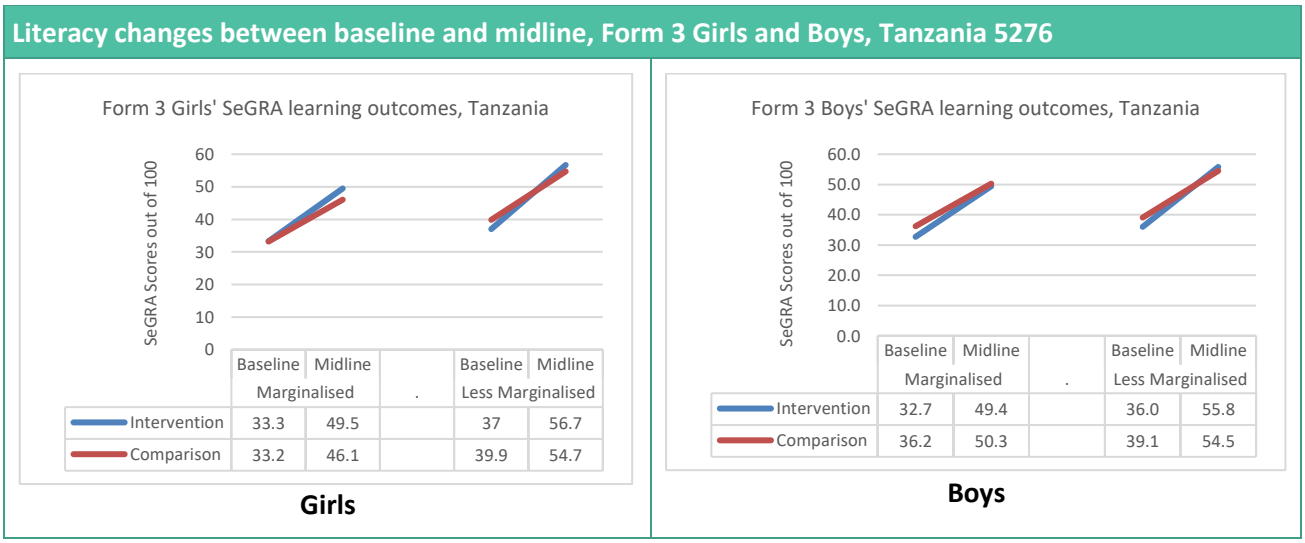


Figure 5: Changes in SeGRA results between baseline and midline for Form 3



3.3.1 Literacy results against targets

Table 19 shows difference in difference changes between baseline and midline. Results show that average literacy scores for marginalised Form 2 girls were higher in intervention than comparison schools by 4.6 percentage points, while those for Form 3 were higher by 3.3 percentage points. This indicates that there were better results in intervention schools. In fact, there were more positive changes in all the intervention subgroups (Table 19); except for less marginalised Form 2 boys where the change (+0.4pp; p=0.54) was not statistically significant.

Table 19: Literacy scores from baseline to midline (FMT 3a)

	Intervention			Comparison			Difference in difference: intervention - comparison
	Baseline literacy	Midline literacy	Difference baseline to midline	Baseline literacy	Midline literacy	Difference baseline to midline	
Form 2 (Form 1 at baseline)							
Marginalised girls	24.6	40.3	15.7	23.7	34.8	11.1	4.6
Less marginalised girls	28.5	46.2	17.7	31.6	45.5	13.9	3.8
Marginalised boys	23.2	41.1	17.9	23.4	37.3	13.9	4.0
Less marginalised boys	29.1	47.6	18.5	29.2	47.3	18.1	0.4
Form 3 (Form 2 at baseline)							
Marginalised girls	33.3	49.5	16.2	33.2	46.1	12.9	3.2
Less marginalised girls	37.0	56.7	19.7	39.9	54.7	14.8	4.9
Marginalised boys	32.7	49.4	16.7	36.2	50.3	14.1	2.6
Less marginalised boys	36	55.8	19.8	39.1	54.5	15.4	4.4
Form 2 and Form 3 (combined)							
Marginalised girls	28.7	44.5	15.8	28.4	40.0	11.6	4.3
Less marginalised girls	33.0	51.7	18.7	35.8	50.0	14.2	4.5
Marginalised boys	28.0	45.4	17.4	29.8	43.8	14.0	3.4
Less marginalised boys	32.5	51.7	19.2	34.2	50.8	16.6	2.6

Source: SeGRA test results

Table 20: Literacy results at midline (FMT 3b)

Literacy results - Midline	Details	Comments
Form 2 Marginalised girls	Beta = +4.629 p-value (two tailed) = 0.003 Target = +3.8 Performance against target = 121% Observed Power[25] = 85.7%	Positive, project achieved and exceeded set targets.
Form 3 Marginalised girls	Beta = 3.22 p-value (two tailed) = 0.082 Target = +4.4 Performance against target = 73% Observed Power = 41.3%	Recorded positive increase, it is not statistically significant.
Combined Forms: Marginalised girls	Beta = 4.265 p-value (two tailed) = 0.001 Target = +4.07 Performance against target = 105% Observed Power = 93.2%	Positive, project achieved and exceeded set targets.

[25] Observed power (or post-hoc power) is the statistical power of the DiD test performed, based on the effect size estimate from the data; i.e. the probability of finding a statistical difference from 0; or a true difference between observed effect and 0.

Table 20 shows the results from DiD analysis. Form 2 literacy test results are statistically significant, and the +4.6pp DiD has a p-value of 0.003, and observed power of 85.7%. The project achieved and exceeded set targets. The results for marginalised Form 3 girls with beta value of 3.22 indicate positive progress, but the result was not statistically significant. This is largely because the individual cohort grades were not powered separately. The combined sample, which has sufficient power, has a beta value of 4.26, p-value=0.001, and shows that the project achieved 105% of set target. This result shows a power of 93.2%, indicating that the observed improvements are real. The project has made significant impact on literacy test scores in intervention districts, and set targets have been met.

3.4 O1.2 - Numeracy improvement

Numeracy was measured using SeGMA tests which had three subtasks of equal weight. The approach used at baseline to aggregate scores was followed, but with some adjustments to improve on accuracy. For example, students who attempted any of the subtasks were included in the sample (and given a 0 mark for the subtasks they did not attempt). Table 21 shows the results for the SeGMA tests at baseline and midline.

Marginalised girls in Form 2 had a mean score of 14.6 at baseline, and this increased by 5.4pp to 20.0 at midline. In comparison districts, the mean score at baseline was 12.8, and at midline was 15.2, showing a change of +2.4pp. The difference in difference was 3.0pp.

Form 2 less marginalised girls had higher scores than marginalised girls at both baseline and midline, and in both intervention and comparison schools. However, the percentage point change in intervention districts (7.0pp) was just 1.2pp higher than that observed in comparison districts. This shows that while less marginalised Form 2 girls improved their scores by a higher amount compared to marginalised girls in intervention districts, the same thing was also occurring in comparison districts, albeit at a higher rate in intervention districts.

This pattern was also observed for marginalised Form 2 boys, where the increase in percentage points of the mean numeracy scores (from 16.5 to 23.8) shows a 7.3pp increase which is higher than the 5.5pp increase made by marginalised Form 2 boys in comparison schools.

Form 3 marginalised girls in intervention schools improved their mean test scores by 6.4pp, from 17.4 at baseline to 23.8 at midline. In comparison districts, the respective change was 4.0pp, that is, from 14.7 to 18.7 showing a difference in difference of +2.4pp. In both intervention and comparison districts, and for both cohort grades, the percentage point change in mean scores from baseline to midline was lowest for marginalised girls. It shows that marginalised girls, less marginalised girls and boys in intervention schools all returned visible gains in terms of test scores.

Results for Forms 2 and 3 combined cohort grades (unweighted) show that the difference in difference was +2.8pp for marginalised girls, +2.1pp for less marginalised girls, and +2.5pp for marginalised boys. This shows overall more positive improvements in numeracy test scores in intervention schools than in comparison schools.

Table 21 and subsequent graphs (Figures 6-7) show the average numeracy test results.

Table 21: Numeracy (SeGMA) scores out of 100 for Form 2 and 3 (Form 1 & 2 at baseline) (FMT 4)

		Female			Male	
		Intervention	Comparison	Standard Deviation - Intervention	Intervention	Comparison
		Mean[26]	Mean		Mean	Mean
Form 2 (Form 1 at baseline)						
Baseline	Marginalised	14.6	12.8	9.6	16.5	16.0
	Less Marginalised	19.1	19.0	11.9	20.9	20.1
	Total	**17.1**	**16.4**	**11.2**	**19.2**	**18.3**
Midline	Marginalised	20.0	15.2	14.0	23.8	21.5
	Less Marginalised	26.1	24.8	17.3	29.2	26.8
	Total	**23.4**	**20.8**	**16.3**	**27.2**	**24.6**
Form 3 (Form 2 at baseline)						
Baseline	Marginalised	17.4	14.7	11.1	20.8	20.2
	Less Marginalised	21.3	21.2	14.6	23.3	23.9
	Total	**19.8**	**18.6**	**13.5**	**22.3**	**22.3**
Midline	Marginalised	23.8	18.7	16.3	29.8	25.9
	Less Marginalised	30.4	27.5	20.8	32.3	29.9
	Total	**27.9**	**24.1**	**19.5**	**31.4**	**28.2**
Form 2 and Form 3 (combined)						
Baseline	Marginalised	15.9	13.8	10.4	18.7	18.1
	Less Marginalised	20.2	20.1	13.4	22.1	22.0
	Total	**18.5**	**17.5**	**12.5**	**20.8**	**20.3**
Midline	Marginalised	21.7	16.8	15.2	26.8	23.7
	Less Marginalised	28.3	26.1	19.3	30.7	28.3
	Total	**25.6**	**22.4**	**18.0**	**29.2**	**26.4**

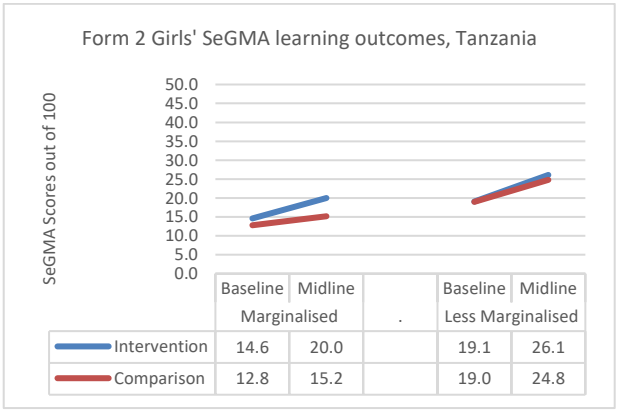
Source: SeGMA test results

Numeracy scores analysis shows that Form 2 marginalised girls in intervention schools (14.6) performed worse than less marginalised girls (19.1) at baseline; a gap of 4.5pp; and again at midline (20.0 vs 26.1); with a wider gap of 6.1pp. In comparison schools the respective gaps were 6.2pp (baseline) and 9.6pp (midline); thereby showing an even wider gap. For the Form 3 intervention group, the gap between marginalised and less marginalised girls was 3.9pp at baseline and 6.6pp at midline; again a widening gap. This result seems to show that as girls progress through their Forms, the gap in test results between marginalised and less marginalised girls grows bigger.

[26] Slight change from values recorded in baseline report. This is caused by a restriction enforced at midline to separate literacy and numeracy sample sizes based on availability of respective data.

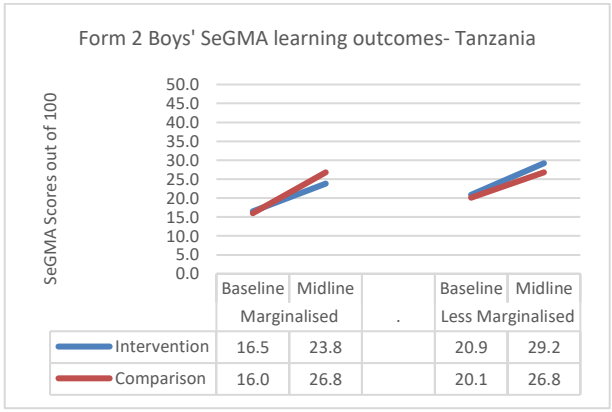
Figure 6: Changes in SeGMA results between baseline and midline for Form 2

Numeracy changes between baseline and midline, Form 2 girls and boys



	Baseline	Midline	.	Baseline	Midline
	Marginalised			Less Marginalised	
Intervention	14.6	20.0		19.1	26.1
Comparison	12.8	15.2		19.0	24.8

Girls

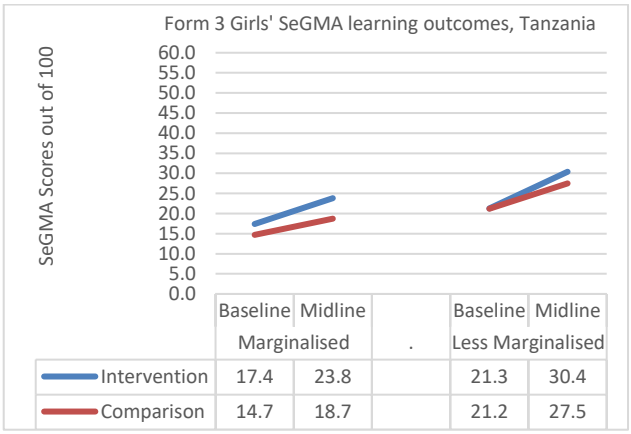


	Baseline	Midline	.	Baseline	Midline
	Marginalised			Less Marginalised	
Intervention	16.5	23.8		20.9	29.2
Comparison	16.0	26.8		20.1	26.8

Boys

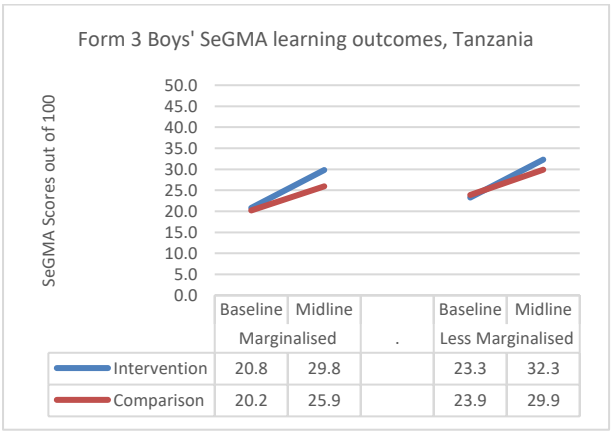
Figure 7: Changes in SeGMA results between baseline and midline for Form 3

Numeracy changes between baseline and midline, Form 3 girls and boys



	Baseline	Midline	.	Baseline	Midline
	Marginalised			Less Marginalised	
Intervention	17.4	23.8		21.3	30.4
Comparison	14.7	18.7		21.2	27.5

Girls



	Baseline	Midline	.	Baseline	Midline
	Marginalised			Less Marginalised	
Intervention	20.8	29.8		23.3	32.3
Comparison	20.2	25.9		23.9	29.9

Boys

Results for SeGMA show impact of the intervention on marginalised girls and boys. DiD was +3.0pp for marginalised Form 2 girls and+3.3pp for marginalised Form 3 boys, and these were the highest percentage point changes recorded. There is evidence, therefore, that marginalised students have benefitted from the intervention, pointing towards correct targeting or the right type of intervention.

Table 22: Numeracy scores from baseline to midline (FMT 4a)

	Baseline numeracy intervention	Midline numeracy intervention	Difference baseline to midline	Baseline numeracy comparison	Midline numeracy comparison	Difference baseline to midline	Difference in difference intervention – comparison
Form 2 (Form 1 at baseline)							
Marginalised girls	14.6	20.0	5.4	12.8	15.2	2.4	3.0
Less Marginalised girls	19.1	26.1	7.0	19.0	24.8	5.8	1.2
Marginalised boys	16.5	23.8	7.3	16	21.5	5.5	1.8
Less Marginalised boys	20.9	29.2	8.3	20.1	26.8	6.7	1.6
Form 3 (Form 2 at baseline)							
Marginalised girls	17.4	23.8	6.4	14.7	18.7	4.0	2.5
Less Marginalised girls	21.3	30.4	9.1	21.2	27.5	6.3	2.8
Marginalised boys	20.8	29.8	9.0	20.2	25.9	5.7	3.3
Less Marginalised boys	23.3	32.3	9.0	23.9	29.9	6.0	3.0
Form 2 and Form 3 (combined)							
Marginalised girls	15.9	21.7	5.8	13.8	16.8	3.0	2.8
Less Marginalised girls	20.2	28.3	8.1	20.1	26.1	6.0	2.1
Marginalised boys	18.7	26.8	8.1	18.1	23.7	5.6	2.5
Less Marginalised boys	22.1	30.7	8.6	22.0	28.3	6.3	2.3

Table 22 shows differences in difference for all subgroups; and for marginalised girls, additional analysis is presented below (Table 23) to test the significance of results obtained. For Form 2s, the estimated effect of the intervention was +2.98pp; a statistically significant positive increase in numeracy learning (p=0.008); and a performance of 107% against set targets. The results for Form 3s show an effect of +2.46pp; with a performance against targets of 59%. The effect of the intervention was not statistically significant, although it is positive. The combined effect from both forms was +2.79pp, statistically significant, and equating to 69% of performance against set targets.

Table 23: Numeracy results at midline (FMT 4b)

Numeracy results - Midline	Details	Comments
Form 2 Marginalised girls	Beta = +2.987 p-value (two tailed) = 0.008 Target = +2.8 Performance against target = 107% Observed Power = 75.5%	Positive, project achieved and exceeded set targets.
Form 3 Marginalised girls	Beta = +2.463 p-value (two tailed) = 0.084 Target = +4.2 Performance against target = 59% Observed Power = 40.9%	Project recorded positive increase in DiD percentage points of Form 3 numeracy test scores. However, this result is not statistically significant.
Combined Forms: Marginalised girls	Beta +2.788 p-value (two tailed) = 0.002 Target = +3.43 Performance against target = 68.5% Observed Power = 87.2%%	Positive, project making significant progress.

3.5 Skills Gaps

Tables 24 and 25 shows the changes in proficiency scores for literacy and numeracy subtasks for the Form 2 and Form 3 marginalised girls. The SeGRA and SeGMA subtasks have been designed to be appropriate for the skills and difficulty levels that are to be achieved by students in lower secondary school. One of the FM requirements is to *delve deeper into the learning outcome findings* by presenting and analysing *a diagnosis of the learning scores by subtask aimed at identifying the gaps in literacy and numeracy skills, particularly the foundational ones, across the intervention group*. This will provide *an assessment of changes since baseline* including whether a *pattern is emerging that indicates that the project is successfully addressing skills gaps identified at baseline*. (GECT Midline Report Template, p.14)

At baseline and midline, all SeGRA/SeGMA subtask scores were converted into percentages. To identify progress, the subtask scores are cut into bands of achievement on a scale of 0%; 1-40%; 41-80%; 81-100%. The following terms were used to describe each band: *Non-learner, Emergent Learner, Established Learner* and *Proficient Learner* for each of the subtasks they undertook.

0%	**Non learner**
1% - 40%	**Emergent learner**
41% - 80%	**Established learner**
81% - 100%	**Proficient learner**

These terms can only be used with regard to individual subtasks and not for the overall score. This is because each subtask is set at a different level of difficulty which enables us to see how students are progressing at each subtask level.

The midline survey assessed progress of students against baseline through the three subtasks of SeGRA and the three subtasks of SeGMA, and the extent to which they have gained proficiency in each subtask. The FM guidance explains how performing this 'skill diagnostics' is important because at midline and endline evaluations, the achievements of the project will not only be measured by the value added in standard deviations of the aggregate score against control group, but also by the scores of students who become proficient in literacy and numeracy skills compared to baseline.

Tables 24 and 25 show the levels achieved at baseline and midline for SeGRA and SeGMA subtasks for marginalised girls in the intervention and comparison districts. They also show the percentage point change since baseline. The minus percentage points indicate a reduction in the proportion of students achieving that band, whereas positive percentage points indicate an increase in the proportion of students achieving that band. The ideal pattern of progress would be that there is a gradual shift in the percentage scores at each level with students moving from lower levels to higher levels over time, with the mean score for each subtask increasing.

SeGRA – Subtask 1

Subtasks were set with increasing levels of difficulty, with subtask 1 being the easiest and subtask 3 being the most difficult. For SeGRA subtask 1, 1% of Form 2 students in intervention schools were classified as non-learners at baseline, 29% as emergent learners, 64% as established learners, while 7% were proficient. By midline, none of the students were still in the non-learner category, 9% were still emergent learners but those identified as proficient learners had increased from 7% to 25%. This was significantly higher (DiD +5pp) than the increase in proficient learners (10% to 24%) in the comparison schools.

At baseline, the majority of Form 3s in intervention schools were established learners (72%), while 12% were in the proficient learner category. By midline 33% of students were within the proficient learner category with the students in the lowest two categories (non-learner and emergent learner) reducing from 16% to 5%. By midline both the comparison and intervention schools had only 5% at the emergent learner stage but the intervention schools had a greater proportion of students (DiD +6pp) who had achieved proficiency in this subtask.

This pattern of higher percentages of established and proficient learners in intervention districts shows the faster rate of learning in these districts.

SeGRA - Subtask 2

In the more difficult Subtask 2, at midline a greater proportion of Form 2 students in intervention schools had achieved established and proficient learner levels (58%) than in comparison schools (52%). This is a substantial achievement as at baseline the intervention schools had 80% of students at non-learner or emergent learner level while the comparison schools had 75%. By midline the percentage of Form 2 students in intervention schools at non-learner and emergent levels dropped from 80% to 43% (37pp); in comparison schools the drop was from 75% to 48% (27pp).

In intervention schools the percentage of established learners rose by 24pp to 44% and proficient learners rose by 13pp from 1% to 14%. In the comparison schools the percentage of learners at established learner level rose from 23% to 37% and those at proficient level rose from 3% to 15%. The +10pp DiD for established learners in intervention schools at midline is significant.

At midline the Form 3 marginalised girls in intervention schools also outperformed the comparison students. They achieved significant improvement in the percentage of students achieving established or proficient learner level (72%) compared to comparison schools (69%), there was a significant increase for intervention schools at both levels. There was a substantial rise in students reaching proficient level in both the intervention schools (3% to 24%) and the comparison schools (8% to 22%) with a significant DiD of +7pp for students in intervention schools.

SeGRA - Subtask 3

For the most difficult subtask, the proportion of Form 2 marginalised girls who were categorised as non-learners dropped considerably between baseline and midline in both intervention schools (69% to 28%) and comparison schools (73% to 29%). The greatest shift was to emergent learner level which rose in intervention schools (26% to 48%) and comparison schools (21% to 47%). There was also a substantial increase in both intervention students (5% to 21%) and comparison students (6% to 22%) reaching established learner level.

At midline the percentage of Form 3 marginalised girls scoring at non-learner or emergent learner level reduced from 85% to 56% in intervention schools and from 80% to 58% in comparison schools, thus a greater improvement in intervention schools. This overall reduction in the percentage of students achieving the lower two levels is matched by an increase in students achieving established and proficient learner level. As would be expected at this stage, there is a higher proportion of students achieving established learner level, increasing at midline in both intervention schools (14% to 31%) and comparison schools (17% to 33%). A higher proportion of students were proficient in subtask 3 in intervention schools (12%) than in comparison schools (8%).

For the combined Form 2 and 3 intervention group, the literacy skills gaps DiD confirm that higher percentages of students improved their score and moved from their baseline level to a higher level at midline.

Table 24: Literacy skills gaps – Form 2 and 3 Marginalised girls (FMT 7)

Form 2 SeGRA		Intervention			Comparison			
Literacy skills gaps		Baseline	Midline	Difference pp	Baseline	Midline	Difference pp	Difference in difference
		Column N %	Column N %		Column N %	Column N %		
Category of student based on SeGRA Subtask 1	Non-learner	1%	0%	-1%	1%	0%	-1%	0%
	Emergent learner	29%	9%	-19%	32%	13%	-19%	0%
	Established learner	64%	65%	2%	57%	63%	6%	-4%
	Proficient learner	7%	25%	18%	10%	24%	14%	5%**
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**
Category of student based on SeGRA Subtask 2	Non-learner	8%	5%	-3%	8%	8%	0%	-3%
	Emergent learner	72%	38%	-34%	67%	40%	-26%	-8%
	Established learner	20%	44%	24%	23%	37%	14%	10%**
	Proficient learner	1%	14%	13%	3%	15%	12%	1%
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**
Category of student based on SeGRA Subtask 3	Non-learner	69%	28%	-41%	73%	29%	-43%	2%
	Emergent learner	26%	48%	23%	21%	47%	26%	-3%
	Established learner	5%	21%	16%	6%	22%	16%	-1%
	Proficient learner	0%	3%	3%	1%	2%	1%	1%
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**
Form 3 SeGRA		**Intervention**			**Comparison**			
Literacy skills gaps		**Baseline**	**Midline**	**Difference pp**	**Baseline**	**Midline**	**Difference pp**	**Difference in difference**
		Column N %	**Column N %**		**Column N %**	**Column N %**		
Category of student based on SeGRA Subtask 1not aligned	Non-learner	0%	0%	0%	1%	0%	-1%	0%
	Emergent learner	16%	5%	-11%	18%	5%	-12%	1%
	Established learner	72%	62%	-10%	66%	63%	-3%	-7%*
	Proficient learner	12%	33%	21%	16%	32%	15%	6%*
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**
Category of student based on SeGRA Subtask 2	Non-learner	5%	3%	-2%	5%	4%	0%	-1%
	Emergent learner	57%	25%	-32%	52%	27%	-25%	-7%*
	Established learner	36%	48%	13%	36%	47%	11%	2%
	Proficient learner	3%	24%	21%	8%	22%	14%	7%*
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**
Category of student based on SeGRA Subtask 3	Non-learner	47%	20%	-27%	50%	18%	-32%	5%
	Emergent learner	38%	36%	-2%	30%	40%	10%	-13%**
	Established learner	14%	31%	18%	17%	33%	17%	1%
	Proficient learner	1%	12%	11%	3%	8%	5%	6%
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**

Form 2 and Form 3 SeGRA		Intervention			Comparison			
Literacy skills gaps		Baseline	Midline	Difference	Baseline	Midline	Difference	Difference in difference
		Column N %	Column N %		Column N %	Column N %		
Category of student based on SeGRA Subtask 1	Non-learner	1%	0%	-1%	1%	0%	-1%	0%
	Emergent learner	22%	7%	-15%	25%	10%	-15%	0%
	Established learner	68%	64%	-4%	61%	63%	2%	-6%**
	Proficient learner	9%	29%	20%	13%	28%	14%	5%*
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**
Category of student based on SeGRA Subtask 2	Non-learner	6%	4%	-2%	6%	6%	0%	-2%
	Emergent learner	64%	31%	-33%	59%	34%	-25%	-8%**
	Established learner	28%	46%	18%	30%	42%	12%	6%*
	Proficient learner	2%	19%	17%	5%	19%	13%	4%*
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**
Category of student based on SeGRA Subtask 3	Non-learner	58%	24%	-34%	61%	24%	-37%	4%
	Emergent learner	32%	42%	10%	26%	44%	18%	-8%**
	Established learner	9%	26%	17%	11%	28%	16%	0%
	Proficient learner	1%	8%	7%	2%	5%	3%	4%*
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**

Note: statistical significance is shown *= p<0.05, **=p<0.01

SeGMA – Subtask 1

With regards to numeracy skills gaps (Table 25) changes were again generally more positive in intervention compared to comparison schools. However, 1% of Form 2 students were classified as non-learners at baseline in both intervention and comparison schools, and again, 1% were classified as non-learners at midline. It seems, therefore, that there were students whose numeracy skills remain unchanged. At midline in intervention schools, 38% of Form 2 students were classified as emergent learners, down from 48%, while 46% were classified as established learners at both baseline and midline. This is due to an upward shift in the proficiency of learners with the proportion of proficient learners increasing by 10pp to 16% at midline. In comparison schools, the proportion of emergent and established learners reduced by 6% overall, however, there was a corresponding increase of proficient learners of 6% indicating the upward shift. The numeracy skills of Form 2 marginalised girls in intervention schools are improving at a greater rate than those in comparison schools.

SeGMA – Subtask 2

For Form 2 students the greatest improvement was seen in the percentage of students at non-learner level which reduced from 41% to 29% (-12pp) in intervention schools and 42% to 34% (-8pp) in comparison schools. This is a significant difference in the level of reduction. There was little difference in the percentage of students at emergent learner level which can be accounted for by the shift of learners from non-learner to emergent learner and from emergent learner to established learner. The students achieving established learner level rose from 2% at baseline to 13% at midline in intervention schools and from 3% to 14% in comparison schools.

It would be expected to see a large drop in the percentage of Form 3 students at the non-learner level, however, there was only a 5% reduction in both intervention and comparison schools. Furthermore, the percentage of students at the non-learner level is not substantially different in Form 2 and Form 3 with 29% of Form 2 students and 25% of Form 3 in intervention schools at this level. The picture is similar in comparison schools. This appears to indicate that a substantial proportion of students are not improving their level of Maths as they move from Form 2 to 3. The upward shift of Form 3 learners progressing out of

the non-learner and emergent levels have led to a greater increase in students at established learner level in both intervention (+11%) and comparison (+7%) schools. The proportion of proficient learners in Form 3 in both intervention and comparison schools is also broadly similar to Form 2, which indicates a lack of progress at this higher level.

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At this level the comparison schools are slightly outperforming the intervention schools. For Form 2 marginalised girls in the intervention schools the greatest shift between baseline and midline was from non-learner (reduced from 66% to 45%) to emergent learner (increased from 34% to 50%) with a smaller increase in established learners (1% to 4%). Comparison schools saw a greater shift between baseline and midline from non-learner (reduced from 69% to 46%) to emergent learner (increased from 29% to 49%), an increase of 20% at this level compared to an increase of only 16% at intervention schools. At midline the combined percentage of students at established learner and proficient learner level in intervention schools (5%) and comparison schools (5%) is the same.

For Form 3, there is a small increase between baseline and midline in the percentage of students achieving established learner level in both intervention (3% to 10%) and comparison (3% to 7%) with a higher proportion achieving this level in intervention schools. Although there has been a reduction in the percentage of students at non-learner level between baseline and midline in intervention schools (reduced from 57% to 42%) and comparison schools (reduced from 62% to 42%); this means that there are similar proportions of non-learners in Year 2 and Year 3. However, there has been a greater rise in the percentage of established learners in Form 3 in intervention schools (+8%) than in comparison schools (+4%).

It would appear that, although the marginalised girls in the intervention schools are performing better than those in comparison schools, the progress is not as strong as in literacy. Furthermore, there is not a great deal of difference between the attainment levels in Form 2 and Form 3. While the increasing number of students achieving the level of emergent learner, one would hope to see greater progress in the upward shift to established learner, particularly for the Form 3s.

Table 25: Numeracy skills gaps – Form 2 and 3 (FMT 6)

Form 2 SeGMA		Intervention			Comparison			
Numeracy skills gaps		Baseline	Midline	Difference	Baseline	Midline	Difference	Difference in difference
		Column N %	Column N %		Column N %	Column N %		
Category of student based on SeGMA Subtask 1	Non-learner	1%	1%	0%	1%	1%	0%	1%
	Emergent learner	48%	38%	-10%	51%	47%	-4%	-6%
	Established learner	46%	46%	0%	43%	41%	-2%	2%
	Proficient learner	6%	16%	10%	6%	11%	6%	4%*
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**
Category of student based on SeGMA Subtask 2	Non-learner	41%	29%	-12%	42%	34%	-8%	-5%*
	Emergent learner	58%	58%	0%	55%	52%	-4%	4%
	Established learner	2%	13%	11%	3%	14%	11%	1%
	Proficient learner	0%	1%	1%	0%	1%	1%	0%
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**
Category of student based on SeGMA Subtask 3	Non-learner	66%	45%	-20%	69%	46%	-23%	3%
	Emergent learner	34%	50%	16%	29%	49%	20%	-4%*
	Established learner	1%	4%	4%	1%	5%	3%	0%
	Proficient learner	0%	1%	1%	0%	0%	0%	0%
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**

Form 3 SeGMA		Intervention			Comparison			
Numeracy skills gaps		Baseline	Midline	Difference	Baseline	Midline	Difference	Difference in difference
		Column N %	Column N %		Column N %	Column N %		
Category of student based on SeGMA Subtask 1	Non-learner	0%	1%	0%	1%	0%	-1%	1%
	Emergent learner	46%	33%	-14%	48%	41%	-7%	-7%*
	Established learner	48%	50%	2%	42%	45%	2%	0%
	Proficient learner	6%	17%	11%	9%	14%	5%	6%
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**
Category of student based on SeGMA Subtask 2	Non-learner	29%	25%	-5%	35%	30%	-5%	1%
	Emergent learner	61%	53%	-8%	55%	52%	-3%	-5%*
	Established learner	10%	20%	11%	10%	17%	7%	4%
	Proficient learner	0%	2%	2%	0%	1%	1%	0%
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**
Category of student based on SeGMA Subtask 3	Non-learner	57%	42%	-15%	62%	42%	-20%	5%
	Emergent learner	41%	46%	5%	35%	50%	15%	-10%**
	Established learner	3%	10%	8%	3%	7%	4%	3%
	Proficient learner	0%	2%	2%	0%	1%	1%	1%
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**
Form 2 & Form 3 SeGMA		**Intervention**			**Comparison**			
Numeracy skills gaps		**Baseline**	**Midline**	**Difference**	**Baseline**	**Midline**	**Difference**	**Difference in difference**
		Column N %	**Column N %**		**Column N %**	**Column N %**		
Category of student based on SeGMA Subtask 1	Non-learner	1%	1%	0%	1%	0%	0%	1%
	Emergent learner	47%	35%	-12%	50%	45%	-5%	-7%*
	Established learner	47%	48%	1%	42%	43%	0%	1%
	Proficient learner	6%	16%	10%	7%	12%	5%	5%
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**
Category of student based on SeGMA Subtask 1	Non-learner	35%	27%	-8%	39%	32%	-6%	-2%
	Emergent learner	59%	56%	-4%	55%	52%	-3%	0%
	Established learner	6%	17%	11%	6%	15%	9%	2%
	Proficient learner	0%	1%	1%	0%	1%	1%	0%
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**
Category of student based on SeGMA Subtask 1	Non-learner	61%	44%	-17%	66%	44%	-22%	4%
	Emergent learner	37%	48%	11%	32%	50%	17%	-7%*
	Established learner	2%	7%	6%	2%	6%	4%	2%
	Proficient learner	0%	1%	1%	0%	1%	1%	1%
	Total	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**0%**

Note: statistical significance is shown *= p<0.05, **=p<0.01

3.6 Subgroup analysis of the learning outcomes

3.6.1 Literacy score of key subgroups

Tables 26-28 in this section show the test scores for both literacy and numeracy by selected subgroups, i.e. the different barriers and characteristics affecting marginalised girls. The difference in mean scores at baseline and at midline for each subgroup is compared with the mean score of all marginalised girls. This is done for both intervention and comparison schools. This is intended to identify the subgroups that are performing below average, as well as those that are performing well. The key highlight for marginalised girls in Form 2 is that in the intervention districts there was a +15.7pp average increase from baseline to midline; this compares to +11.1pp difference in comparison schools.

When considering students in Form 2 with one or more forms of disability as a group, their combined change in mean literacy test scores in intervention schools (9.6pp) was lower than the group of all marginalised girls (15.7pp). Marginalised girls in intervention schools who reported a sight related disability had a lower mean score at midline than at baseline while those reporting a communication related disability had a low level of improvement. Girls In comparison districts reporting one or more disabilities had a higher change in mean score at 15.3pp, compared to the group mean change of 11.1pp.

In intervention districts, the change in test scores for orphans was higher than that of the combined group of marginalised girls. This change was attributed to their mean scores moving from below the average at baseline to being equal to the average at midline. It means that in the intervention districts, the change in orphans' scores was bigger than that of other marginalised girls such that their scores improved between baseline and midline to match those of other marginalised girls at midline. The level of improvement in attendance of orphans in intervention schools between baseline and midline was above the average. This result was statistically significant. This level of improvement did not take place in the comparison schools.

At both baseline and midline, girls living in female headed households were also performing above average in intervention districts, while in comparison districts they were performing below average at midline. In intervention schools, marginalised girls who identified that their parents have difficulty paying fees had an average score above the mean for all marginalised girls at both baseline and midline. The change in their mean score (16.4pp) is higher than that of all marginalised girls (15.7pp). In comparison schools the change in mean score of marginalised girls who identified that their parents have difficulty paying fees (7.6pp) was below that of all marginalised girls (11.1pp).

Table 26: Literacy scores of key subgroups – Form 2 marginalised girls (FMT 8)

Form 2 SeGRA	Intervention					Comparison				
	Baseline		Midline		Difference	Baseline		Midline		Difference
	N	Mean	N	Mean		N	Mean	N	Mean	
All marginalised girls	446	24.6	439	40.3	15.7**	432	23.7	433	34.8	11.1**
Not living with both parents	291	23.0	286	39.7	16.7*	261	22.8	268	34.4	11.6*
Female headed household	250	25.5	248	41.5	16.0*	259	24.9	256	34.4	9.5*
Have difficulties learning in English	203	22.9	164	38.6	15.8**	199	23.1	174	35.2	12.1**
Teacher does not use other LoI other than English	144	22.9	171	38.5	15.6**	187	23.9	180	32.4	8.5**
Double Orphan	15	22.4	13	40.3	17.9*	19	24.7	20	32.7	8.0
Single Orphan	104	20.7	100	40.3	19.7*	114	21.8	119	32.3	10.5*
Sight related disability	38	21.4	3	19.4	-2.0	44	19.7	1	27.8	8.1
Hearing related disability	26	20.5	3	30.6	10.1	32	21.4	0	-	-
Walking related disability	27	21.3	6	30.6	9.3	41	22.9	4	30.6	7.7
Memory or cognitive disability	31	21.7	5	32.8	11.1	35	17.4	17	35.0	17.6*
Self-care related disability	24	18.4	7	32.1	13.7**	31	18.1	8	37.2	19.1*
Communication related disability	13	20.5	3	23.6	3.1	31	18.2	3	46.3	28.1*
Students with sickness problem	99	23.9	60	35.4	11.5*	103	23.7	74	30.1	6.4*
Students with one or more forms of disability	96	21.9	20	31.5	9.6**	119	20.2	27	35.5	15.3**
Head of Household is illiterate	23	19.6	21	35.5	15.9**	30	18.2	31	29.1	11.0**
Household has skipped meals on some days	308	23.4	301	39.1	15.7**	265	22.7	274	33.5	10.8**
Parents have difficulty with paying fees- child has been sent away more than once	21	26.3	61	42.7	16.4*	54	29.5	57	37.1	7.6*
Household does not have regular income	275	23.0	274	38.0	15.0**	255	22.1	251	30.6	8.5*
Household does not own land, or status unknown	193	24.2	170	41.6	17.3*	132	22.5	134	35.0	12.5*
Married	2	13.9	6	57.8	43.9*	1	2.8	0	-	-
Mothers	1	19.4	2	62.5	43.1	2	16.7	1	47.2	30.6
Mothers under 16	1	19.4	2	62.5	43.1	2	16.7	1	47.2	30.6
Mothers under 18	1	19.4	2	62.5	43.1	2	16.7	1	47.2	30.6

Note: statistical significance is shown *= p<0.05, **=p<0.01.

Results by subgroups for Form 3s are given in Table 27. They show similar patterns observed for Form 2s with regards to disability and orphanhood. In intervention districts, students with difficulties learning in English and those who mentioned that teachers did not use other languages of instruction had average scores that were lower than the group of marginalised girls at both baseline and midline. The difference in improvement in their test scores was significantly lower than that of the group of marginalised girls.

Students whose head of household was illiterate scored marks that were below the group average at both baseline and midline; and this was the case in both intervention and comparison districts. The Form 3 class

was not part of the household survey at baseline, and information on motherhood and parenthood was, therefore, not collected at that time.

Table 28 shows the findings for both Form 2 and 3 combined. Compared to a net change in scores of 15.8pp in intervention districts, among those with lower net changes in scores were students whose teacher does not use another language of instruction other than English, students with one or more forms of disabilities - particularly those who reported sight, hearing and communication related disabilities, and households that do not have a regular income. These are the marginalised girls whose test scores changed the least, and therefore require continued support.

The net change in scores between baseline and midline of students who are single and double orphans (18.5% / 18.2%) is greater than that of all marginalised girls in the intervention schools (15.6%). In comparison schools, the net change for these students was below that of all marginalised girls.

Table 27: Literacy scores of key subgroups – Form 3 marginalised girls (FMT 8)

Form 3 SeGRA	Intervention					Comparison				
	Baseline		Midline		Difference	Baseline		Midline		Difference
	N	Mean	N	Mean		N	Mean	N	Mean	
All marginalised girls	389	33.3	372	49.5	16.2*	419	33.2	345	46.1	12.9*
Not living with both parents	271	32.8	256	49.6	16.8*	279	31.7	226	45.5	13.8*
Female headed household	202	33.2	195	49.8	16.6*	221	35.1	184	46.6	11.5*
Have difficulties learning in English	190	31.5	162	46.7	15.1**	203	31.3	167	43.7	12.4**
Teacher does not use other LoI other than English	132	31.4	142	45.8	14.5**	168	34.5	155	46.1	11.5**
Double Orphan	24	28.9	20	47.7	18.8*	18	26.5	12	36.6	10.0
Single Orphan	73	31.8	70	48.0	16.2**	105	31.2	84	44.5	13.2**
Sight related disability	24	29.9	7	40.1	10.2	39	28.3	9	55.2	26.9*
Hearing related disability	19	31.7	1	33.3	1.6	18	31.8	2	38.9	7.1
Walking related disability	18	32.1	8	40.6	8.5	37	29.4	13	47.7	18.2*
Memory or cognitive disability	22	31.6	12	44.0	12.4**	45	28.8	15	57.1	28.3**
Self-care related disability	20	39.2	7	52.0	12.8	31	31.2	7	36.9	5.7
Communication related disability	15	26.1	2	40.3	14.2**	16	30.0	3	45.4	15.3
Students with sickness problem	100	32.0	58	47.8	15.8**	106	32.7	83	45.1	12.4**
Students with one or more forms of disability	76	33.2	25	44.2	11.0*	104	29.9	35	49.9	20.0*
Head of household is illiterate	28	30.0	26	48.3	18.3*	43	26.7	34	43.5	16.8**
Household has skipped meals on some days	274	33.1	265	48.7	15.5*	270	32.4	210	46.2	13.8*
Parents have difficulty with paying fees- child has been sent away more than once	33	34.5	31	49.5	15.0*	55	35.8	45	46.0	10.2**
Household does not have regular income	239	32.4	227	47.2	14.9*	249	32.4	209	45.6	13.2*
Household does not own land, or status unknown	0	.	154	48.6		0	.	110	42.5	-
Married	0	-	1	22.2		0	-	5	33.3	-
Mothers	0	-	3	36.1		0	-	9	34.1	-
Mothers under 16	0	-	0	-		0	-	5	38.2	-
Mothers under 18	0	-	3	36.1		0	-	9	34.1	-

Note: statistical significance is shown *= p<0.05, **=p<0.01

Table 28: Literacy scores of key subgroups – Form 2 and Form 3 combined (FMT 8)

Literacy scores of key subgroups										
Form 2 & 3 SeGRA	Intervention					Comparison				
	Baseline		Midline		Difference	Baseline		Midline		Difference
	N	Mean	N	Mean		N	Mean	N	Mean	
All marginalised girls	835	28.7	811	44.5	15.8*	851	28.4	778	40.0	11.6*
Not living with both parents	562	27.7	542	44.4	16.7*	540	27.4	494	39.6	12.2*
Female headed household	452	28.9	443	45.2	16.3**	480	29.6	440	39.7	10.1*
Have difficulties learning in English	393	27.1	326	42.7	15.7*	402	27.3	341	39.3	12.1*
Teacher does not use other LoI other than English	276	26.9	313	41.9	14.9**	355	28.9	335	38.8	9.9*
Double Orphan	39	26.4	33	44.9	18.5*	37	25.6	32	34.3	8.7*
Single Orphan	177	25.3	170	43.5	18.2**	219	26.3	203	37.5	11.2*
Sight related disability	62	24.7	10	33.9	9.2	83	23.7	10	52.2	28.4*
Hearing related disability	45	25.3	4	31.3	6.0	50	25.2	2	38.9	13.7*
Walking related disability	45	25.6	15	36.3	10.7*	78	26.0	17	43.6	17.6*
Memory or cognitive disability	53	25.8	17	40.7	14.9*	80	23.8	32	45.0	21.2*
Self-care related disability	44	27.8	14	42.1	14.2*	62	24.6	15	37.0	12.4*
Communication related disability	28	23.5	5	31.9	8.4	47	22.2	6	45.8	23.6*
Students with sickness problem	199	28.0	118	41.6	13.6*	209	28.3	157	38.0	9.7*
Students with one or more forms of disability	172	26.9	45	38.9	12.0*	223	24.8	62	43.4	18.7**
Head of household is illiterate	51	25.3	47	42.3	17.0*	73	23.2	65	36.8	13.6**
Household has skipped meals on some days	582	28.0	566	43.6	15.6**	535	27.6	484	39.2	11.6**
Parents have difficulty with paying fees- child has been sent away more than once	94	29.2	92	44.9	15.8**	109	32.7	102	41.2	8.5*
Household does not have regular income	514	27.3	501	42.2	14.9**	504	27.2	460	37.6	10.4**
Household does not own land, or status unknown	193	24.2	324	44.9	20.7**	132	22.5	244	38.4	15.9
Married	2	13.9	7	51.9	38.0*	1	2.8	5	33.3	30.6
Mothers	1	19.4	5	49.3	29.9	2	16.7	10	35.8	19.1*
Mothers under 16	1	19.4	2	62.5	43.1	2	16.7	6	40.0	23.3
Mothers under 18	1	19.4	5	49.3	29.9	2	16.7	10	35.8	19.1*

Note: statistical significance is shown *= p<0.05, **=p<0.01

3.6.2 Numeracy score of key subgroups

Numeracy test results for subgroups of marginalised girls are presented in this section. As already discussed, numeracy results for both forms had higher frequencies of students scoring low marks; and for Form 2, even lower (mean 14.6 at baseline; 20.0 at midline). The Form 2 results by subgroup (Table 29) show that in intervention districts:

- Only three subgroups had a higher mean score at midline than that of all girls: girls from female headed households and households that do not own land, double orphans, girls with a communication related disability and those who are married.

- Groups that had a net improvement (baseline to midline) that was above the group average are girls from female headed households and households that do not own land, double and single orphans, girls with a communication related disability and those who are married.
- Marginalised girls with one or more forms of disability improved their score by 5.1pp, compared to 5.4pp for all girls
- Double orphans improved their scores by 8.0pp in intervention districts

Net changes in scores were generally lower in comparison groups for most subgroups, however, some students with a disability (walking, self-care, memory or cognitive related) had a net improvement (baseline to midline) that was above the group average.

Table 29: Numeracy scores of key subgroups – Form 2 (FMT 8)

Form 2 SeGMA	Intervention					Comparison				
	Baseline		Midline		Difference	Baseline		Midline		Difference
	N	Mean	N	Mean		N	Mean	N	Mean	
All marginalised girls	446	14.6	405	20.0	5.4	432	12.8	370	15.2	2.4
Not living with both parents	291	13.7	264	19.0	5.3	261	11.6	228	13.7	2.1
Female headed household	250	15.6	225	21.1	5.5	259	13.9	216	16.3	2.4
Have difficulties learning in English	203	14.0	164	19.2	5.2	199	13.0	174	16.2	3.2
Teacher does not use LoI other than English	144	13.0	171	17.7	4.7	187	11.7	180	14.7	3.0
Double Orphan	15	13.6	12	21.6	8.0*	19	11.8	17	13.4	1.6
Single Orphan	104	13.1	95	18.5	5.5	114	11.3	101	12.4	1.1*
Sight related disability	38	13.5	3	18.5	5.1	44	10.6	1	11.1	0.5
Hearing related disability	26	11.7	3	13.4	1.7**	32	10.4	0		
Walking related disability	27	13.6	7	14.3	0.7**	41	9.5	4	16.7	7.2*
Memory or cognitive disability	31	13.9	5	18.1	4.2*	35	6.8	17	11.6	4.9*
Self-care related disability	24	12.7	7	15.3	2.6*	31	7.2	8	13.7	6.6*
Communication related disability	13	12.2	3	20.8	8.7*	31	7.4	3	10.2	2.8
Students with sickness problem	99	15.2	60	19.7	4.6	103	12.7	74	13.7	1.1
Students with one or more forms of disability	96	13.6	20	18.7	5.1	119	9.5	27	11.9	2.5
Head of household is illiterate	23	13.2	20	15.4	2.2**	30	8.6	29	12.1	3.5*
Household has skipped meals on some days	308	13.6	282	18.8	5.3	265	11.8	231	14.2	2.4
Parents have difficulty with paying fees-child has been sent away more than once	21	13.1	19	15.7	2.6	38	12.9	39	15.8	2.9
Household does not have regular income	275	13.1	256	17.8	4.8	255	11.0	216	12.7	1.8
Household does not own land alone or jointly	193	14.5	163	20.1	4.8	132	13.2	120	14.9	1.7
Married	2	11.1	4	34.0	22.9	1	2.8	0	.	
Mothers	1	16.7	1	19.4	2.8	2	7.6	1	15.3	7.7
Mothers under 16	1	16.7	1	19.4		2	7.6	1	15.3	
Mothers under 18	1	16.7	1	19.4		2	7.6	1	15.3	

Note statistical significance is shown *= p<0.05, **=p<0.01

For Form 3s, lower increases in test results (Table 30) were observed for the majority of subgroups in both intervention and comparison schools. In intervention schools, only three subgroups had a net improvement (baseline to midline) in their mean score that was above the average change for all marginalised girls: students who were not living with both parents, those who have difficulties learning in English, and where the head of household is illiterate. However, none of these subgroups had an average score that was above that for all marginalised girls.

All other subgroups in intervention schools had a net improvement (baseline to midline) that was below the group average. However, mothers and marginalised girls whose parents have difficulties in paying fees had a mean score above that of all marginalised girls at midline.

There is no similarity between the types of subgroups in the comparison and intervention schools that had a net improvement (baseline to midline) in their mean score above the average change for all marginalised girls.

The change between baseline and midline mean scores for all marginalised girls was lower in comparison schools (4.0) than intervention schools (6.5). The subgroups showing a net improvement in their mean scores above that of the whole group were those associated with household poverty (household has skipped meals, has difficulty paying fees, does not have a regular income and does not own land), girls from female headed households, those who reported having difficulties learning in English and students who reported having a memory or cognitive disability. All other subgroups had a net improvement (baseline to midline) that was below the group average.

There were four subgroups in comparison schools at midline which achieved a higher mean score than that of all marginalised girls: those where the household has skipped meals, has difficulty paying fees and does not own land; female headed households; and girls who reported having difficulties learning in English.

Table 30: Numeracy scores of key subgroups – Form 3 (SeGMA scores out of 100) (FMT 8)

Form 3 SeGMA	Intervention					Comparison				
	Baseline		Midline		Difference	Baseline		Midline		Difference
	N	Mean	N	Mean		N	Mean	N	Mean	
All marginalised girls	389	17.4	333	23.8	6.5	418	14.7	305	18.7	4.0
Not living with both parents	271	16.5	228	23.5	7.0	278	14.9	197	18.1	3.2
Female headed household	202	17.9	172	23.2	5.2*	221	14.6	164	18.7	4.2
Have difficulties learning in English	190	15.9	162	22.8	6.9	203	13.3	167	16.0	2.8
Teacher does not use other LoI other than English	132	16.5	142	21.4	5.0	168	14.0	155	19.0	5.0
Double Orphan	24	13.9	17	19.5	5.6	18	9.1	10	11.5	2.4*
Single Orphan	73	15.9	63	22.4	6.5	105	13.6	73	15.5	1.8**
Sight related disability	24	18.2	7	19.1	0.8**	39	9.8	8	13.0	3.3
Hearing related disability	19	18.6	1	11.1	-7.5**	18	11.6	2	8.3	-3.2**
Walking related disability	18	19.2	8	11.8	-7.4**	37	11.1	13	12.5	1.4**
Memory or cognitive disability	22	16.5	12	21.8	5.3*	45	11.1	13	17.5	6.5*
Self-care related disability	20	19.9	7	12.7	-7.2**	31	11.2	7	12.1	1.0**
Communication related disability	15	14.2	2	13.9	-0.3**	16	8.5	3	11.6	3.1
Students with sickness problem	100	17.3	58	20.6	3.2	106	13.3	83	16.2	2.9
Students with one or more forms of disability	76	18.4	25	23.0	4.6*	104	11.4	32	15.1	3.6
Head of household is illiterate	28	14.0	24	21.2	7.2	43	13.8	32	17.1	3.4
Household has skipped meals on some days	274	17.4	238	23.5	6.1	269	14.1	185	18.8	4.7
Parents have difficulty with paying fees- child has been sent away more than once	30	19.3	29	24.0	4.7	42	17.6	36	22.4	4.8
Household does not have regular income	239	17.2	202	22.9	5.7	248	14.1	180	18.2	4.1
Household does not own land, or status unknown	0		144	23.8	6.4	0	14.8	98	19.0	4.2
Married	0		1	11.1		0		4	14.9	
Mothers	0		2	25.0		0		6	15.5	
Mothers under 16	0		0			0		3	17.6	
Mothers under 18	0		2	25.0		0		6	15.5	

Note statistical significance is shown *= p<0.05, **=p<0.01

Table 31 shows the combined results for Forms 2 and 3. For the combined Forms, in intervention schools at midline, subgroups of students who had higher scores than the overall mean include girls whose head of household is illiterate, those who are married and are mothers. While girls in comparison schools who are married or mothers did not have higher mean scores than the overall mean for marginalised girls, they had improved their score by far more than the change in mean.

Table 31: Numeracy scores of key subgroups – Form 2 and Form 3 combined (FMT 8)

Form2 & 3 SeGMA	Intervention					Comparison				
	Baseline		Midline		Difference	Baseline		Midline		Difference
	N	Mean	N	Mean		N	Mean	N	Mean	
All girls	835	15.9	740	21.7	5.8	850	13.8	675	16.8	3.0
Not living with both parents	562	15.1	494	21.1	6.0	539	13.3	425	15.7	2.4
Female headed household	452	16.7	397	22.0	5.4	480	14.2	380	17.4	3.2
Have difficulties learning in English	393	14.9	330	20.9	5.9	402	13.1	351	16.1	3.0
Teacher does not use other LoI other than English	276	14.6	316	19.2	4.6	355	12.8	342	16.9	4.1
Double Orphan	39	13.8	30	20.4	6.6	37	10.5	27	12.7	2.2
Single Orphan	177	14.2	158	20.1	5.9	219	12.4	174	13.7	1.3**
Sight related disability	62	15.3	10	18.9	3.6**	83	10.2	9	12.8	2.6
Hearing related disability	45	14.6	4	12.9	-1.8**	50	10.8	2	8.3	-2.5**
Walking related disability	45	15.9	15	13.0	-2.9**	78	10.2	17	13.5	3.2
Memory or cognitive disability	53	15.0	17	20.7	5.7	80	9.2	30	14.2	5.0**
Self-care related disability	44	16.0	14	14.0	-2.0**	62	9.2	15	13.0	3.8
Communication related disability	28	13.2	5	18.1	4.8	47	7.7	6	10.9	3.1
Students with sickness problem	199	16.3	119	20.0	3.8	209	13.0	162	15.4	2.5
Students with one or more forms of disability	172	15.3	45	20.1	4.8	223	18.1	59	15.0	-3.1**
Head of household is illiterate	253	17.1	248	23.3	6.2	316	15.1	303	17.7	2.6
Household has skipped meals on some days	582	15.4	522	21.0	5.6	534	12.9	416	16.2	3.3
Parents have difficulty with paying fees- child has been sent away more than once	51	16.8	48	20.9	4.2	80	15.4	76	19.0	3.6
Household does not have regular income	514	15.0	460	20.1	5.1	503	12.5	396	15.2	2.7
Household does not own land, or status unknown	240	14.8	396	21.1	6.3	285	13	438	17.1	4.1
Married	2	11.1	5	29.4	18.3**	1	2.8	4	14.9	12.2**
Mothers	1	16.7	3	23.2	6.5	2	7.6	7	15.5	7.8**
Mothers under 16	1	16.7	1	.	-	2	7.6	4	.	-
Mothers under 16	1	16.7	3	.	-	2	7.6	7	.	-

Note statistical significance is shown *= p<0.05, **=p<0.01

3.6.3 Barriers and drivers of learning outcomes

This section examines the supply side barriers and drivers which have the potential to impact on students' learning results, these include:

- The language of instruction used in the classroom
- Teaching and learning materials
- Use of participatory approaches
- Teachers in Maths and Science
- Extra classes for students sitting Form 2 and 4 exams
- Classrooms and WASH facilities

Language of instruction

At primary school the language of instruction is Swahili and English is taught as a subject, but once a student begins secondary school the medium of instruction changes to English. In the discussions with teachers, while some teachers spoke English fluently, particularly those who taught English, a number of teachers found it difficult to respond completely in English.

One teacher acknowledged that, 'Our learners do not have a good level of English. When we mix English with Swahili they enjoy and understand, but when you use English only the teacher can only play games with them.'

Another said that, 'The challenge we have is that they do not know how to speak English, they only speak the vernacular language at home and Swahili in primary school.'

Although this was not discussed in the meetings with students and teachers, a prevalent approach to teaching when English is the language of instruction but not the home language of the learners, is that the teacher teaches in English and then translates what they have said into the local language. Unfortunately this does not support the students to learn English, rather they wait knowing that the teacher will translate into the language they understand.

Teaching and learning materials

The shortage of textbooks was identified as a problem at baseline and CAMFED has since provided schools with a range of textbooks, however, while this has substantially reduced the shortage of books in key subject areas, the shortage of books in many subjects remains.

Access to reading materials is particularly important when you are learning in a second language. As discussed above, if the teacher verbally translates the subject matter into the local language to support students' understanding, it reduces the opportunity for the student to learn the English they need for that subject. If students have access to textbooks they can read those books to better understand the subject and to learn the English they need for that subject. This also helps to improve their reading, which is necessary if they are to understand and respond to their exam papers.

Enabling CAMFED supported students to select exercise books as part of the range of items they can choose from, provides those students with a means to copy the notes and study them at night. For many students this is the only reading or study material they have. However, exercise books are no replacement for a textbook. Having insufficient textbooks also limits the activities that teachers can do, as they need to make sure that part of the lesson is left for students to copy the notes.

A Form 3 marginalised girl in Shinyanga said that, "*ten students share one English book, there are only five Chemistry books and three Biology books for the whole class. The teacher always has to write on the board*."

A teacher in Shinyanga described the shortage of books, "*You have 60 students in your class and maybe you are teaching literature, you find out you only have three to five books. Even if you put them into groups it is a big problem*."

By continuing to supply textbooks in order to reduce the number of students sharing a book, CAMFED will support students to improve both their subject knowledge and their understanding of written English. The continued provision of exercise books will enable the opportunity for home study as students will be able to read at home the notes they made in the classroom.

Use of participatory teaching approaches

Teachers understand the value of using participatory approaches to teaching and learning and know that the students enjoy these activities. At least one teacher in each of the groups in the qualitative discussions had participated in the training that was provided with support from CAMFED and were very appreciative of the training. For most teachers it was the only training they had attended since they had qualified. However, because of class size and limited resources, some teachers find it challenging to implement more participatory activities.

One teacher explained, "*It is very difficult to employ these participatory methods because of the number of students in the class. We can use chaining, gallery walk, share and tell etc., but there are too many students in the class to use these methods. So sometimes, actually most of the time we use group discussion, but not in class. We give students work to do, so that when we come to the next lesson the students will present the topic. During class time we normally use question and answers in a lecture method*".

In some schools it was described how the Learner Guides had supported students to meet as a group during or after school to study and discuss new or difficult topics. In one school, the Teacher Mentor described how the Learner Guides had supported students who live close to one another to set up study groups and would sometimes visit them after school to provide support.

However, some teachers are finding it possible to introduce these approaches in their classes. A Kiswahili teacher explained, "*I have two activities, one is individual work and the other is group work. In groups students discuss several issues. I give them a question which requires them to discuss and come up with answers. Once they have discussed they come to the front to present their views*."

A Biology teacher from Shinyanga said she used mostly question and answer, but also group discussion. After the discussion, she selects one group which presents what they have discussed. She also give them exercises and then at the end of the class she marks the exercises and gives clarification where required.

Teachers of Maths and Science

There is a lack of Maths and Science teachers in most schools. One teacher in Shinyanga described how he is the only Maths teacher in the school and he teaches all eight classes. Most of these classes have over 50 students each, except Form 1 where he has almost 100 in each class. The students described how the teacher would give them work to do while he was not in class.

In a school in Singida, there are no Maths and Science teachers and the school has employed graduates to teach these subjects; these graduates are not formally employed by government. The students must pay Tsh3000 (Tanzanian shillings) per month for these teachers. In another school in Singida a teacher said that in previous years the students could only take arts subjects. This year the school had been allocated a physics teacher and the school had not had a physics teacher for 12 years. The school also has only one maths teacher. This lack of Maths teachers is likely to be an important factor in the relatively poor SeGMA results.

Extra classes for students sitting national exams

Another activity that supports students' learning is the provision of afternoon classes for students sitting the national Form 2 and Form 4 exams. These extra lessons took place in most of the schools visited during the qualitative study. However, this activity is not without its challenges as many students said they were hungry by the end of the day as they often had no food. In some cases the students had to pay for these classes and found this an additional burden.

Classrooms and WASH facilities

Following the introduction of fee free education at lower secondary there has been a substantial increase in the number of students in these schools. The lack of sufficient classrooms in many schools means there are large class sizes, sometimes there are between 50 and 100 students in a class.

The government has plans to expand schools and in three of the ten schools visited there were new buildings being constructed, both classrooms and laboratory facilities. One teacher described her school, "*The classroom floors are dusty, there is no glass in the windows so when it rains the rain enters the class*." Observation of this school found it had broken windows that had jagged glass remaining in the window frame. A Form 2 girl from the same school pointed this out and said, "*You may forget and lean against the window and be injured or sometimes you may step on the glass particles which are on the floor and get hurt*."

There is also a shortage of desks and chairs and students were observed sharing with three or four students sitting at a desk designed for two. Blackboards were often old and in poor condition making it hard to read what is written on them from a distance.

A number of participants in the qualitative discussions also talked about the inadequacy of the toilet facilities for girls, this included HoS, members of the Planning for School Excellence Committee, teachers and girls themselves. They describe the fact that many of the toilets have no water and some schools do not provide water in buckets that girls can use.

Another problem is that there is often nowhere girls can dispose of their sanitary pads. Girls in Singida said, "*Students put them down the toilet and it blocks*."

A group of girls in Shinyanga gave a guided tour of their 'drop toilets', there were no doors on the toilet stalls, and a lot of smell, even after cleaning. They said, "*From when you come to school in the morning until you go home at night you are not coming to the toilet to change your sanitary pad because the toilets are not in good condition*." There was a bucket that could be filled with water and they explained, "*We do enter with water and we go to toilet, but if you want to change your sanitary pad, you can change, but most of us do not change at school*." This was because there was nowhere to throw the pad.

One Planning for School Excellence (PSE) committee member in Ilala said that some infrastructure was very bad in the school, it is "*too old and may tumble down at any time. Some students use the toilets but it is very risky*." Girls agreed and said their toilets were "*falling in*."

4 Transition outcome

4.1 Transition sample sizes, rates and pathways

The transition component of the project was assessed by collecting data for marginalised girls in both forms at baseline. Transition data was collected from primary care givers (PCGs) through a household survey that also targeted the head of the household and a male sibling. The Transition Cohort, therefore, focuses on transition situations of each marginalised girl in both forms, and each one remains part of the cohort even if they drop out of school. At baseline, transition information for the older cohort was not collected by mistake. This information was then collected at midline. Another omission was that when data for the older cohort was collected at midline, only girls still in school were targeted. As such, information on which girls dropped out of school (collected from school records) for the older cohort is known, but information on the actual pathway was not collected.

During the training programme, enumerators were instructed to follow those girls who were attending school and those who were no longer attending and had dropped out since baseline. However, when they went to the schools they were only given lists of those girls in the older cohort who were still in school and did not check that the lists included girls who had left school since baseline. This is the reason they did not follow up on the girls in the older cohort who had dropped out. At endline, the transition pathways for girls who had dropped out of school by midline will be mapped to correct this error.

The objective of the transition component of the project is 'to ensure that girls from marginalised peri-urban communities benefit from a relevant, quality secondary education and progress from school to a secure and productive young adulthood'. This objective is measured by a transition sample where data is collected at household level and the girl's primary care giver is the main source alongside the head of household and a male sibling. For this project, a marginalised girl who drops out of school or graduates from Form 4 remains part of the transition cohort and is followed home so that the student and household surveys can be completed, but she does not take part in the learning assessment. The cohort students who remain in school participate in the learning assessment, student survey and their families complete the household survey. The sample sizes for these transition cohorts are presented in Table 32. The data includes samples from dropout girls whose transition pathway was known, as well as those who had dropped out according to school records, but whose pathway was unknown. The latter were excluded from calculation of success rates.

Table 32: Transition sample sizes and attrition rates

	Form 2 girls (Form 1 at baseline)			Form 3 girls (Form 2 at baseline)		
	Baseline	Midline		Baseline[27]	Midline	
District	Count	Count	Attrition %	Count	Count	Attrition %
Intervention	430	397	7.67%	341	332	-
Comparison	417	385	7.67%	352	302	-

Source: School data

Both classes will be followed at endline, when the younger cohort will still be in school (Form 4), but the older will have finished (post school plus 1 year). Attrition rates for the younger cohort were about 8% in both intervention and comparison communities. The girls who could not be reached at midline will still be reached at endline, so that their transition status can be determined. Data for the transition cohort was collected from the household survey which was conducted alongside the school survey. Attrition in the cohort has been calculated as the percentage of households who were not successfully reached at midline.

[27] Data collected at midline

Table 33: Transition pathways at midline (FMT 10)

	Baseline point	Successful Transition (midline)	Unsuccessful Transition (midline)
Secondary school	Girls enrolled in Form 1 and Form 2	In-school progression: Form 1 to Form 2 Form 2 to Form 3	Drops out of school Repeats a form
Out of school	Dropped out	Re-enrol in appropriate level of education	Remains out of school

The transition pathways (Table 33) defined at baseline are still relevant for midline. The main expectation is that all the girls are still in school, and, therefore, the main unsuccessful transition pathways are if they repeated a form; or if they dropped out of school. If a girl dropped out of school, even if they took up gainful employment, this was treated as unsuccessful transition. At endline, the definition of success or failure will change, as Form 3 girls will have reached the end of ordinary secondary school, and other pathways for transition success become available.

To assess the effect of the GECT intervention on transition, data about transition was collected, from which transition rates were calculated for intervention and comparison communities using a household survey, and difference-in-difference analysis was conducted to ascertain the effect of the intervention.

Table 34: Transition rates of girls in intervention and comparison communities

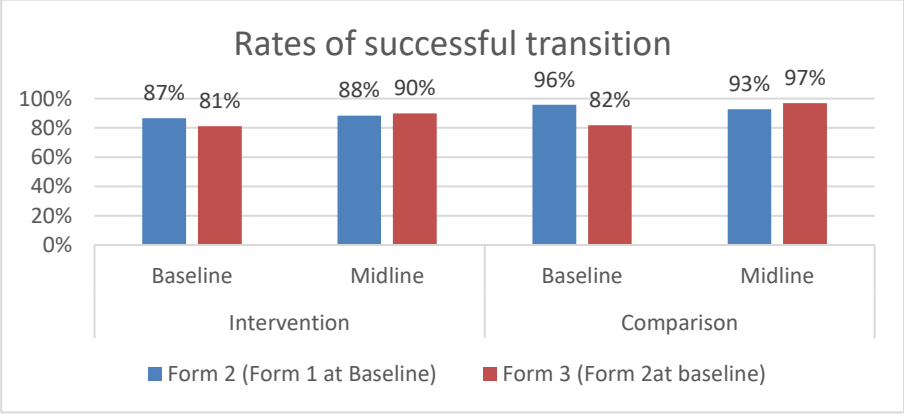
District Type	Survey	Form 2 (Form 1 at baseline)			Form 3 (Form 2 at baseline)		
		Unsuccessful	Successful	Success Rate	Unsuccessful	Successful	Success Rate
		Count	Count	%	Count	Count	%
Intervention	Baseline	58	372	87%	64	277	81%
	Midline	46	349	88%	34	297	90%
Comparison	Baseline	18	399	96%	63	288	82%
	Midline	28	355	93%	9	292	97%

Transition rates were calculated for girls who were reached at midline (Table 34). In the intervention communities, successful transition (defined as in-school and progressing) of Form 2 girls was slightly higher at midline (88%) than baseline (87%). It moved from 96% (which is high) in the comparison communities to 93% at midline.

For Form 3 where data was collected for the first time at midline (but including that for the baseline situation), successful transition was 90% in intervention and 97% in comparison communities at midline, compared to 81% and 82% respectively at baseline. For both forms, it is evident that transition rates are quite high in comparison communities, and margins for further improvements are, therefore minimal.

Figure 8 shows the variation of successful transition between baseline and midline. It is evident that intervention districts which had lower transition rates at baseline are catching up.

Figure 8: Rates of successful transition



4.2 Performance against targets

Table 35 shows the targets set for the transition outcome. The targets have been set as a percentage improvement above the comparison group. For the younger cohort transitioning, from Form 1 to Form 2, a difference in difference of -4.9 percentage points or better is treated as the target having been met. This target suggests that comparison districts are expected to outperform intervention districts up to -4.9pp[28]. If intervention districts do not perform worse than a DiD of -4.9pp, then they will have achieved their target. While a difference in difference from Form 2 to Form 3 of -2.9pp is treated as the target having been met for the older cohort.

Form 2 intervention communities had a +4.9% points over comparison communities, indicating that the target was met for this group. The magnitude of the difference in percentage points was 9.8pp (the distance from the set target (4.9-(-4.9)), and this is almost double or 181% of the set target of -4.9%. The target of -2.9% set for Form 3s was measured using the baseline data that was collected at midline, and shows that the difference in difference was -6.4% which is lower than the desired target of -2.9%. This shows that the target was missed by 3.5pp i.e. 107%.

The results for this older group shows that while there was a sizeable increase in the transition rate in the intervention communities, from 81.2% to 89.7% there was an even greater increase in the transition rate in the comparison communities, from 82.1% to 97.0%.This may relate to the omission of girls who dropped out of school between the baseline and midline. If the CAMFED project has had an effect in terms of keeping girls in school, then the remaining sample in the comparison cohort can be expected to be materially different from that in the intervention cohort – and that, on its own, could be behind the sharp increase in the transition rate between baseline and midline. At endline, data for all girls in the original transition sample should be collected.

Table 35: Performance against transition targets (FM11)

Form	Intervention			Comparison					
	Transition rate		Difference	Transition rate		Difference	Difference in difference	Target	% of target achieved
	Baseline	Midline		Baseline	Midline				
Form 2 (Form 1 at baseline)	86.6%	88.4%	1.9pp	95.7%	92.7%	-3.0pp	4.9pp	-4.9pp	181.0%
Form 3 (Form 2 at baseline)	81.2%	89.7%	8.5pp	82.1%	97.0%	14.9pp	-6.4pp	-2.9pp	-120%
Form 2 & 3	84.2%	89.0%	4.8pp	89.5%	94.6%	5.1pp	-0.3pp		

Difference-in-difference analysis was used to estimate the size of the intervention effect (Table 36). This was done for the younger cohort class (Form 2) which had data for both baseline and midline; as well as for the older and combined cohorts using the baseline data collected at midline. A general linear model (binary logistic) was used where transition outcome (0 for unsuccessful and 1 for successful) was modelled (as a binary logistic regression) using three binary factors (intervention/comparison; baseline/midline and a product of the two). The results of the binary logistic regression are presented below; and show that for Form 2s the +4.9% points difference in difference is not statistically significant, and the power of the test (the probability of correctly rejecting the null hypothesis of no change in the effect) was only 39.5%.

For the older cohort group, the DiD of -6.4% shows a performance below the set target, but not statistically significant (p=0.075). The observed power was also small (43.0%). These results show that for both cohort groups, it is too early to tell if the intervention is resulting in more successful transitions in target communities.

[28] To measure the percentage of target achieved, the DiD is thought to lie on a scale that runs from negative (comparison outperforming intervention) to positive (intervention outperforming comparison). Let the set target be A, a negative number, and the project achievement be B, a negative or positive number. Then the percentage of target achieved is 0 if B is less than A; and the modulus of (A-B)/A if B>A.

Table 36: Transition of marginalised girls

Result: Transition	Details	Comments
Form 2 Marginalised girls	Beta = +4.9 p-value (two tailed) = 0.091 Target = -4.9 Performance against target = 181% Observed Power = 39.5%	Result positive, but not statistically significant.
Form 3 Marginalised girls	Beta = -6.4% p-value (two tailed) = 0.075 Target = -2.9% Performance against target = -120% Observed Power = 43.0%	Result negative, but not statistically significant. Result inconclusive.

4.3 Transition pathways

Information on transition pathways was collected at baseline and midline. The baseline situation was based on transition over the 12 months prior to the survey. Cohorts were set up to include marginalised girls in school at base line. Therefore, the transition pathways followed by students at this stage were just two; that is, in school progressing (successful transition from 12 months earlier) or in school repeating a grade (unsuccessful)). At midline, where it was possible for some students to have dropped out, the pathways expanded to include vocational training, employment, domestic activity etc. The tables (Table 37-38) below show the transition pathways at midline. The pathways for the older cohort form (Form 2 at baseline) are similar to those of the younger cohort.

Table 37: Form 2 (Form 1 at baseline) Transition pathway followed by students at midline

	Pathway Unknown	In school progressing	In School repeating a Grade	Vocational Training	Employment	Domestic activity	Other[29]	Moved away from this household		
Intervention										
Age	**Count**	**Count**	**Count**	**Count**	**Count**	**Count**	**Count**		**Total**	**% Success**
11	0	2	0	0	0	0	0	0	2	100%
12	0	13	2	0	0	0	0	0	15	87%
13	0	109	16	0	0	0	0	0	125	87%
14	1	125	13	0	0	0	1	0	140	90%
15	1	71	4	0	1	0	0	0	77	93%
16	0	21	3	0	0	0	4	0	28	75%
17	0	5	0	0	0	0	0	0	5	100%
18	0	3	0	0	0	0	2	0	5	60%
19	0	0	0	0	0	0	0	0	0	0%
20	0	0	0	0	0	0	0	0	0	0%
Total	**2**	**349**	**38**	**0**	**1**	**0**	**7**	**0**	**397**	**88%**
Comparison										
11	0	1	0	0	0	0	0	0	1	100%
12	0	7	0	0	0	0	0	0	7	100%
13	0	72	3	0	0	0	0	0	75	96%
14	0	127	3	0	0	0	0	0	130	98%
15	1	100	6	1	0	0	6	0	114	89%
16	0	34	5	0	0	0	3	1	43	79%
17	1	13	0	0	0	0	0	0	14	100%
18	0	1	0	0	0	0	0	0	1	100%
19	0	0	0	0	0	0	0	0	0	0%
20	0	0	0	0	0	0	0	0	0	0%
Total	**2**	**355**	**17**	**1**	**0**	**0**	**9**	**1**	**385**	**93%**

The table above (Table 37) shows that for Form 2s, the main reason for unsuccessful transition was repeating a grade, and this is the case in both intervention and comparison communities. In intervention districts, two students moved away from the households; while two also did the same in comparison schools. The respective data for Form 3s is shown below, and as expected, the main pathway associated with unsuccessful transition was repeating a grade.

[29] These include students who have dropped out of school but whose pathway is not known beyond that.

The table below (Table 38), for Form 3s, show that repeating a grade was lower in comparison than in intervention communities. There was no significant correlation between age and successful transition (p=0.234), although it appears as if the older student were more likely to repeat a grade.

Table 38: Form 3 (Form 2 at baseline) Transition pathway followed by students at midline

	Pathway Unknown	In school progressing	In School repeating a Grade	Vocational Training	Employment	Domestic activity	Other	Moved away from this household		
Intervention										
Age	**Count**	**Count**	**Count**	**Count**	**Count**	**Count**	**Count**	**Count**	**Total**	**% Success**
11	0	0	0	0	0	0	0	0	0	0%
12	0	0	0	0	0	0	0	0	0	0%
13	0	8	1	0	0	0	0	0	9	89%
14	1	89	12	0	0	0	0	0	102	88%
15	0	107	16	0	0	0	0	0	123	87%
16	0	69	5	0	0	0	0	0	74	93%
17	0	14	0	0	0	0	0	0	14	100%
18	0	7	0	0	0	0	0	0	7	100%
19	0	2	0	0	0	0	0	0	2	100%
20	0	1	0	0	0	0	0	0	1	100%
Total	**1**	**297**	**34**	**0**	**0**	**0**	**0**	**0**	**332**	**90%**
Comparison										
11	0	0	0	0	0	0	0	0	0	0%
12	0	0	0	0	0	0	0	0	0	0%
13	0	10	0	0	0	0	0	0	10	100%
14	0	53	4	0	0	0	0	0	57	93%
15	1	127	2	0	0	0	0	0	130	98%
16	0	74	3	0	0	0	0	0	77	96%
17	0	19	0	0	0	0	0	0	19	100%
18	0	9	0	0	0	0	0	0	9	100%
19	0	0	0	0	0	0	0	0	0	0%
20	0	0	0	0	0	0	0	0	0	0%
Total	**1**	**292**	**9**	**0**	**0**	**0**	**0**	**0**	**302**	**97%**

Table 38b: Form 2 and Form 3 combined Transition pathway followed by students at midline

	Unknown	In school progressing	In School repeating a Grade	Vocational Training	Employment	Domestic activity	Other[30]	Moved away from this household		
Intervention										
Age	**Count**	**Count**	**Count**	**Count**	**Count**	**Count**	**Count**		**Total**	**% Success[31]**
11	0	2	0	0	0	0	0	0	2	100%
12	0	13	2	0	0	0	0	0	15	87%
13	0	117	17	0	0	0	0	0	134	87%
14	2	214	25	0	0	0	1	0	242	89%
15	1	178	20	0	1	0	0	0	200	89%
16	0	90	8	0	0	0	4	0	102	88%
17	0	19	0	0	0	0	0	0	19	100%
18	0	10	0	0	0	0	2	0	12	83%
19	0	2	0	0	0	0	0	0	2	100%
20	0	1	0	0	0	0	0	0	1	100%
Total	**3**	**646**	**72**	**0**	**1**	**0**	**7**	**0**	**729**	**89%**
Comparison										
11	0	1	0	0	0	0	0	0	1	100%
12	0	7	0	0	0	0	0	0	7	100%
13	0	82	3	0	0	0	0	0	85	97%
14	0	180	7	0	0	0	0	0	187	96%
15	2	227	8	1	0	0	6	0	244	94%
16	0	108	8	0	0	0	3	1	120	90%
17	1	32	0	0	0	0	0	0	33	100%
18	0	10	0	0	0	0	0	0	10	100%
19	0	0	0	0	0	0	0	0	0	0%
20	0	0	0	0	0	0	0	0	0	0%
Total	**3**	**647**	**26**	**1**	**0**	**0**	**9**	**1**	**687**	**95%**

[30] These include students who have dropped out of school but whose pathway is not known beyond that.
[31] Students whose transition status is not known have been excluded from this calculation.

4.4 Sub-group analysis of the transition outcome

Table 39 and Table 40 below show the barriers and characteristics, and how they compare in intervention and comparison districts for students who have successful and unsuccessful transition. Because unsuccessful transition is relatively low between baseline and midline for both classes, the analysis by subgroup has been combined for both forms.

In intervention districts, 89.3% of students with one or more forms of disability had a successful transition at midline compared to 88.7% at baseline, whereas comparison districts saw a reduction with 95.7% having a successful transition at baseline compared to 94.1% at midline. The numbers of students self-reporting a disability at midline is lower than at baseline; this is likely to be due to a change in the wording of the introduction to the specific survey questions on disability at midline to support students' understanding (which resulted in fewer students mentioning that they have a form of disability). There is considerable evidence of improvements in successful transition within this subgroup, especially for students with sight, walking and selfcare disability.

Successful transition increased marginally for students from female headed household for students whose parents have difficulties with payment of fees, and for those whose house construction materials depict poverty. It seems, therefore, that the students from poor households still struggle to transition successfully.

Successful transition improved between baseline and midline for students with a sickness problem. This was the case in both intervention and comparison districts. In intervention districts, students who mentioned that their parents had difficulty with paying fees improved their transition rates by 2.1pp, compared to an increase in transition of 10.1pp in comparison districts. This finding seemed to agree with that on students who mentioned that they did not get enough support to stay in school and do well (increase of 0.4pp in intervention districts, 10.2pp increase in comparison districts.

Table 39: Characteristics - transition rate by subgroup

Characteristics		Intervention				Comparison			
		Success		Failure		Success		Failure	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Double Orphan	Baseline	15	100%	0	0.0%	19.00	100%	0	0.0%
	Midline	27	96.4%	1	3.6%	30	93.8%	2	6.3%
Single Orphan	Baseline	78	79.6%	20	20.4%	106	96.4%	4	3.6%
	Midline	139	91.4%	13	8.6%	173	96.1%	7	3.9%
Sight related disability	Baseline	31	81.6%	7	18.4%	44	100.0%	0	0.0%
	Midline	10	100.0%	0	0.0%	9	90.0%	1	10.0%
Hearing related disability	Baseline	22	84.6%	4	15.4%	30	100.0%	0	0.0%
	Midline	3	75.0%	1	25.0%	2	100.0%	0	0.0%
Walking related disability	Baseline	21	80.8%	5	19.2%	38	97.4%	1	2.6%
	Midline	12	85.7%	2	14.3%	17	100.0%	0	0.0%
Memory or cognitive disability	Baseline	29	93.5%	2	6.5%	34	100.0%	0	0.0%
	Midline	13	92.9%	1	7.1%	25	92.6%	2	7.4%
Selfcare related disability	Baseline	22	91.7%	2	8.3%	28	93.3%	2	6.7%
	Midline	12	92.3%	1	7.7%	13	100.0%	0	0.0%
Communication related disability	Baseline	12	92.3%	1	7.7%	28	96.6%	1	3.4%
	Midline	5	100.0%	0	0.0%	5	83.3%	1	16.7%
Students with sickness problem	Baseline	17	60.7%	11	39.3%	21	84.0%	4	16.0%
	Midline	111	93.3%	8	6.7%	155	95.7%	7	4.3%
Students with one or more forms of disability	Baseline	133	88.7%	17	11.3%	155	95.7%	7	4.3%
	Midline	218	89.3%	26	10.7%	240	94.1%	15	5.9%
Not living with both parents	Baseline	431	76.7%	131	23.3%	427	79.1%	113	20.9%
	Midline	435	90.2%	47	9.8%	431	96.9%	14	3.1%
Female headed household	Baseline	354	78.3%	98	21.7%	397	82.7%	83	17.3%
	Midline	379	83.8%	73	16.2%	408	85.0%	72	15.0%
Head of household is illiterate	Baseline	38	79.2%	10	20.8%	58	84.1%	11	15.9%
	Midline	42	89.4%	5	10.6%	59	88.1%	8	11.9%
Parents have difficulty with paying fees- child has been sent away more than once	Baseline	76	80.9%	18	19.1%	84	77.1%	25	22.9%
	Midline	78	83.0%	16	17.0%	95	87.2%	14	12.8%
Household does not have regular income	Baseline	411	80.0%	103	20.0%	407	80.8%	97	19.2%
	Midline	444	86.4%	70	13.6%	435	86.3%	69	13.7%
Household house material depicts poverty i.e. mud grass leaves etc.	Baseline	70	81.4%	16	18.6%	78	88.6%	10	11.4%
	Midline	73	84.9%	13	15.1%	79	89.8%	9	10.2%
Household house wall material depicts poverty i.e. earth and wood	Baseline	255	79.4%	66	20.6%	297	85.3%	51	14.7%
	Midline	277	86.3%	44	13.7%	312	89.7%	36	10.3%
Household has skipped meals on some days	Baseline	461	79.2%	121	20.8%	428	80.0%	107	20.0%
	Midline	504	86.6%	78	13.4%	457	85.4%	78	14.6%
Does not get the support needed to stay in school and perform well	Baseline	154	83.2%	31	16.8%	140	86.4%	22	13.6%
	Midline	163	83.6%	32	16.4%	200	96.6%	7	3.4%

Table 40 shows transition by barrier, and the data shows that at midline students who do not feel safe at school had lower transition success rates in intervention (80%) than comparison districts (94.4%). The difference between midline and baseline transition rates for students who did not feel safe travelling to or from school was 1.9pp in intervention, and -1.8pp in comparison schools. The general picture is one of better transition rates in comparison schools than in intervention schools.

Of students with successful transition, the percentage of students who felt that teachers treat boys differently to girls in intervention districts was 90.8%, up from 84.9% at baseline (+5.9pp); compared to 94.6% in comparison districts, down from 95.5% (-1.1%).

Table 40: Barriers - transition rate by subgroup

Barrier		Intervention				Comparison			
		Success		Failure		Success		Failure	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Students with difficulties with LoI	Baseline	119	78.3%	33	21.7%	99	99.0%	1	1.0%
	Midline	128	90.8%	13	9.2%	143	96.0%	6	4.0%
Have difficulties learning in English	Baseline	170	86.7%	26	13.3%	188	96.4%	7	3.6%
	Midline	274	90.7%	28	9.3%	303	95.9%	13	4.1%
Student DOES NOT feel safe travelling to or from school	Baseline	29	85.3%	5	14.7%	32	97.0%	1	3.0%
	Midline	129	87.2%	19	12.8%	197	95.2%	10	4.8%
Student has high chore burden and spends most free time on chores	Baseline	96	86.5%	15	13.5%	116	94.3%	7	5.7%
	Midline	169	92.3%	14	7.7%	191	96.0%	8	4.0%
Gets the support needed to stay in school and perform well	Baseline	76	86.4%	12	13.6%	75	96.2%	3	3.8%
	Midline	164	84.1%	31	15.9%	203	97.1%	6	2.9%
Students who attend school for less than 85% of the time	Baseline	181	84.6%	33	15.4%	213	89.5%	25	10.5%
	Midline	120	82.2%	26	17.8%	192	93.7%	13	6.3%
Students who attend school for less than half of the time	Baseline	0	0.0%	0	0.0%	3	100.0%	0	0.0%
	Midline	10	62.5%	6	37.5%	7	53.8%	6	46.2%
Students who DO NOT feel safe at school	Baseline	20	87.0%	3	13.0%	32	97.0%	1	3.0%
	Midline	28	80.0%	7	20.0%	51	94.4%	3	5.6%
Students who DO NOT have adequate seats at school	Baseline	100	87.0%	15	13.0%	129	97.7%	3	2.3%
	Midline	252	88.4%	33	11.6%	240	96.0%	10	4.0%
Does not decide when to play with friends	Baseline	40	83.3%	8	16.7%	54	94.7%	3	5.3%
	Midline	625	89.5%	73	10.5%	628	94.9%	34	5.1%
Not enough teachers for the number of students	Baseline	200	87.0%	30	13.0%	203	94.0%	13	6.0%
	Midline	372	87.5%	53	12.5%	390	94.7%	22	5.3%
Teachers often absent from school	Baseline	8	100.0%	0	0.0%	38	90.5%	4	9.5%
	Midline	76	91.6%	7	8.4%	110	93.2%	8	6.8%
Teachers DO NOT make students feel welcome in the classroom	Baseline	45	83.3%	9	16.7%	59	95.2%	3	4.8%
	Midline	55	90.2%	6	9.8%	64	92.8%	5	7.2%
Teacher does not use other LoI other than English	Baseline	123	87.9%	17	12.1%	176	97.2%	5	2.8%
	Midline	275	90.8%	28	9.2%	299	94.9%	16	5.1%
Teachers treat boys differently to girls	Baseline	107	84.9%	19	15.1%	147	95.5%	7	4.5%
	Midline	258	90.8%	26	9.2%	262	94.6%	15	5.4%

4.5 Qualitative perspective

The most common type of unsuccessful transition identified in the quantitative research was where marginalised girls were still in school but repeating their form. The next most common unsuccessful transition was marginalised girls who had dropped out of school but their pathway was not known. While the number of students in both the intervention and comparison communities who were no longer in school was broadly the same, there was a larger difference in the number of marginalised girls who were repeating their form. In the intervention communities there were 72 students (Form 2 – 38 / Form 3 - 34) repeating their form while there were only 26 (Form 2 – 17 / Form 3 - 9) in the comparison communities. Students sit national exams at the end of Form 2, if they fail the government gives them the opportunity to repeat their Form 2 year and resit the exam. However, the government does not require them to repeat their Form 2; they are allowed to progress to Form 3 if they wish. If they do resit their Form 2 and fail the exam a second time, they are still allowed to progress to Form 3. Thus, it would appear that many more students are repeating their form in the intervention areas even although government policy does not require them to do so.

The discussions in the qualitative interviews with stakeholders had a greater focus on student dropout than form progression and there are only two comments on form repetition. One primary care giver in Tabora said that, "*Most of the girls are dropping out because they failed their form two examinations and they are told to repeat the class, when they fail again they are suspended to home so they are no longer going to school*."

A teacher in Singida talked about the Form 2 students: "*four of them (girls) failed out of 176 last year, two are repeating this year and two have left. This year we expect all of them to pass, the effort we are making is not to make someone fail*."

As level of transition is an indicator in the GECT 5276 logframe, it would be useful for the project to understand the reasons for the higher levels of form repetition in intervention communities. It is possible that teachers feel that if a student has not passed their main subjects they should repeat the year so that they have a better understanding of the subject knowledge before moving to the next level.

There is no legal requirement for a student to repeat their year if they do not pass their end of year exam or the national exam at the end of Form 3. However, judging by the large number of students who are repeating their Form 2 and Form 3, it is likely that they have been encouraged to do so by their teachers, so that they are more able to succeed when they move up to the next form. While this advice may support improved learning of the students, it will make it difficult for the project to achieve its targets for transition, but it may support results for learning.

In the discussions on dropout, it was apparent in all districts that there is a general belief that dropout has reduced and that this was due in part to the support that many marginalised girls are receiving to help them stay in school. One HoS said that previously they had had up to 40 dropouts, but now it is only a few.

One Ward Executive Officer (WEO) stated that the HoS in his Ward would inform him of any dropouts and he would follow up if the student was absent for more than three weeks, he would talk to the student and their PCGs to try and get the students back into school.

There was also a general consensus that early pregnancy was not the main reason for dropout; rather it was a range of factors. One PCG said that it was because when students failed their end of year exam they do not want to or cannot afford to repeat their year. One HoS said that all 8 boys who failed their Form 2 exams in the previous academic year had dropped out, but only 2 of the 5 girls who failed had dropped out, the others are still in school.

One group of marginalised girls discussed that abortion was considered as a means of being able to stay in school when a girl became pregnant. They discussed how abortions in hospital were safe but expensive and no-one but wealthier families could afford them; they also knew the dangers of illegal abortions and would not consider them. One girl who had dropped out of school had been informed by her HoS that she could return to school when the baby was older; another girl had been informed that CAMA would support her to enter vocational college at the next entry point.

Discussions also mentioned that some girls did not want to attend school and preferred to find work. Two girls interviewed stated that they left school because they did not enjoy school and wanted to work; they were training to be tailors.

One reason for dropout which is partially under the control of the school is the requirement that students repeat their Form if they fail. The learning assessment found that marginalised girls had lower exam results than less marginalised girls. This may be an indicator that it is marginalised girls who are more likely to be required to repeat their Form and, unless they are beneficiaries of direct CAMFED support, will not be able to afford to do so and have to dropout. Thus, while grade repetition may be a positive factor in ensuring students have the subject knowledge and skills for their transition to their next level; it may also be a factor in dropout. It would be useful for CAMFED to investigate the consequences of this practice to identify what advice can be given to schools, especially because repetition is not required by government policy.

4.6 Target setting for the transition outcome

The targets presented in Table 41 were agreed between CAMFED and the FM. At midline, CAMFED achieved the set target for Form 2. However, the target set for Form 3 was not met. The EE proposes that the targets for endline be revised as follows:

- That the project should maintain achievements for Form 2s by aiming for a target of +5pp difference in difference between intervention and comparison, and
- Attempt to achieve the target set at baseline for form 3s (-2.9pp).

Table 41: Target for endline (FM12)

Target generated by the outcome spreadsheet	Evaluation point 2 (Midline)	Achievement at midline	Evaluation point 3 (endline)
Form 2	-4.9pp	+4.9%	+5%
Form 3	-2.9pp	-6.4%	-2.9%

5 Sustainability outcomes

This section focuses on Outcome Three: *The project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable.* This outcome is critical for ensuring that improvements in learning and transition can be sustained for the future generations of young women and girls in these schools and communities as well as the education system as a whole.

The GECT Sustainability Scorecard aims to measure the key characteristics of sustainability at a given point in the project. 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). Table 42 below provides a summary of the scores for the sustainability indicators at the three tiers of community, school and system at both baseline and midline. This is followed with a more detailed discussion of the evidence for each of the three tiers.

Table 42: Sustainability indicators (FMT 13)

	Community	School	System
Indicator 1	Proportion of Learner Guides who are visible leaders 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 Baseline: n/a Midline target: 35% Midline: 57%	Proportion of schools with an enabling learning environment which is safe, female-friendly and promotes active participation and learning among the most marginalised children. Baseline: 2 Midline target: 10% Midline: 6%	Learner Guide programme [or components of the programme] is/are officially recognised by Ministries (national and district levels) and teacher training institutions as a pathway to improve learning and transition. Baseline: n/a Midline target: Ministry officials participate in BTEC assessment. TTI recognise BTEC Midline: No formal recognition of BTEC for entry to teacher training. Local opportunities for BTEC graduates e.g. job as nursery teacher, entry to vocational college, other LG planned to apply to teacher college but result as yet unknown.
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 Baseline : n/a Midline target: 14 Midline: 39	Proportion of schools where the Learner Guide sessions are formally integrated into the school timetable Baseline: n/a Midline target: 50% Midline: 94%	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 Baseline: n/a Midline target: 5 Midline: 5
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 Baseline: n/a Midline target: 14 Midline: 22	

	Community	School	System
Baseline sustainability score (0-4)	**0**	**1**	**1**
Overall baseline sustainability score (0-4, average of the three level scores)	**1**		
Midline sustainability target (0-4)	**1**	**1**	**2**
Midline sustainability score (0-4)	**2**	**2**	**2**
Overall Midline sustainability score (0-4, average of the three level scores)	**2**		

5.1 Sustainability at community level

These indicators aim to identify the extent to which communities are involved in supporting and maintaining the activities introduced by the GECT 5276 programme. This is the first CAMFED programme to be introduced in these schools and districts, and new systems and mechanisms for support have had to be set up to ensure the ongoing success of the project during the implementation period as well as to facilitate sustainability. There are two community level indicators and CAMFED has collected data for the first indicator through their own survey of Learner Guides, the qualitative data collected through discussions with a range of stakeholders is discussed under each of the sections below.

5.1.1 O3 Community Indicator 1 - Visibility of Learner Guides

In GECT 5276, the Learner Guides were selected from students who had completed their Form 4 education in the CAMFED supported school; however, they had not previously benefited from any CAMFED support to enable them to remain in school. In most cases, the young women were identified by the HoS, Teacher Mentors and teachers in the school and invited for an interview. Once selected, they were given training to carry out their role as a Learner Guide, this training included sexual and reproductive health (SRH), MBW, active-learning teaching approaches and entrepreneurship. They also became and assumed the responsibilities of CAMA members in districts with no previous history of CAMA. It should be noted that these young women do not have the support of a well-developed CAMA group in their district to guide them to implement their community level activities; they are the founding members of the CAMA in their district. To enable them to overcome this challenge they are supported by the wider network of CAMA members through a WhatsApp social media platform which has been designed to support the Learner Guides to deliver the MBW programme and carry out their community activities. They have also had the opportunity to learn through exchange visits with Learner Guides from other districts where both the Learner Guide and CAMA activities are more established.

This indicator seeks to identify the extent to which Learner Guides are visible in their school community and is a useful proxy to show the extent to which the system is embedded within the local communities. A survey of 151 Learner Guides (Table 43) was carried out in all districts where GECT 5276 is being implemented. In the survey, 57% of respondents stated that they are visible leaders in their communities or have representation in decision making bodies. This self-reported achievement has well exceeded the target of 35% at midline.

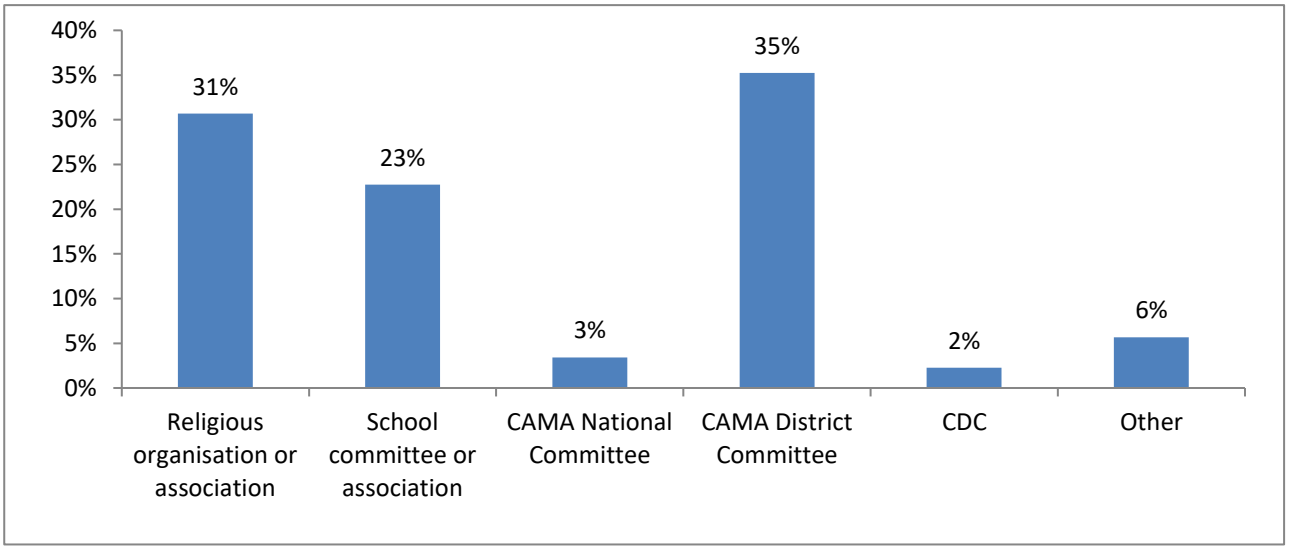
Table 43: Proportion of Learner Guides who are visible leaders

Community Indicator 3.1	Evaluation point 1 (Baseline)	Evaluation point 2 (Midline)	Target at Midline	Actual result against target
Proportion of Learner Guides who are visible leaders in their communities through, for example, representation on local decision-making bodies and SMCs to be able to influence support provided to marginalised girls	n/a	57%	35%	**+22 percentage points**

Source: Learner Guide survey, CAMFED. N= 151

Of the 57% of Learner Guides who responded positively to holding a position in an organisation or local committee, Figure 9 shows the proportion of Learner Guides who hold leadership positions in different associations or committees. The two most common types of organisations were the CAMA District Committee (35%), and a religious organisation or association (31%%). There is lower representation on school committees or associations (23%), which is where Learner Guides can provide the greatest support and influence with regard to the students they work with. There are also few Learner Guides who have membership of the CDC; which is to be expected as this is a district level organisation. In each district the CAMA District Chair, who is also a Learner Guide, is a member of the CDC. This membership of the CDC is an important role as this is where they can bring their 'hands-on' experience of the situation in their school and community. The number of CAMA members in each of the project districts is also a small proportion of the 22,529[32] CAMA members in Tanzania; therefore, it is reasonable to conclude that there would be low overall representation of Learner Guides on the CAMA National Committee or any other national committee.

Figure 9: Learner Guides in leadership positions in different organisations or associations

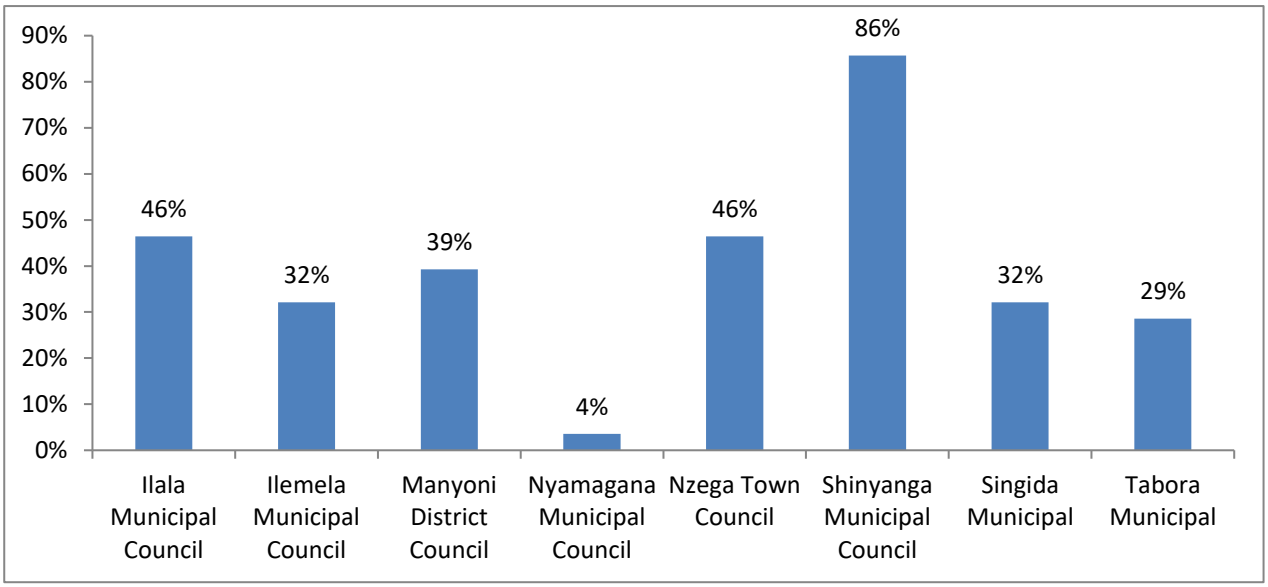


Source: Learner Guide survey, CAMFED. N= 88 (i.e. not including LGs who are not members of any committee)

District level data (Figure 10) shows great variation in the proportion of Learner Guides in leadership positions by location. Shinyanga (86%) has the highest percentage of Learner Guides in leadership positions; with Ilala (46%) and Nzega (46%) having almost half their Learner Guides in leadership positions and Nyamagana having the lowest percentage. However, it should be noted that Nyamagana had only 2 Learner Guide respondents while other districts had between 12 and 28. It would be useful for CAMFED to identify what is supporting such a high proportion of Learner Guides in Shinyanga to take on leadership positions.

[32] https://CAMFED.org/our-impact/tanzania/

Figure 10: Learner Guides in leadership positions by district



Source: Learner Guide survey, CAMFED. N= 151)

Interviews were held with the Learner Guides in each school to identify the extent of their engagement with the school and local community and the types of activities they carried out. In a short time they have become respected by teachers and HoS as well as members of the community. Many of the Learner Guides are also taking the BTEC Level 3 qualification which requires them to show evidence of the activities they carry out. This evidence covers the teaching and mentoring support they provide at school as well as home visits, attending community meetings and the role they played in those meetings.

The CDC members interviewed were aware of the activities that the Learner Guides carried out in their respective schools, but did not specifically mention any community level activities that Learner Guides are engaged in. HoS discussed the support and cooperation of the Learner Guides in their school and how they follow-up on students who miss school or who have challenges at home. Ward Officers had heard about the Learner Guides but had not met them.

In discussions with twenty Learner Guides in each of the ten schools visited there were no discussions regarding their leadership positions or membership on school management committees or other community committees; thus the self-reported evidence from the Learner Guide survey cannot be confirmed. However, the Learner Guides did describe the activities they engage in at their schools and in their local communities in relation to the support of students in their school and of supporting girls' and women's rights.

Learner Guides in Shinyanga said they, *"cooperate with teachers to solve different challenges like poor attendance in school. We work hand in hand with the class teacher and Teacher Mentor and go to visit the student who does not come to school."*

In Tabora, the Learner Guides counsel the students and liaise with their parents. One Learner Guide explained: *"for example when girls are on the way home the men are annoying them, we know they are being seduced, we give them tips on how to avoid sexual activities and also we educate them to avoid those men. They tell us their challenges and we help. First of all we talk to the student, and later to the parents, the parents will follow up on the man and warn him to stop his behaviour."*

A Learner Guide in Nyamagana indicated that as a Learner Guide she is, *"interacting with different people and leaders like education officers."* She explained that, *"If a child gets into trouble I may be called to help in the community. There was a child staying with a relative, she was working too much and being beaten. I followed up (with the relative) and gave her advice and now there are some changes."*

In Singida the Learner Guides explained, *"As Learner Guides we attend village meetings and contribute. We listen to the views of the villagers on development of the community. In the community there are lots of challenges, there can be a woman who has been left by her husband, and she doesn't know the whereabouts of the husband. We give her advice to go to women's rights desk to get help to find the husband or help the needs of the baby. You know we deal with women rights and the office is there in the municipal building, and they know about CAMFED, so we as Learner Guides can introduce the woman and they will help her because they know we help people."*

From this we can see that many Learner Guides are highly motivated and are making initial steps to engage with the local community to support the girls in their schools, as well as participate in local community meetings which deal with a wider set of issues. Considering that these Learner Guides are Form 4 school leavers from the school community this is good progress as they manage to fulfil their duties. It is probable that they need further coordinated support from the CAMFED District Officer working with the Ward Officer and senior members of the CDC to enable them to gain structured access to more formal education and community management structures. However, it will also be important to put in place measures to maintain the motivation of these young women who have not been recipients of CAMFED bursary and other social support systems throughout their secondary education. Motivational activities could include having their achievements mentioned during school assembly meetings, Ward meetings and CDC meetings where they are invited to attend; WhatsApp messages from CAMFED head office in Tanzania to praise Learner Guides in specific schools or districts for their achievements; support to write short articles for their local newspaper or radio about the work they do.

The motivation of the majority of Learner Guides who shared their experiences was strong, of the five young women that Learner Guides said had dropped out, only one was described as having done so because she felt there was no benefit to being an Learner Guide, the others had left because marriage or work had led them to travel to other districts. Many Learner Guides and Teacher Mentors talked about the challenges of Learner Guides travelling long distances to the schools and communities where they work, the most common challenge identified was having to find the bus fare for travel.

One young woman described her achievements as a Learner Guide despite the challenges she faced.

The Learner Guide in Nyamagana was idle at home when a teacher visited her to ask her to become a Learner Guide. As she was not doing anything at the time she agreed and has been a Learner Guide in the school for 17 months. Even though she has moved house due to her husband's job she still comes back to the school although it's a three hour bus journey to get to the school. Being a Learner Guide she was eligible for a Kiva loan and she now has a vegetable and fish business which is going well and helps to support her family. She says that being a Learner Guide has benefitted her as she is recognised in the community. However challenges remain, "*the motivation to keep going*".

She discussed her counterpart who recently dropped out of being a Learner Guide as she said there were no benefits to doing it. She said that even the bus fare would be helpful to support them getting to their schools if they don't live nearby.

5.1.2 O3 Community Indicator 2: Cost share approach

This indicator assesses the number of school communities that implement a cost-share approach to meet associated wraparound needs for most marginalised girls to attend school. To achieve this it requires communities to have the skills and capacity to work closely with schools in fundraising activities, financial management as well as be able to work with and potentially manage groups of people. Table 44 shows the number of school communities implementing a cost-share approach to meet the associated wraparound costs for most marginalised girls to attend school, including community financing models.

Table 44: Number of school communities implementing a cost–share approach

Community Indicator 3.2	Evaluation point 1 (Baseline) n/a	Evaluation point 2 (Midline) [33]	Target at Midline	Actual result against target
Number of School Communities implementing a cost – share approach	0	39 (78%) intervention schools	14	**+25**

Source: Survey of Heads of Schools

This indicator measures a broad range of activities and contributions in school and in communities. This data for this indicator is collected in the HoS Survey through a question asking whether the school community is involved in any of the following activities:

- Activities or assistance to make it easier for marginalised girls to go to school
- Initiatives by parents and community to enable marginalised girls to attend school
- Construction (e.g. erecting a classroom block or drilling a borehole)
- Education materials (e.g. textbooks, Maths sets, calculators, computers)
- In-service teacher training (e.g. computer training, new pedagogies, subject knowledge)
- Volunteer teaching assistants (e.g. Peace Corps, VSO, community volunteers)
- Support for disadvantaged students (e.g. bursaries, school uniforms)
- Other activities.

In intervention districts, 78% of HoS said the community contributed to a cost-sharing approach in one of these ways, compared with 58% of HoS in comparison districts.

The main groups found to be supporting students were PSGs, Learner Guides and members of the newly formed CAMA. CAMFED organised training for many PSGs in entrepreneurship and financial management to enable PSGs develop a profitable business that can grow, with some of the profits used to support students in school. Based on CAMFED's reports, they have carried out training of 485 PSG members since the start of the project. Some PSGs are composed entirely of community members who do not have students in the CAMFED partner school, while others are composed of predominantly parents/guardians. A number of schools have more than one PSG, four PSGs said they had received start-up funding of Tsh1million while others have not received any funding; a number of groups were in existence before the CAMFED programme began in the school. In order to receive funding the group has to have formed committees and developed a business proposal. Although these groups receive funding through the project, there is no formal agreement between CAMFED and the PSGs to identify what proportion, if any, of these business profits should be spent on supporting marginalised girls. The value of returns from the grant in terms of time spent providing support, the provision of materials or food, or the benefit to families who participate in the PSGs would be useful for future planning.

The first group of Form 4 students who received bursary support from CAMFED are now CAMA members as are the Learner Guides identified to work in the CAMFED supported schools. CAMA members are encouraged to contribute each month to support marginalised students stay in school. Thus, the CAMA groups also have the potential of providing a 'wrap around community-financing model' to support marginalised children.

[33] Data from HoS surveys that indicate any of the following activities to support marginalised girls in school and then calculated as % of intervention schools – pro-rata calculation based on total number of intervention/partner schools.

PSG support for marginalised girls and boys

There are successful PSGs in every district and among the most successful that we interviewed are those described below.

One PSG in Singida has started a chicken farm and is currently supporting four students, and aims to provide ongoing support for 10. "*We started with five chickens, one cock and 4 hens. They started laying a lot of eggs and we started selling the eggs, that is when the organisation (CAMFED) saw the way we are improving and they helped us with Tsh1,000,000 and we bought 100 chickens and now the chicken farm is full. … We provide the students with exercise books and food because they study here and they eat lunch at school. We cooperated with the school administration, we asked the teachers to give us the names of children living in difficult situations because the teachers know them*." One member of the group felt that even without CAMFED support they would continue to provide the support to students now that they have a successful chicken farm.

One school in Shinyanga has two successful PSGs, these groups are not only providing materials or financial support to enable girls to stay in school, but are also teaching the girls useful skills. The first is a group of six young women, five of whom are plumbers and another is a welder; none of these women are mothers of children in the school. They used the money they received from CAMFED to open a shop that sells plumbing and welding items and are using some of the profits to help marginalised girls. "*The profit we get comes to the school and helps the marginalized girls. We are working with the students in our shop and teach them practical plumbing and welding during holidays, We did it for nineteen girls, some were bursary girls and we also provide food for them during the training*." This group also used some of the money they were given to buy water pipes and volunteered their labour to connect the old school toilets to a water supply.

The second group used their money to open a tailoring business and their profit also goes to support marginalised girls in the school. In June 2019 this group held a workshop with seven girls in the school and taught them how to make earrings, necklaces and handbags.

Above are two examples of PSGs which have benefited with start-up funds from CAMFED in order to grow their business to provide the support to students. However, there are PSGs which have not received any external funding but are still providing support. In Nyamagana a PSG is supporting 16 students through their own monthly contributions. In another school in Shinyanga a group of 20 parents are keeping animals and knitting to raise funds, the knitted sweaters are given to marginalised girls in the school while other students are provided with items they need.

Learner Guide and CAMA support for marginalised girls and boys

Learner Guides in Shinyanga described how the 40 CAMA members in Shinyanga contributed each month to buy school uniforms, exercise books, shoes and other things to support marginalised girls and boys. They also contribute to buy rice, soap and oil for poor families, provide sanitary pads for women in the local prison and support a local orphanage with rice and oil and clothing for the children. They use the Kiva loan they received to start up small businesses and use the profit from that to make their contributions. Learner Guides in other districts also reported providing this type of support to students in their school and to the wider community through their CAMA membership.

Sustainability of support

Based on discussions with members of the PSGs, it would appear that there is motivation within the community to support marginalised girls and boys and that these groups can be nurtured and grown. The role of the HoS, Ward Officers and CDC will be important in ensuring the ongoing motivation of these groups through recognition of their contribution to the students of the local school. The grants given to help groups may provide additional support to grow their businesses and may also enable less financially able parents to join the group and generate a more stable income for themselves as well as help both their own children and others.

One year ago at baseline level, PSGs were just being formed and the only CAMA members were those identified as Learner Guides. The above examples provide a strong indication of the level of support now provided and the progress of the project in just one year. The challenge for CAMFED will be to sustain this level of enthusiasm.

At present there is no evidence of a sustainable structured community financing model. It is recommended that CAMFED, through the CDC, work with the District Education Office and Ward Executive Offices so that the concept of PSG support can become an expectation or requirement for school managers as well as local communities to facilitate their growth.

For both the PSG and CAMA initiatives, continuous motivation and recognition of achievement will be important. While CAMFED provides this to CAMA through regular meetings, similar mechanisms will be needed to continually strengthen the motivation of the PSGs.

5.2 Sustainability at school level

The three indicators used to measure sustainability at school level focus on the quality of school management to put in place and sustain effective management structures to ensure an enabling learning environment, which is supported by the Learner Guides within the school and further strengthened by effective financial and resource management and accountability. Each of these is looked at in the sections below.

5.2.1 O3 School Indicator 1 - Proportion of schools with an enabling learning environment

Table 45 shows the proportion of schools with an enabling learning environment which is safe, female-friendly and promotes active participation and learning among the most marginalised children.

Table 45: Proportion of schools with an enabling learning environment

School Indicator 3.1	Evaluation point 1 (Baseline)	Evaluation point 2 (Midline)	Target at Midline	Actual result against target
Proportion of schools with an enabling learning environment	2%	6%	10%	**-4 percentage points**

Source: Calculated using an index-based measure from the school survey data

It is measured based on survey responses from the student survey, based on the following responses:

For each sampled marginalised girl, a value of 1 is given a girl who reported that:

- there is a child protection policy in her school;
- she feels safe in school;
- she says her teacher encourages her to participate in class by using any four of seven participatory methods;
- her teacher makes her feel comfortable in the classroom
- there is a Learner Guide in her school; and
- there is a Teacher Mentor in her school

Marginalised girls' responses are then grouped by school; and for each school, the percentage of sampled marginalised girls in that school who satisfied **all** the conditions is calculated.

If the school has a percentage of 65% or above (the threshold chosen by the EE), then the school is deemed to have an 'enabling learning environment which is safe, female-friendly and promotes active participation and learning among the most marginalised children'. The indicator is, therefore, the proportion of intervention schools that are deemed to have such an enabling learning environment. At baseline, there was just one such school (1/50=2%). By midline, the number was 3/50=6%. This is 60% of the midline target, so the target remains unmet.

In order to study the school environment from a qualitative perspective, the criteria for an enabling learning environment would go beyond those areas that GECT 5276 can support; it includes:

- sufficient and well maintained physical infrastructure such as classrooms, desks and chairs; blackboards; toilets; access to water; storage facilities (see Section 2)
- sufficient and appropriate teachers who are motivated and viewed by students as doing a good job (see Section 3)
- sufficient and appropriate teaching and learning materials for all subjects and every class (see IO4)
- effective measures for behaviour management that do not include corporal punishment, in the case of Tanzania a first step would be corporal punishment that takes place within the law and evidence it is being replaced by more effective measures to improve behaviour (see IO5)
- access to guidance and counselling that is trusted and used by students (see IO5)
- improved feelings of safety and security within the school environment (see IO5)
- support for students to develop themselves in readiness for life after they leave school (see O2, IO2, IO3)

Impact of factors outside the control of the project

While the project cannot address all the problems in a school, those areas that cannot be addressed by CAMFED will impact on how students feel about their schools and will also impact on the extent to which GECT 5276 can achieve its objectives. This requires careful consideration by CAMFED of the extent to which its project work may successfully create a demand for education that cannot be matched with the supply of education resources. An imbalance between supply and demand will undermine improvements in the learning outcomes of students supported by CAMFED. In 2015 the government removed fees for lower secondary education (Forms 1 to 4) and this has led to a substantial increase in the number of students progressing from primary to lower secondary level. This has placed a considerable strain on the extent to which the government can meet the supply side need for increased teachers; classrooms, fittings and fixtures; and teaching and learning resources.

It is the role of the school management with support from the District Education Office and the MoEST to ensure that all the requirements for an enabling learning environment are in place in their schools. GECT 5276 provides support from the CDC and Learner Guides, the identification of Teacher Mentors, the provision of teaching and learning materials and the training of HoS, teachers, Learner Guides and Teacher Mentors to more effectively perform their roles.

To ensure the learning environment is as effective as possible not only requires school planning and management but national and district management of resources. At school level, this includes developing and implementing school maintenance plans; working in partnership with the local community to get support for maintenance and small-scale infrastructure projects; performance management systems to ensure the continuous professional development of teachers and monitoring teacher performance on a daily basis. At national level, it requires ensuring that all schools have an appropriate supply of teachers in all subjects, appropriate and adequate supply of teaching and learning materials, continuing professional development opportunities for staff, sufficient classrooms, furniture and fittings for the increasing population of students progressing to secondary education. While these challenges are acknowledged by MoEST and are planned for in their Education Sector Development Plan[34] (2016-2021), it will take time for them to be addressed across the country.

The quality of the physical infrastructure, the sufficiency of classrooms and furniture, and the sufficiency and appropriateness of teachers and materials are aspects that will impact on the achievements of the projects objectives but are outside the direct control of the project. Some examples of these challenges are given below.

[34] https://www.globalpartnership.org/sites/default/files/2019-04-gpe-tanzania-esp.pdf

Most schools have insufficient classrooms and classroom furniture for the increased school population. Class sizes are large, with often over 50 students in a class, and in some subjects the pupil-textbook ratio can be 1:10. In a number of schools there is a shortage of Maths and Science teachers. In both the intervention and comparison schools over 50% of the groups of students identified that there are not enough teachers for the number of classes.

A teacher in Nyamagana commented that some parents will buy a desk and chair for their child but many can't afford to do so. They also pointed out that if you have a class of 90 students with 90 desks and chairs, it is not possible for a teacher to walk around and follow-up on what the students are doing. She suggested this made group work difficult.

Having insufficient teachers in some subjects leads to students having few taught lessons in some subjects. Girls and boys in a school in Nyamagana reported a shortage of teachers for maths and science, requiring teachers to teach two classes at once giving unsupervised work to one class while teaching the other in turn. A Shinyanga school has only one Maths teacher who teaches each class once per week and gives them exercises to do during the other periods; there is also a shortage of science teachers but they don't give work to students in the periods they can't teach. In Singida students have to pay fees of Tsh3,000 per month so that the school can employ graduates of maths, physics and biology to teach the Form 1 to 4 students; one group of students reported that if they do not pay they get caned, but they are still allowed to attend the class.

When considering access to textbooks, the minimum ratio of textbooks to students should be 1:3, only then can all students have the opportunity to read the textbook. However, even with the English and Maths textbooks provided by the project this minimum ratio is rarely achieved. Teachers identified ratios of books to students of between 1:6 and 1:10 for a range of subjects including English and Maths. This may be a result of large classes sharing the available books. While there are many ways that teachers can organise their classrooms so that some students are working using textbooks and others are engaged in different activities, no such practices were mentioned.

Observation of the schools during the qualitative research visits found that the outdoor school environment was often well maintained, with plants and trees and no rubbish lying about, due mainly to the activities carried out by students each morning before assembly. However, classroom blocks and toilets, while generally clean, were often in a poor state of maintenance. In many schools there were windows with jagged glass where it had broken but not been removed, classrooms with doors that did not close properly, blackboards that were white with chalk dust and hard to read. In one school where new blocks were being constructed the windows were ill-fitting and some were already broken. In some schools the girls' toilets had no doors or no access to water. This culture of poor maintenance both endangers students and shows a lack of concern for the teaching and learning environment for both students and teachers.

Some of these factors are outside the control of school management, for example having sufficient teachers and textbooks are generally controlled at national level. However, maintenance of many aspects of the school buildings, furniture and fittings is within the control of the School Management Committee, and while funding poses a challenge there are many aspects of maintenance that can be carried out at no cost to prolong the life of furniture and fittings and ensure a safe learning environment. .

It is unfortunate that in Tanzania the cost of textbooks was so much more than the CAMFED developed study guides. The provision of individual copies of the study guides to each student under the GEC1 project meant they had a book they could take home a book which was specifically designed for self-study. It also provided teachers with additional materials that could be used to support teaching and learning in class.

Level of progress in supporting an enabling learning environment

Safety and security in school

All schools had a CPP in place and these were often displayed in poster form in the school. All students who participated in the FGDs are aware of the CPP and know who to report to when they have a problem. All schools have Learner Guides and Teacher Mentors who are respected and liked by the students and the staff.

Students generally enjoy their lessons, but their level of wellbeing in their classrooms is reported to be seriously impacted by the level of corporal punishment administered in schools. Both students and teachers have some awareness of the rules governing corporal punishment; this is mostly related to the number of 'sticks' students can receive and where they are allowed to be hit rather than who is allowed to administer it and for what purpose. Many teachers also make reference to the fact that only a person authorised by the HoS can give corporal punishment. Although, teachers say that the corporal punishment that takes place is within the law, the students describe excessive punishment that falls outside the legal limitations which they receive from their teachers for not having an exercise book, not wearing an appropriate piece of uniform, making mistakes and getting poor exam results. They also describe where the teacher will humiliate a student in front of their peers for minor mistakes, like not writing the date in their exercise book. A more detailed description of the challenges and impact of these activities is discussed further in the relevant sections of the IOs.

Teaching and learning

Training for teachers has been organised by CAMFED and a number of teachers from each school have attended as well as the Teacher Mentor. This training was to support teachers to use active-learning approaches in the classroom, also to reduce the over-reliance on textbooks. Only a few teachers from each school attended the training, and they were asked to cascade that training to other teachers in their school. Teachers who had attended the training found it beneficial and interesting, but many teachers did not attend. Based on the discussions with teachers it would appear that in many schools the training had not been cascaded to other teachers.

It would appear that there is no culture of in-service training and school-based professional development supported by MoEST in the schools visited. Teachers mentioned that the training provided by CAMFED was the only training they had attended since graduation. Good-practice activities such as teacher planning and discussion groups or peer-observation do not seem to take place as part of ongoing professional development. This has the potential to limit the sustainability of any benefits from the training provided by CAMFED.

Teachers were trained to make greater and more effective use of group work, pair work, discussing topics, acting/role play, problem solving and project work. Although teachers found the training provided by CAMFED useful and enjoyable, they often find it hard to implement with large classes.

Teachers in Ilala reported that the training they had received to make their lessons more student-centred had given them a lot of skills but that it will take time to see the improvements in students' learning. However, in Nyamagana all the English and Maths teachers received training and they cascaded the training to other teachers in the school. The teachers felt that students have greater understanding than previously. They say that students now feel more motivated and that *"they are missing something if they don't attend"*.

Teachers in Shinyanga felt that the activities they were introduced to in the training could be used with their Form 1 to 2 students and they described a range of activities that take place in groups in their classrooms. They felt these activities could not be done with older students because class sizes were too big. They said that normally they *"use question and answer in a lecture method"* with these older students.

5.2.2 O3 School Indicator 2 - Proportion of schools where the Learner Guide sessions are formally integrated into the school timetable

Table 46: Proportion of schools where the Learner Guide sessions are formally integrated into the school timetable

School Indicator 3.2	Evaluation point 1 (Baseline)	Evaluation point 2 (Midline)	Target at Midline	Actual result against target
Proportion of schools where the Learner Guide sessions are formally integrated into the school timetable	0 (new programme at baseline)	94%	50%	**+44 percentage points**

Source: Survey of Heads of Schools

In the survey of HoS (Table 46) at midline, 94% of HoS in intervention district schools said that Learner Guide sessions were fully integrated into the timetable. This is an exceptional result and far exceeds the midline target.

HoS and Learner Guides reported that most of their MBW sessions were integrated into the school timetable, though sometimes it was the afternoon curriculum of extra classes. A HoS in Shinyanga said that sometimes the MBW lessons did not take place during the regular timetable but in the afternoon, however, students did not complain as they liked the programme. In another school in Shinyanga there are three Learner Guides teaching Form 1 and 2 students; the HoS reported that those students who did not have classes in MBW were requesting to have them He would like CAMFED to provide more Learner Guides in order for the programme to reach the whole school.

All school stakeholders, (students, teachers, HoS, Teacher Mentors, School Board members, Learner Guides) had positive views about the impact of the MBW programme on both male and female students and felt it played an important part in the school curriculum. School Board members in Tabora said they had noticed a change in the attitude and behaviour of students following the MBW programme: "*Boys and girls didn't respect each other, they were fighting and had misunderstandings but now they have changed and are working together*."

Both boys and girls find value in the MBW programme. A group of boys in Shinyanga described boys following the MBW programme as more mature and confident, able to solve problems and argue in debates. One boy in Singida said, *"I think all youth should do this programme, I also suggest that those who fail their examination and those who do not come to school should have this education."* However, there was also the perception that it was focussed more on girls than boys and that this led some boys to feel it was not for them. Girls attending MBW classes talked about the benefits of the programme for them, such as learning life skills and approaches to handing their challenges; to love and respect themselves; to be aware of themselves; to be confident, to avoid bad and unsafe things and to study hard to reach their goals.

The programme has also had an impact on the Learner Guides, while some have dropped out there are many who feel that they want to continue: "*I feel good that this organization started this programme because the children enjoy the MBW book. I have already worked for one and half a years so I have to resign according to the agreement, but I will continue teaching. …. I feel happy and I love this organization and also I love my students; they encourage me to continue what I am doing. They show me great cooperation even before I go into the class; they always ask me if I have missed a lesson. I don't want to leave this job, I will stay until they remove me*." CAMFED have since informed Learner Guides that they will be able to undertake a further 18 month commitment to their volunteer role in schools if they wish to.

5.2.3 O3 School Indicator 3 - Number of schools that integrate a needs-based financing mechanism

Table 47: Number of schools that integrate a targeted, needs-based financing mechanism

School Indicator 3.3	Evaluation point 1 (Baseline)	Evaluation point 2 (Midline) [35]	Target at Midline	Actual result against target
Number of schools that integrate a targeted needs based financing mechanism through which resources are managed effectively and accountably identify and meet the needs of most marginalised children	0	22	14	**+8**

Source: Survey of Heads of Schools

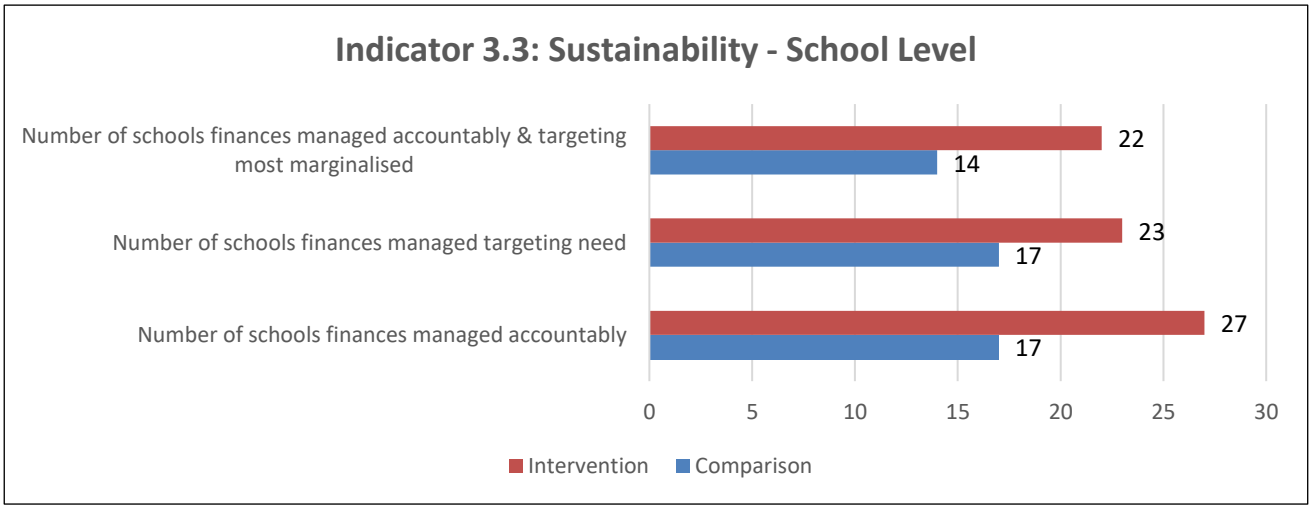
The findings for this indicator used two responses in the HoS survey:

- Key stakeholders accountable for distributing resources to needy children.
- Allocation of resources to children is ranked according to greatest need.

Across intervention schools, 54% of HoS agreed that key stakeholders were accountable for distributing resources to needy children while 46% agreed that resources were allocated to children according to greatest need. Across both measures, 44% of HoS agreed to both statements.

The target set for midline of 14 schools has been reached and exceeded by 8 schools. Intervention schools also did better than the comparison schools where only 28% or just 14 schools agreed to both statements of their school being accountable and targeting marginalised children.

Figure 11: Number of schools that integrate a targeted, needs-based financing mechanism



Source: Survey of HoS (N.B Target at midline is 14 schools)

The HoS survey also found that more intervention schools than comparison schools received support that did not come from CAMFED or the government. This support included education materials, construction and support for marginalised girls to enable them to attend and stay in school. Thus, the finding that schools manage their resources effectively and accountably to support marginalised girls also means that those resources not provided by CAMFED are being managed appropriately.

[35] This figure is based on % of intervention schools – pro-rata to number of partner/intervention schools.
Two questions in HoS survey:
*Label: (1359) Key stakeholders accountable for distributing resources to needy children.
*Label: (1360) Allocation of resources to children is ranked according to greatest need.

The qualitative interviews with a range of stakeholders found that there were positive aspects of management of resources in all schools, although one HoS stated that he found the procurement process for items purchased for CAMFED supported marginalised girls a burden and that it led to conflict between the suppliers and the school. Following is an example from a school in Singida where the HoS described the system they have in place.

System in place: school in Singida

Based on a description by a HoS, the school administration works with the class teachers who identify the girls to be selected. The names are passed to the local street and ward leaders who then verify that the girls selected are those most in need of support. The names of these girls are then sent to CAMFED. Once CAMFED informs the school that the girls will be supported, the HoS informs the girls' caregivers of what will happen and the girls have the opportunity to select items they need from a list, up to a given amount.

The Singida CDC is responsible for announcing the items that need to be purchased and issuing the tender. The vendors then apply and the CDC passes their bids to the schools with the rules for selection. The school management team study the bids and select the most appropriate vendor. The Teacher Mentor is then responsible for ensuring that each girl receives the items she selected. The school management team and the CDC check that each girl has received them, the CDC comes to the school and meets the girls.

This school also had a school improvement plan which focused on the need for additional infrastructure to increase the number of classrooms, they have asked the government for funds to carry out this construction. They also plan to improve student performance and teachers are carrying out extra classes. With the permission of the district commissioner they are charging Tsh200 per afternoon for the classes, these funds go to the teacher. If a student can't pay the fees, they are told to report to the HoS and if the HoS believes that the inability to pay is genuine, then the teachers are informed that the student has been excused from paying. Sometimes the parents are called when there is non-payment of these fees; but the HoS felt that many parents could afford to pay but didn't because they didn't want their child to spend time in the extra classes.

In one school in Tabora the teachers and the Teacher Mentor were asked to select the students they felt needed support, they checked the students' uniforms and exercise books and later went to their homes. The Ward Leader and the Village Chairman were also involved as *'they know the conditions and situations of their people'.* The names of the girls were also taken to the primary school they came from to prove that those being selected were truly marginalised. A process similar to that in Singida is used to enable girls to identify the items they want and for their distribution, but the school was not involved in the procurement process, procurement was carried out by the CDC and the procured items were brought to the school.

In all the qualitative discussions held there was no indication that the girls selected for CAMFED support were not in need of that support. It is rather that there are so many girls in need of support that it is hard to make a decision.

However, schools still face challenges. One HoS in Nyamagana said that they found the process of procurement of items very difficult, that it is a burden to the school and can lead to conflict with the suppliers, they felt that CAMFED should carry out the procurement. In Ilala the School Board did not have much knowledge of the CAMFED programme or the process of identifying girls to support. In a school in Shinyanga it would appear that the school played little part in the decision making as the selection was made by Street and Ward Leaders and the names of the girls to be supported were given to the school; however, stakeholders felt that the marginalised girls who were in need were identified.

In terms of planned provision for additional support for marginalised students, there is evidence, discussed in a previous section (5.2.2), that community members provide support for needy children through the activities of the PSG which works with the school. In a few cases these groups work closely with the HoS and/or Teacher Mentor, but in others schools they work independently. There was no evidence of HoS or School Boards encouraging more groups to form to provide support for the schools; they are either seen as a CAMFED initiative or a community initiative – not a resource that a school has a responsibility to grow or strengthen.

A Ward Officer from Singida District explained the challenges in getting voluntary contributions from the local community. *"It's difficult asking somebody to volunteer, for example … we have these three laboratories which are still unfinished. We wrote letters to different stakeholders who are in our ward, big business men who could help us in the construction, but only a few showed up and contributed Tsh100,000 and Tsh50,0000 which enabled us to reach where we are. But there are only a few who volunteer. Sometimes it's too hard to make a follow up when we have been promised to be given Tsh100,000, you follow up until you are tired, you can even use two months making follow up for money that has been promised, it is so difficult."*

A further area related to provision of support to students is the issue of food provided for students. In one school where food is provided, the girls receiving CAMFED support are getting the food as part of their support package, but all other students must pay. In other schools, everyone has to pay for the food and while it is acknowledged that a number of students can't afford to pay, no support is given and students go hungry all day. In many cases they are not allowed to take their own food to eat, further disadvantaging the poorest students.

5.3 System level sustainability

5.3.1 O3 System Indicator 1 – Learner Guide programme officially recognised

Table 48: Learner Guide programme recognised by Ministries and teacher training institutions

System Indicator 3.1	Evaluation point 2 (Midline) Ministry officials participate in the BTEC assessment and accreditation. Teacher training institutions recognise the BTEC qualification towards admission to formal teacher training.	Endline Proportion of Learner Guides transitioning to formal teacher training
Learner Guide programme (or components of the programme) is/are officially recognised by Ministries (national and district level) and teacher training institutions as a pathway to improve learning and transition	Teacher Mentors have been trained as BTEC Assessors and a broader range of stakeholders have been trained as BTEC Internal Verifiers, including District Education Office staff, HoS, Schools Inspectors, Academic Officers and Ward Education Officers. There is no formal agreement to recognise the BTEC for entry to teacher training, but at a more local level, opportunities have opened up for BTEC graduates that they may not have had without the qualification. For example, one Learner Guide has found work as a nursery teacher, another had used it to gain entry to vocational college and a third had found work based on the qualification. A number of others planned to apply to teacher training college using their BTEC qualification	This indicator does not reflect the choices that Learner Guides may wish to make. It should be widened to include 'employment and further education or training'.

Source: Interviews with CAMFED programme staff, BTEC Assessors, Internal Verifiers and national government representatives.

The BTEC is an internationally recognised qualification that is owned, developed and awarded by Pearson. It aims to equip students with the knowledge, understanding and employability skills they need to support entry to the workplace or further education. With over 50% of the current Form 4 graduates nationally having no access to further education, this work-based qualification would provide a valuable opportunity for work experience as well as a pathway to further education for many school graduates. The BTEC level 3 award has the potential to provide a voluntary work-based qualification for Form 4 school graduates who do not pass Form 4 with sufficient points to progress to Form 5 or a Technical and Vocational Education and Training (TVET) college. A number of agencies including CAMFED, the Ministries of Education, Labour, Youth and Employment and Community Development are working in partnership with the Brookings Centre for Education to look at the adaptability and scalability of the BTEC qualification including for accessibility for disabled people.

CAMFED is providing the opportunity to gain a BTEC qualification through work experience to all their Learner Guides. The most important benefit of the BTEC qualification is reported by the CAMFED Tanzania National Director as being the non-formal skills young women develop such as self-confidence and work routines through the process of undertaking the programme. Thus the BTEC is seen as a way of linking to the next level up (of education) or to temporary employment in government or other organisations.

The aim of enabling Learner Guides to take the BTEC is to raise the level of their qualifications so that they can use it to find work or be granted a place at college. One module of the BTEC is to write a business plan; this will also strengthen the ability of the Learner Guide to apply for a Kiva Loan and start a business.

All entrants to the BTEC must have a Form 4 certificate; the current Learner Guides all have their Form 4 certificate but not at a level that enabled them to progress to Form 5 or vocational education. The Learner Guides receive a short training programme as well as resources developed by CAMFED and Pearson; these resources have been recently revised and include 17 modules, 10 of the modules are compulsory and 7 are optional, the Learner Guides must select 2 optional modules.

The BTEC is work oriented and covers a wide range of topics with a strong focus on the MBW programme that Learner Guides teach in schools, sexual and reproductive health, leadership, mentoring, life skills, entrepreneurship and financial management. The BTEC Assessors have been trained to observe the Learner Guides teaching their MBW sessions and carrying out home or community visits, they also assess their written work regarding their descriptions and reflections on the activities they carry out. The Learner Guides are also encouraged to use photographs as part of their written evidence. A further stage in the assessment process is the Internal Verifier who reviews the assessments made by the BTEC Assessors. All the BTEC Assessors and Internal Verifiers met during the qualitative study were working within the education system. Teacher Mentors have been trained as BTEC Assessors and a broader range of stakeholders have been trained as BTEC Internal Verifiers, including District Education Office staff, Heads of Schools, Schools Inspectors, Academic Officers and Ward Education Officers.

CAMFED is continuing to work with the government to enable the BTEC qualification to be used for entry to diploma and certificate courses in government colleges. They are also looking at the qualification being used for temporary employment in government posts through their connection with the CDC. To celebrate the award of the BTEC, CAMFED has planned a ceremony for all graduates where they will receive their certificate.

One BTEC Assessor suggested that even now, once they have their BTEC the girls can become early childhood teachers or Street Leaders[36]. In Ilala one Learner Guide has found work as a nursery teacher and the others have their own businesses, e.g. shops selling fabrics. One Learner Guide in Singida had heard that her BTEC would gain her entry to a vocational college and others wanted to use them to enter teacher-training college. The BTEC Assessor in Shinyanga reported that a Learner Guide had found work using her BTEC qualification.

> *"I would like BTEC to continue because it will empower these youths. I can see a lot are motivated. Last year the number was small but this time the number has increased, now they understand the importance of BTEC."* (BTEC Assessor, Singida)

5.3.2 O3 System Indicator 2 – District implementation of a cross sectoral approach to address girls' welfare

Table 49: District implementation of cross-sectoral approach

System Indicator 3.2	Evaluation point 1 (Baseline) tbc	Evaluation point 2 (Midline)	Target at Midline	Actual result against target
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.	0	5	5	**Reached**

Source: Interviews with CAMFED programme staff, interviews with CDC members.

[36] Local government officer responsible for a number of households

Governance of the CDC

In 2017 a CDC was set up in each of the districts to be supported by GECT 5276, this committee provides a link between government and non-formal organisations and groups. Members of the CDC are drawn from government offices in the district to include a range of relevant sectors, e.g. education, health, women and youth, social welfare, community development, employment and police. It also includes a Ward representative from the Wards where there is a CAMFED supported school, the CAMA Chair, a PSG representative and representatives of non-government community organisations. The Chair of the CDC is drawn from the district education office.

The CDCs were set up as an important mechanism for best practice cross-government/civil society working which has the potential to impact on local government management beyond the CAMFED programme. The CDC oversees implementation and monitors progress of CAMFED's activities in their district. It is responsible for confirming the selection of girls to receive bursary support and monitoring the receipt and use of the bursary items. In some districts the CDC also takes responsibility for the procurement of the bursary items, in others they provide guidance and support to the school management teams to do this, i.e. by drawing up tender documents and identifying approved vendors. It monitors the success of activities involving volunteers such as the Learner Guides, Transition Guides and PSGs. It also provides an opportunity for a 'wrap-around the child' system so that information can be quickly passed across government departments and action taken swiftly.

Oversight and interventions by the CDC

The CDCs have a strong focus on education but also realise the importance of community and family based activities which strengthen the ability of girls to stay in school. They are aware of the challenges the girls face with regard to attendance, performance, safety of girls in the community and corporal punishment. CDC members from the education sector are able to discuss the actions taken by other members of the CDC, for example the Ward and Street leaders and PSGs in their district. To what extent the activities taking place are part of a CDC coordinated plan is not clear, but the various members are aware of the actions taken by other groups in their community.

All the CDCs discussed their role in the selection of marginalised girls for bursary support, they identify it as their responsibility to *"make sure that the correct children are chosen. There may be an occasion when a government sponsor's or a government officer's child may be selected, maybe the child of a Ward EO or a teacher's child, so we must have more clarification on the children selected so that things like that do not happen."* (CDC member, Shinyanga) In some districts the CDC has taken responsibility for identifying the vendors where bursary items should be purchased as they did not feel the selection of vendors by the HoS was transparent.

The CDC also plays a role in encouraging and working with the PSG's, *"so that many children can be supported to access education and meet their dreams. If CAMFED phases out their operations we wish to see many children benefiting from this (PSG) platform."* (CDC member, Singida)

They recognise the role played by CAMFED in strengthening the CPP: *"although in our country it has never been emphasized, but this organization has continued to emphasise it."* (CDC member, Ilala) They also describe their role in giving advice to girls on how to protect themselves, as well as providing education to village leaders on the importance of protecting girls, and organising school meetings and promoting clubs where teachers advise girls on how they can protect themselves. The CDC also becomes involved in individual cases when there is abuse involved, for example in Ilala district the CDC followed up on a case of reported abuse and transferred the girl to a boarding school for her safety. They identified Street Leaders in Tabora as having set up street security patrols to monitor the streets at night for the safety of the children. The CDC in Shinyanga has organised extra classes to take place in English and Maths; previously teachers finished at 1430 but now provide extra afternoon classes until 1700. These are all good examples of the change that a cross-sectoral approach can have.

In Singida the CDC recognises that many Form 4 students who do not pass the examination have few job opportunities. They have provided, *"an entrepreneur workshop, mostly to girls who completed their studies, through the use of our business officer."* (CDC member, Singida)

The Transition Guide in Singida recognises the role played by the CDC and asks that more support and recognition be given to a Transition Guide's activities, she would like, "*different leaders from CDC to come at least once per month and take a look on how the (transition) programme is going so that they can emphasise that more students should come more often.*"

5.4 Changes needed for sustainability

The project benefits from the fact that CAMFED has been working in Tanzania for a number of years and has developed a strong working relationship with MoEST which has a good understanding of and is supportive of what GECT 5276 aims to achieve. Thus, many of the national system level initiatives will be coordinated in tandem with those for GECT 5101 which will strengthen the likelihood of them being achieved and sustained. A NAC which draws together senior representatives from government bodies has also been in place for some time, supporting the activities of first GECT 5101 and now also GECT 5276; this will further strengthen sustainability at national level.

At District level the role of the CDC and CAMA are critical in supporting sustainable change and again CAMFED has longstanding experience of supporting and strengthening these groups. CAMFED is already supporting CAMA members through the use of peer support groups as well as providing opportunities for members to attend training and meetings at district and national level. This level of support will need to continue for some time until the group is both confident and skilled. At present the majority of CAMA members are graduates of Form 4, but they are already taking responsibility for a wide range of activities. However, it will take some time before these Districts have members with a wide range of educational and work experiences found in districts where CAMFED has been working for some time. Continued support will need to be provided through the existing CAMA mechanisms; while these mechanisms are strong in Tanzania, plans should ensure that the new CAMA groups continue to be strengthened. More experienced CAMA members may transfer to live and work in these Districts and CAMA structures will enable them to play a role in strengthening these newer CAMA groups. CAMA with the support of CAMFED may wish to consider the role that such CAMA members can play.

The CDC is an important vehicle for providing wrap-around care for the children in a District, both those in and out of school, through the cross-sector membership. Again, CAMFED's experience of setting up and supporting these groups will enable them to use their previous experience and lesson learning to anticipate and meet the challenges of ensuring these groups are sustained. Meetings with CDC members found them to be aware of the benefits of cross-government working; but as people can be transferred or promoted it is important for CAMFED to remain aware of changes to the membership of the CDC and identify mechanisms to support sustainability. There may be a role for the NAC to advocate for such CDCs to be a permanent feature of local government. A further advantage for CDCs in districts supported by GECT 5276 is that as the project is supporting peri-urban schools, the CDC which meets in the main town in each District is generally physically closer to the schools. This makes the provision of support and monitoring of activities easier to organise.

Membership of the CDC by Ward representatives is also key. The Ward representatives bring their perspective of the challenges faced by adults and children in their Ward; they also gain an understanding of the various departments working to support the community and can work with the CDC to organise Ward level initiatives to support marginalised children, both those in and out of school.

If the CDC is to be a best-practice organiser of wrap around support, the participatory development and implementation of a plan which prioritises their activities and sets targets for the support of marginalised children will focus their initiatives.

At school and community level the key stakeholders to ensure sustainability are the CDC, CAMA and school management. It is the ongoing commitment of these groups that will determine the success of a range of initiatives at school and community level. Without the support of these groups, it is unlikely the activities of the PSGs, Learner Guides and Transition Guides would be sustained without ongoing CAMFED support.

Whole school planning will be important for sustainability at school level. Whole school planning involves the participation of students, staff and the local community (parents and local bodies) so that they become partners in the development and implementation of the school plans. The EE did not see any evidence of

consultation or participation in the development of the school plan. Supporting schools to implement planning processes which use participatory approaches will be necessary for sustainability. These plans would need to include activities that support the engagement of Learner Guides, PSGs and Transition Guides in supporting marginalised girls to stay in school through provision of social and material support and school feeding programmes.

The level of responsibility given to Learner Guides has built their confidence and raised their profile in their school and community; thus for many the role could be a self-motivating one. CDC, CAMA and school leaders will need to support Learner Guides to continue into a range of leadership roles within the community, giving them an opportunity to build a wide range of skills that will be valuable for their lives, raise their self-esteem and gain respect from the community.

While there are PSGs doing excellent work in many schools, there is as yet no evidence of a sustainable structured community financing model. It is recommended that CAMFED, through the CDC, work with the District Education Office and Ward Executive Offices so that the concept of PSG support can become an expectation or requirement for school leaders as well as local communities. For both the PSG, Learner Guide and CAMA initiatives, continuous motivation and recognition of achievement will be important. While CAMFED provides this to CAMA (including Learner Guides) through regular meetings, similar mechanisms will be needed to continually strengthen the motivation of the PSGs.

Table 50: Changes needed for sustainability identified by CAMFED (FMT 14)

	Community	School	System
Change: what change should happen by the end of the implementation period	By end-line CAMFED anticipates that school communities will: Be actively implementing a cost-share approach to meet the associated wraparound costs to support the most marginalised girls to attend and complete school. Ensure that Learner Guides have increased visibility in their communities in order to influence the support provided to marginalised girls from key stakeholders and parents. Support the activism of Learner Guides and CAMA in communities to encourage and reinforce the importance of educating girls and young women. Support, a significant number of marginalised girls and young women to attend and complete school through the work of CAMA and community activists.	By end-line CAMFED anticipates that CAMFED partner schools will: Offer an enabling learning environment with child protection policies and procedures embedded in operational good practice with clear reporting guidelines, systems and processes that are used effectively by staff and students to safeguard and prevent abuse. Be safe, female friendly and promote active participation and learning among the most marginalised children. Demonstrate that the Learner Guide *MBW and SRH* programme is formally integrated as part of school timetables in all schools in all districts. Be able to demonstrate that Learner Guides are able to work effectively and enjoy a positive relationship with school staff. Show clear evidence that active learning practices are transferable through a facilitated peer-to-peer approach among school staff, with the involvement of Teacher Mentors. Have a robust and integrated needs-based accountable financing mechanism through which resources are managed effectively and efficiently to identify and meet the needs of the most marginalised children.	By end-line CAMFED anticipates that at system level: The district education office in each partner district will show evidence of how they have mobilised and coordinated reciprocal support from other line ministries (e.g. Ministry of Health, Community Development, Gender, Elderly and Children to address girls' welfare. The Learner Guide programme, or components of it, is officially recognised by MoEST at national and district levels. Opportunities will increase for BTEC graduates that they would otherwise not have had without the qualification e.g. to move to secure employment to jobs such as teachers and to enrol on vocational training courses. Advocacy by CAMFED sheds light on the issues and challenges in relation to the administration of corporal punishment in schools that does not follow the legal guidelines. Advocacy by CAMFED supports and encourages the use of alternative positive behaviour management strategies as an alternative to corporal punishment.

	Community	School	System
		Be able to demonstrate that resources to meet girls' needs have been better targeted through the increased capacity of school and community leaders.	
Activities: What activities are aimed at this change?	Engagement by CAMA and CAMFED with Traditional, Ward, Village and community leaders who work in synergy to raise awareness on the importance of education and child protection especially for girls and young women in their communities. Support of key stakeholders mobilises communities to seek opportunities for cost-sharing initiatives to meet the school costs of the most vulnerable and marginalised girl. Targeted interventions of Learner Guides, Teacher Mentors, PSGs, parents and guardians will increase the number of girls who have dropped out to return to school. CAMA's activism raises the profile of the work of LGs in their communities through their activism with key stakeholders including Traditional, village and ward leaders. School-going costs will be met by CAMA and community members of identified marginalised girls. Strengthened capacity within CAMA and community Key stakeholders will encourage them to take leadership and action community initiatives that support girls' enrolment and attendance to school. (I.e. business training).	Robust school improvement action plans are developed and implemented through a Whole School Approach by School Board Committees, and HoS. Learner Guides and Teacher Mentors trained on SRH, MBW & child protection are implementing these learning programmes as planned and targeted in each school. Peer support sharing platforms, district and national level training and meetings will strengthen the capacity building of CAMA Active participatory approaches are used by Learner Guides in their in-school programme. Learner Guides give advice and guidance to students in school in relation to health, studies and careers guidance. Interventions of Learner Guides and Teacher Mentors prevent Girls at risk of dropping out of school from doing so. Learner Guides enrol in the BTEC programme.	NAC which draws together senior representatives from government bodies will be instrumental in driving forward initiatives to improve the quality of teaching & learning and learning performance at district and school level. At district level, the delivery of the project will be embedded within existing government infrastructure. CDCs chaired by the District Education Office including representation of other line ministries embed a joined-up cross-sectoral approach to tackle the issues impeding the education of marginalised girls. Advocacy with National Governments will reduce school-going costs for the most marginalised children or to provide financing mechanisms for them. CAMFED Tanzania will continue to actively work in collaboration with MoEST, leveraging their status as a longstanding, trusted partner, to lobby government and work with communities, schools, and teachers to end the use of corporal punishment and to develop targeted training that promotes alternative approaches to discipline in schools. Advocacy will result in the Learner Guide programme in schools being officially recognised at national and district levels. Advocacy will raise the profile of LGs in their communities. Negotiations with Technical Vocational Training Institutions will result in their acceptance of the Learner Guide BTEC qualification for admission to their courses.
Stakeholders: Who are the relevant stakeholders?	School leaders, Community Development Committee members, community leaders, community members and support groups, PSGs, (including men), CAMA leaders and members, Learner Guides and Transition Guides & CAMFED Tanzania's national teams.	School Based Committees, HoS, teachers, Learner Guides, CAMA and Community development committees, PSGs, parents and guardians & CAMFED Tanzania's national teams.	MoEST at national and district level, other line ministries, Technical and Vocational Training Institution officials, Tanzania Institute of Education, CAMA leaders & CAMFED Tanzania's national teams.

	Community	School	System
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	One of the enabling factors that is supporting CAMFED Tanzania to achieve the project changes at community level is in their establishment of proven and well-known CAMFED structures, procedures and relationships with key stakeholders (especially the CDC) in each district. CAMFED initially anticipated the possibility of cultural resistance to increasing access to education for girls. However, CAMFED's mitigation strategy since the inception of this project has been 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.	One of the enabling factors that will support CAMFED Tanzania to achieve the project changes at school level is that the GECT-5276 will continue to build on the newly established school structures, procedures, policies and relationships with key stakeholders in each CAMFED partner school One of the factors that has a significant potential to hinder the achievement of these changes is in relation to the Government funding for education in per-urban schools if it cannot meet demand with high teacher pupil ratios, lack of trained teachers, especially in Science, Maths and English, inadequate school and classroom infrastructure which will have a significant impact on improving school performance and attainment in Literacy and Numeracy	One of the enabling factors that supports CAMFED Tanzania to achieve the project changes at system level is that CAMFED Tanzania has a signed Memorandum of Understanding (MoU) with the MoEST and Well-established partnerships and relationships with MoEST other relevant ministries, cooperating partners and civil society organisations etc. Limited funding at National and district level may hinder adoption and integration of the Learner Guide programme in school.

As a project we are delighted with the midline scorecard rating in that all sustainability targets were met with the targets for community and school exceeded. At baseline, the project sustainability scorecard rating was zero for *Community*, 1 for *School* and 1 for *System* with an overall score of 1 (Latent), indicating that overall attitudinal and practical changes were in the early stages at this point of measurement. The baseline evaluation scoring recognised that many project activities were only just beginning at the baseline and therefore the scoring given was indicative of this. However, with the project now fully underway, CAMFED is motivated and encouraged that the project sustainability scorecard rating at midline is significantly improved to that of baseline. The community midline target of 1 has been exceeded with a midline score of 2; the school midline target of 1 has been exceeded with a midline score of 2; and the system midline target of 2 has been maintained at 2 giving an overall midline sustainability score of 2.

After just two years of implementation, the midline evaluation has given evidence and verification that CAMFED's sustainable governance model and community structures ensures 'buy in' from all key stakeholders as duty bearers of the programme. This multi -dimensional approach encourages community involvement and engagement as part of a cost effective and sustainable approach that builds on and enhances existing systems, as opposed to duplicating efforts or structures.

CAMFED's project is underpinned by an inclusive local partnership infrastructure through which all those constituencies that influence a girl's life ensuring 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 sustainable governance model and community structures ensures 'buy in' from all key stakeholders as duty bearers of the programme. This multi -dimensional approach encourages community involvement and engagement as part of a cost effective and sustainable approach that builds on and enhances existing systems, as opposed to duplicating efforts or structures.

CAMFED is also successfully fulfilling its goal to unleash the potential of young women's leadership through our alumnae network – CAMA. The CAMA alumnae network including tens of thousands of GEC school graduates represents a unique constituency of young women from rural areas and they are demonstrating extraordinary levels of activism in supporting education for the younger generation; on average, each CAMA member is supporting two more children in her community to go to school, thus multiplying the returns of her own education.

CAMA's activism for the safeguarding, child protection and the right to education for all marginalized girls within the GEC-T programme has raised awareness and brought the barriers that girls face to the forefront of the agenda of key stakeholders and communities especially Traditional, Village and Ward leaders those with most influence for cultural change and behaviour of communities especially men and boys in relation to gender balanced relationships and power dynamics with girls and women.

CAMA support the regular attendance of students at school. They pro-actively work alongside Teacher Mentors, Learner Guides and Mother Support Groups as 'first responders' to follow through immediately in cases of absenteeism and dropout of marginalised girls to ascertain the root cause and make home visits to encourage regular attendance. These home visits provide the opportunity to identify any additional support that the marginalised girls need to attend school, including those who may be affected by disability or those from child-headed households. This support is responsive to the particular needs a girl may face, and may include support for school-going costs or assistance in finding safe accommodation near the school if the distance from home is too far to walk each day. It is provided in combination with psycho social support and counselling from trained Learner Guides and Teacher Mentors, alongside additional engagement with girls' parents or guardians where needed. Learner Guides and Teacher Mentors also act as positive role models in the school and community to encourage girls to attend and complete school.

The following activities and initiatives implemented at community, school and system level are working synergistically to strengthen and improve programme delivery against the sustainability plan:

Community level

At the onset of this project CAMFED implemented their governance community and school structures in new districts where they had not previously worked. In the implementation of this project, CAMFED established a multidimensional sustainable approach that places the girl at the centre and draws on the whole system around her to unlock her potential. CAMFED's approach also recognises local communities as the experts on local challenges and solutions. Within this project, we have worked to establish and build the capacity of PSGs and community led committees to ensure there is 'buy-in' and local stakeholder ownership of the programme at community, district and school level. The successful establishment of PSGs has shown evidence of engagement and collaboration by the community to support the education of marginalised children as follows:

- 91 PSGs are currently running a community initiative, compared to the target of 54 PSGs who have implemented strategies including school meals programmes to keep students in school.
- 42 PSG groups have, following support with planning and costing initiatives, successfully applied for start-up grants to establish income-generating activities designed to provide a sustainable source of funds to girls' educational needs, and to ensure the sustainability of school meal programmes.
- PSG members from across the project have attended capacity-building workshops to learn about child protection, safeguarding and financial management.
- Community District Committees (CDCs) are now fully functional in the 13 new districts, and are supporting programme implementation;
- All CDC members have been trained alongside Teacher Mentors and other stakeholders to facilitate the selection of marginalised children for tailored financial, material and psychosocial support;
- All CDC members, Teacher Mentors and Learner Guides have been trained in Child Protection and safeguarding and are working to ensure this is embedded in operational good practice in their schools and that the school environment is safe for student learning;
- There is increased active participation of district government officials and other stakeholders in programme delivery and monitoring.

School level

The Learner Guide programme

The Learner Guide programme is a scalable, sustainable model that simultaneously tackles the quality of education in rural schools to keep girls in school and opens up opportunities for young women as they graduate secondary school. Through this initiative, young women GEC school graduates have been trained by CAMFED and returned to their local schools as Learner Guides, volunteering 2-3 hours a week to support marginalised children in their studies. They deliver a uniquely tailored life skills and wellbeing programme to complement, but not replace, the formal academic curriculum, fully endorsed by the Ministries of Education in Zimbabwe, Zambia and Tanzania, and often integrated into the school timetable.

In return for their volunteer commitment of 18 months delivering the MBW and Sexual Reproductive Health curriculum in schools, Learner Guides gain access to interest-free loans to start local businesses (on the basis that they are repaying through 'social interest' in their role as a Learner Guide), and the opportunity to secure a bespoke BTEC qualification (developed in partnership with Pearson) opening up new pathways for young women as entrepreneurs and teachers, and new job opportunities based on their status within communities. Sustainability is intentionally built into the incentive scheme, enabling young women to make a long-term volunteer commitment to support children in their communities while earning an income. Young women therefore acquire economic independence while helping particularly marginalised girls to succeed. The result is a virtuous cycle of development, through which the investment in girls' education translates into and captures young women's activism, in turn raising girls' educational aspirations and success.

The midline report highlights the impact on student learning and life-skills of the Learner Guide programme '' *One girl receiving bursary support from Nyamagana described the impact that attending the Learner Guide led MBW sessions had on her: "They teach us to be confident, how to talk to teachers, to cooperate with other students in academics. In that MBW there is this story we read, it is about a girl. Now when you read that story the girl got help and she was a student which as a student it gives you confidence to want to know the things that you don't know. …. Even me I was so afraid to raise my hand to answer the questions, I was so afraid even to tell the teacher that I didn't understand. But when I came to learn (with the Learner Guide), I was taught to be confident and now I can answer the questions in class, I can be given a group of people to educate them and I can offer my cooperation to teachers."*

CAMFED Tanzania's stakeholder engagement has also contributed to the project's sustainability strategy with support from the Parliamentary Standing Committee for Social Welfare and Community Development for the scaling of the Learner Guide programme. CAMFED Tanzania continues to work to sustainably scale the Learner Guide programme nationally with the government who are at the helm of driving this imitative and are fully engaged in the scaling process. This fundamental principle underscored the importance of initiating a process, such as the Real-time Scaling Lab, which brings together key government stakeholders and other partners to collaboratively articulate a vision for scaling the programme, and to develop a scaling plan to guide this process.

The official recognition of the Learner Guide programme at school, district and national levels is an important milestone and has supported the integration of MBW sessions into the school timetable and kick started high-level conversations including a Brookings Institute-led Scaling Lab initiative to develop a blueprint for the sustainability and scaling of the initiative in the national system in Tanzania.

The MBW programme delivered by Learner Guides is deliberately designed to challenge gender norms and gender stereotypical behaviour thus creating a gender-transformative approach to programme implementation to influence systemic and sustainable change within individuals, groups, schools and the community. Programme activities at school level that are being implemented are as follows:

- Targeted needs-based financing mechanism has been implemented into partner schools leveraging local capital to identify and respond to specific individual needs for the most marginalised girls in the cohort;
- Learner Guides and CAMA are working with the wider stakeholder networks and structures to

establish robust home-school links, enabling a proactive approach to preventing drop out;

- All PSGs have received training on Child Protection and safeguarding and are committed to ensuring that child protection is embedded in operational best practice;
- Planning for School Excellence Committees have been established in 72 schools to drive forward the whole school improvement agenda;
- Learner Guides are delivering the MBW and Sexual and Reproductive Health Rights programme to learners in schools;
- Learner Guides are facilitating Study Circles and Study Groups which enable students to improve their learning outcomes with this additional learning support and initiative.

System level

Project implementation is deliberately positioned within existing government systems, supported by signed MoUs with MoEST, President's Office-Regional Administration and Local Government and Ministry of Health, Community Development, Gender, Elderly and Children. This high level engagement ensures that our advocacy is placed and influences policy, legislation and good practice which in turn leads to an education service delivery that is designed to support marginalised girls and leads to sustainable outcomes. Programme activities at system level that are being implemented are as follows:

- MoEST-led exploration of the potential for incorporating the Learner Guide Programme into national education strategy;
- Resource Centres for Learner Guides and teachers have been established and resourced;
- Collaboration with MoEST on development of learning tests to assess the impact of the project;
- Engagement with the National Council for Technical Education on recognition for BTEC in Tanzania;
- Continued active engagement and collaboration by CAMFED with MoEST, leveraging their status as a longstanding, trusted partner, to lobby government and work with communities, schools, and teachers to end the use of corporal punishment and to develop targeted training that promotes alternative positive behaviour management strategies and approaches to discipline in schools;
- Project implementation is deliberately positioned within existing government systems, supported by signed MoUs with MoEST, President's Office-Regional Administration and Local Government and Ministry of Health, Community Development, Gender, Elderly and Children. This high level engagement ensures that our advocacy is placed and influences policy, legislation and good practice which in turn leads to an education service delivery that is designed to support marginalised girls and leads to sustainable outcomes.

National level

This project is underpinned by advocacy by CAMFED at both national and local level to ensure that government policy and legislation is sufficiently understood and enacted within communities, and sustainable capacity is built into communities and systems to meet the programme objectives.

CAMFED recognises the emphasis placed by the External Evaluator in the midline report on the excessive use of corporal punishment at school level. CAMFED has escalated their advocacy for the end of corporal punishment in schools at National level. CAMFED does not own, run or manage schools, and does not employ teachers or school staff, and so the boundaries of legal responsibility are a clear impediment to what they are able to do in tackling the issue of corporal punishment; since the practice is not illegal CAMFED has been unable to influence authorities sufficiently to stop it entirely, despite sustained campaigns. However, at system level CAMFED will continue to advocate and lobby for an end to corporal punishment being administered in schools. CAMFED is also proactively advocating and supporting the use of alternative positive behaviour management strategies as an alternative to the use of corporal punishment to manage student behaviour.

6 Key intermediate outcome findings

This section presents the key findings on the Intermediate Outcome (IO) indicators. The selection of appropriate IOs is critical in supporting the achievement of the project Outcomes. The project seeks to be gender transformative, i.e. actively seeking to transform inequalities in the long term for all children despite gender, disability or other characteristics and so identifying the extent to which that is happening is important in this chapter.

The GECT 5276 has five IOs:

1. **Attendance:** Improvement in school attendance of marginalised girls
2. **Economic Empowerment:** Marginalised girls receive support to overcome cost as a barrier to education
3. **Life Skills:** Improved self-esteem, self-efficacy and self confidence among marginalised girls
4. **Quality of teaching/classroom practice:** An enabling learning environment for marginalised girls
5. **School related gender based violence:** A safer learning environment for girls

The evidence for the IOs has been through the use of a series of quantitative tools and qualitative interviews and FGDs with a range of stakeholders. Below is a summary of the results in intervention schools.

IO1 Attendance: Motivation to attend school is high among marginalised girls

- Increased attendance of Form 2 cohort (girls and boys); reduction in level of attendance for most of the Form 3 cohort
- FGDs with CAMFED direct beneficiaries identified that the items received supported them to attend school, in particular bicycles, uniforms, sanitary pads and exercise books
- Uniforms not only help girls attend school, it also means they won't be beaten for wearing an item that is not proper uniform
- Exercise books are probably the only reading materials students have for self-study, they are very important – and learners won't be caned for not having one

IO2: Economic Empowerment

- Marginalised girls receiving bursary support are remaining in school and progressing to the next Form
- Very low level of girls dropping out of school due to pregnancy

IO3: Life Skills

- Girls have Increased self-awareness
- Agency increased at all levels, girls feel that they can express their views
- MBW programme is highly regarded by girls and boys, as well as by teachers

IO4: Quality of teaching / classroom practice

- Teachers find it difficult to use participatory approaches due to large classes, lack of seats and textbooks
- Teachers appreciate the textbooks provided by CAMFED
- Students enjoy the sessions led by the Learner Guides
- All Learner Guides perform their role to the required pedagogical standard
- Currently no culture of continuing professional development in schools

IO5: School related gender based violence

- Girls have increased awareness of what constitutes SGBV
- Girls feel safe in school but do not feel safe on their journey between school and home
- The proportion of 'Plans for School Excellence' that include action to promote child protection is high at 73%. This far exceeds the target for midline of 40%.
- There is increased awareness of some aspects of the legal boundaries of corporal punishment but not of others; much of the corporal punishment that takes place is not within the legal boundaries.

6.1 Intermediate outcome 1 – Attendance

Table 51: Attendance - Intermediate outcome indicators as per the logframe

IO 1	IO Indicators	BL	ML Target	ML	Target achieved? (Y/N)	EL Target	Will IO indicator be used for next evaluation point? (Y/N)
Attendance	**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*	Form 1: 67% Form 2: 78% Form 1&2: 72%	80%	Form 1(2): 82% Form 2 (3): 75% Form 2&3: 79%	N	85%	Yes - for current Form 2 who will be Form 4 at endline
Main qualitative findings							
• There is high motivation to attend despite the many challenges faced; the girls who are in school at Form 2 and 3 want to be there and want to stay there							
	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 FGDs 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	Early pregnancy and marriage seems rare for students in school; The bursary items support those girls to attend regularly; Distance and hunger remain barriers to attendance and to learning; Corporal punishment and other forms of punishment may also impact on attendance and learning.	Y	Further reduction reported as well as reduction in barriers created by distance	Yes - for current Form 2 who will be Form 4 at endline & current Form 3 who will have transitioned.
Main qualitative findings							
• Motivation to attend school and succeed is high among marginalised girls - both direct and indirect beneficiaries • Many of the major barriers to attendance remain the same as at baseline: family poverty, distance to school, need for income • Girls overcome many barriers and often put themselves at risk in order to stay in school • Some barriers to attendance are erected by schools, e.g. corporal punishment for students who attend wearing the incorrect uniform or without exercise books; staying all day without food;							

IO 1	IO Indicators	BL	ML Target	ML	Target achieved? (Y/N)	EL Target	Will IO indicator be used for next evaluation point? (Y/N)
this increases the likelihood of absence from school and of being lured into risky behaviour • FGDs with CAMFED direct beneficiaries identified that the items received supported them to attend school, in particular bicycles, uniforms, sanitary pads and exercise books • Non-beneficiary girls who were marginalised identified the following as the main barriers to attendance: distance to school, poverty, lack of uniform, lack of sanitary pads, hunger; hunger is also a challenge for beneficiary girls • Teachers identified increased attendance of all students, not only those receiving CAMFED support							
	IO Indicator 1.3 Proportion of young women school graduates with regular attendance at non-formal education.	n/a	n/a	n/a	n/a	50%	Yes, with current Form 3 who will have transitioned at endline

Regular school attendance is critical, though 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 and has increased access for girls. Achieving this intermediate output will therefore contribute to achieving the learning outcome, but it requires a corresponding improvement in supply side factors such as regular teacher attendance, improved quality of teaching, improved and increased school resources and infrastructure and in the longer term, more schools and/or affordable secure boarding facilities.

The attendance data reported at midline has been gathered during the field visits and taken from official school registers in cohort schools. Attendance is measured in terms of the proportion of girls with an attendance rate at or above 85% across the school year.

At both baseline and midline, questionnaires were completed by students, teachers, HoS and primary care-givers and included questions relating to barriers to attendance, as did the semi-structured interview and FGD thematic checklists for the qualitative research. The qualitative interviews and FGDs have provided a deeper understanding of the barriers to attendance and have enabled identification of potential mechanisms for addressing them. This is discussed in Section 2.

6.1.1 IO1 Indicator 1.1 Proportion of marginalised girls attending school regularly

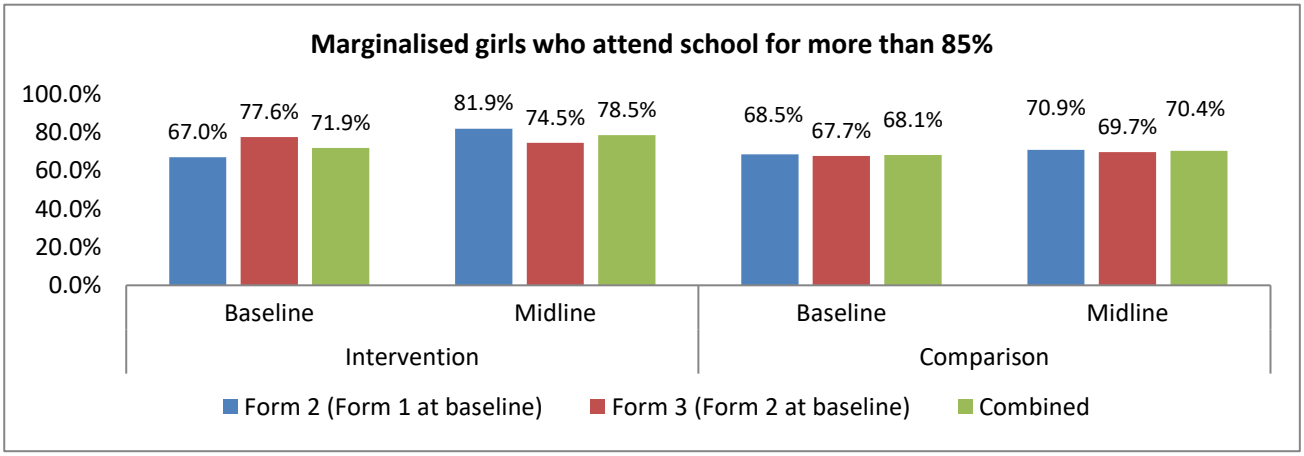
Rates of regular attendance at baseline ranged from just 63% of Form 3 marginalised boys in the comparison group attending school at least 85% of the time to 78.2% of less marginalised boys in Form 2 of the comparison group, which was the group most likely to attend 85% of the time. At baseline, 71.9% of marginalised girls in the intervention schools attended at least 85% of the time, compared with 68.1% of marginalised girls in the comparison group. The data presented in Table 52 shows how attendance has changed at midline.

Table 52: Percentage of Form 2 and Form 3 students attending at least 85% of the time

	Female				Male			
	Intervention		Comparison		Intervention		Comparison	
	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline
Marginalised								
Form 2 (From 1 at baseline)	67.0%	81.9%	68.5%	70.9%	65.7%	76.3%	69.6%	67.6%
Form 3 (Form 2 at baseline)	77.6%	74.5%	67.7%	69.7%	72.9%	77.1%	63.0%	65.4%
Form 2 & 3	71.9%	78.5%	68.1%	70.4%	69.3%	76.7%	66.3%	66.5%
Less Marginalised								
Form 2 (From 1 at baseline)	75.7%	82.6%	74.0%	74.5%	71.4%	79.2%	78.2%	70.5%
Form 3 (Form 2 at baseline)	77.3%	77.3%	72.9%	70.7%	77.1%	75.8%	73.2%	71.7%
Form 2 & 3	76.5%	79.9%	73.5%	72.7%	74.2%	77.6%	75.7%	71.1%

Source: Attendance data

Figure 12: Summary of attendance: students who attend school for more than 85%



Source: Attendance data

Attendance rates have improved since baseline for some marginalised girls in both the intervention and comparison districts. The greatest rise in those attending for at least 85% of the time was for marginalised girls in Form 2 in intervention districts whose attendance rose from 67.0% at baseline to 81.9% at midline, an increase of 14.9pp. In contrast, attendance of at least 85% of the time rose by only 2.4pp from 68.5% to 70.9% for marginalised girls in Form 2 in comparison districts.

There were also larger increases in the proportion of students attending at least 85% of the time for other Form 2 students in the intervention districts: marginalised boys' attendance rose from 65.7% to 76.3% (+10.6pp), while attendance of less marginalised boys rose from 71.4% to 79.2% (+7.8pp) and less marginalised girls rose from 75.7% to 82.6% (+6.9pp). In comparison schools, attendance rose for marginalised girls (+2.4pp) and less marginalised girls (+0.5pp) but fell by 2.0pp for marginalised boys and by 7.7pp for less marginalised boys.

The pattern of increased attendance in intervention schools was not repeated with Form 3 students. In intervention schools the attendance of Form 3 marginalised girls fell by 3.1pp from 77.6% at baseline to 74.5% at midline while for less marginalised girls it remained the same. The attendance of less marginalised boys also fell from 77.1% to 75.8% (-1.3pp). Only the attendance of marginalised boys improved, rising from 72.9% at baseline to 77.1% (+4.2pp) at midline. This pattern of lower attendance at midline was repeated for less marginalised Form 3 girls and boys in comparison schools, however, the attendance of marginalised girls rose from 67.7% to 69.7% (+2.0pp) and marginalised boys' attendance rose from 63% to 65.4% (+2.4pp).

The difference in attendance between Form 3 and Form 2 may be partially explained by the fact that Form 2 students sit a national exam at the end of the year. It may be that teachers encourage the Form 2 to attend more regularly so that they are more likely to pass the exam in order to progress to Form 3.

This improvement in Form 2 attendance appears to be despite increased fears about travel to school and more negative views of teaching and classroom capacity. Marginalised girls in intervention areas reported more teacher absence at midline and that boys and girls were treated differently, but more reported that the teacher made them feel welcome. A range of other barriers did not worsen, but also did not improve – chore burden and lack of support to stay in school. Yet attendance for Form 2 has improved and girls generally feel safe and welcome in school.

Table 53: DiD of students attending for more than 85% of the time

Parameter Estimates									
Dependent Variable: Proportion of students attending school for MORE THAN 85% of the time									
Parameter	**B**	**Std. Error**	**t**	**Sig.**	**95% Confidence Interval**		**Partial Eta Squared**	**NoncentPara-meter**	**Observed Powerb**
					Lower Bound	**Upper Bound**			
Intercept	0.778	0.016	49.381	0	0.748	0.81	0.429	49.381	1
[Effect=.00]	-0.0464	0.031	-1.463	0.143	-0.108	0.016	0.001	1.463	0.315
[Effect=1.00]	0a	.	.	.	.	.	.	.	.
[Intervention/Comparison=.00]	-0.038	0.022	-1.751	0.08	-0.081	0.005	0.001	1.751	0.417
[Intervention/Comparison =1.00]	0a	.	.	.	.	.	.	.	.
[Survey=.00]	-0.014	0.022	-0.626	0.532	-0.058	0.03	0	0.626	0.096

DiD regression analysis show that there is an insignificant difference of 4.6pp in the change between the intervention and control group (p=0.143), with the baseline comparison less likely to have 85%+ attendance compared with the midline intervention reference group.

Table 54 shows comparable overall attendance levels between marginalised and less marginalised intervention groups at midline, with **77%-80% of males and females in the intervention group achieving attendance of at least 85%.** This is a higher rate of attendance than males (69%) and females (72%) in comparison groups.

Overall, while the intervention schools have higher levels of attendance it is the attendance levels of Form 2 students which accounts for that increase.

Table 54: Students attending school for more than 85% of the time (Marginality)

			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
Baseline									
Comparison	**Male**	Marginalised	530	66.3%	270	33.8%	0	0%	800
		Less Marginalised	818	75.7%	262	24.3%	0	0	1080
		Total	1348	71.7%	532	28.3%	0	0	1880
	Female	Marginalised	570	68.1%	267	31.9%	0	0	837
		Less Marginalised	891	73.5%	322	26.5%	0	0	1213
		Total	1461	71.3%	589	28.7%	0	0	2050
Intervention	**Male**	Marginalised	531	69.3%	235	30.7%	0	0	766
		Less Marginalised	870	74.2%	302	25.8%	0	0	1172
		Total	1401	72.3%	537	27.7%	0	0	1938
	Female	Marginalised	600	71.9%	234	28.1%	0	0	834
		Less Marginalised	925	76.5%	284	23.5%	0	0	1209
		Total	1525	74.6%	518	25.4%	0	0	2043
Midline									
Comparison	**Male**	Marginalised	495	66.5%	249	33.5%	0	0	744
		Less Marginalised	718	71.1%	292	28.9%	0	0	1010
		Total	1213	69.2%	541	30.8%	0	0	1754
	Female	Marginalised	544	70.4%	229	29.6%	0	0	773
		Less Marginalised	832	72.7%	313	27.3%	0	0	1145
		Total	1376	71.7%	542	28.3%	0	0	1918
Intervention	**Male**	Marginalised	566	76.7%	172	23.3%	0	0	738
		Less Marginalised	892	77.6%	258	22.4%	0	0	1150
		Total	1458	77.2%	430	22.8%	0	0	1888
	Female	Marginalised	635	78.5%	174	21.5%	0	0	809
		Less Marginalised	944	79.9%	238	20.1%	0	0	1182
		Total	1579	79.3%	412	20.7%	0	0	1991

Table 55: Proportion of students attending school for MORE THAN 85% of the time (District)

	Form 1 (2) Baseline		Form 1 (2) Midline		Form 2 (3) Baseline		Form 2 (3) Midline	
	Intervention	Comparison	Intervention	Comparison	Intervention	Comparison	Intervention	Comparison
	Marginalised	Marginalised	Marginalised	Marginalised	Marginalised	Marginalised	Marginalised	Marginalised
Female								
Dodoma Municipal Council	-	95%	-	72%	-	86%	-	81%
Geita Town Council	-	44%	-	69%	-	52%	-	55%
Ilala Municipal Council	66%	-	68%	-	53%	-	55%	-
Musoma Municipal Council	-	62%	-	66%	-	76%	-	84%
Nyamagana Municipal Council (Comparison)	-	76%	-	62%	-	68%	-	48%
Nyamagana Municipal Council (Intervention)	80%	-	89%	-	88%	-	86%	-
Shinyanga Municipal Council	54%	-	89%	-	72%	-	91%	-
Singida Municipal Council	59%	-	80%	-	92%	-	79%	-
Tabora Municipal Council	71%	-	88%	-	86%	-	69%	-
Temeke Municipal Council	-	78%	-	79%	-	61%	-	90%
Ubungo Municipal Council	-	71%	-	86%	-	100%	-	88%
Male								
Dodoma Municipal Council	-	90%	-	69%	-	86%	-	76%
Geita Town Council	-	51%	-	58%	-	55%	-	59%
Ilala Municipal Council	56%	-	55%	-	43%	-	59%	-
Musoma Municipal Council	-	78%	-	70%	-	56%	-	66%
Nyamagana Municipal Council (Comparison)	-	70%	-	59%	-	64%	-	61%
Nyamagana Municipal Council (Intervention)	79%	-	89%	-	86%	-	88%	-
Shinyanga Municipal Council	53%	-	91%	-	78%	-	94%	-
Singida Municipal Council	65%	-	77%	-	84%	-	77%	-
Tabora Municipal Council	77%	-	82%	-	83%	-	77%	-
Temeke Municipal Council	-	71%	-	84%	-	58%	-	71%
Ubungo Municipal Council	-	75%	-	65%	-	100%	-	77%

The intervention and comparison districts show increases in attendance. For example, marginalised girls between baseline and midline in Shinyanga District – have reported improved attendance: up from 54% of Form 1 at baseline attending at least 85% of the time to 89% attending at least 85% of the time now they are in Form 2. The figure for males has increased from 53% to 91%. In Singida District the figure for marginalised Form 1 girls increased from 59% at baseline to 80% now that they are in Form 2 and from 65% to 77% for boys.

There are many other areas seeing an increase in attendance levels reported at 85% or more. Examples of comparison areas with significant increases are Geita Town Council, up from 52% to 55% of marginalised females between Form 2 and Form 3 and from 55% to 58% marginalised males with 85% reported attendance. There were big increases between Form 2 and Form 3 for girls in Temeke Municipal Council (61% to 90%). Ubungo reported 100% attendance for Form 2 and Form 3 at baseline and 88% at midline.

6.1.2 Drivers of attendance – factor analysis

Identifying related factors

As a first step to understanding what drives changes in outcomes, factor analysis was run to identify how barriers and characteristics related to each other. Factor analysis is a data reduction technique that groups together variables that are highly associated with each other. A wide number of characteristics and barriers were input into a factor analysis model, which resulted in eight identifiable factors. The components in each factor are shown in Table 56.

The factors emerging are grouped according to the individual elements that are most strongly related to the overall factor.

1 Language barriers – most strongly related to language of instruction (LoI)
2 Poverty – most strongly related to housing and income
3 Family – whether orphaned, living with parents and gender of head of household
4 Confidence – feelings about school-work
5 School experiences – teachers being welcoming, safety, wanting to stay on in school
6 School resources – adequacy of seats and teachers, not wanting to do well
7 Agency – less confident, lack agency and have negative school experiences
8 Attend and learn – attending school, confident learners

Table 56 shows in bold text the attributes that most strongly drive each of the eight factors (the co-efficient matrix or factor loadings). Table 57 shows the mean scores and significance tests for each Factor, to show which factors have the strongest relationship with learning scores (SeGRA). Table 58 shows the regression co-efficient for each factor, which helps us understand the scale and direction of the relationship between the factors and learning (SeGRA) scores. The overall regression is not strong (R-squared=0.07) but the model provides interesting insights into which factors are stronger drivers of learning outcomes.

Factor 1 (language barriers) is negatively associated with learning scores (b=-2.373), with higher scores on Factor 1 associated with lower mean SeGRA scores. The variables most strongly correlated with Factor 1 are English as the language of instruction, use of language of learning other than English and difficulties with language of learning. More difficulties with language are associated with higher scores on Factor 1 (and lower scores on SeGRA).

For Factor 2 (poverty) the strongest correlations are with household income status, roofing material type and wall material type with poorer households having higher scores on Factor 2. The co-efficient for Factor 2 of the model is negative (B=-3.084), so higher values on this factor are associated with lower scores on SeGRA.

The individual variables most strongly correlated with Factor 3 (family) are orphanhood status of students, whether students are living with both parents and living in female headed households. Higher scores on Factor 3 are associated with greater family stability – e.g. living with parents, not being orphaned. Table 58 shows a positive co-efficient for Factor 3 (B=1.516) so increased scores on the family factor are associated with higher learning scores for SeGRA.

Factor 4 (confidence) is most strongly correlated with indicators of confidence and self-esteem – feeling confident answering questions, being able to describe thoughts to others, working well in a group with other people, being able to organize peers or friends and asking the teacher if they don't understand. This factor is positively related to learning scores (B=0.954) so being more confident is associated with better learning scores.

Factor 5 (school experience) is correlated with not feeling safe in school, not having enough teachers and boys and girls being treated more unequally and often feeling lonely in school **but** also associated with the recognition of the importance of school in future choices with the factor being positively related to learning scores (B=0.770). This suggests that school environment is complex, with corporal punishment and gender inequality possibly accepted as the norm, so not necessarily associated with poorer learning outcomes.

Factor 6 (school resources) is most strongly correlated with not having enough teachers and seats and less recognition of the importance of choices about education for the future, **but** also with students being from households that are less poor, who have less difficulties with language. This factor is also positively related to learning (B=0.678) while Factor 7 (lack of agency) is correlated with a lack of choices or less positive school experiences – not wanting to stay on at school, not deciding when to play, disability and teacher absence. Factor 7 is negatively related to higher learning scores (B=-2.145) indicating less commitment to learning alongside more negative experiences in school.

Factor 8 (attending and learning) is the opposite of Factor 7 - most strongly correlated with attending school more than 85% of the time, wanting to continue in school and working well in a group. This factor is positively related to learning scores (B=2.912).

Using these factors in a regression model against learning outcomes (Table 57), we find that they are all significantly related to learning (SeGRA) but the factor related to poverty (2) is the strongest driver of learning scores with the highest coefficient value and greatest level of significance on the F-test (F=350.03) followed by the attendance factor (8) (F=313.04). Factor 1 – language barriers (lower scores where language difficulties) and Factor 7 – lack of agency (lower scores where least agency/lowest commitment to school) are the next strongest factors (F=206.83 and F=169.43).

Through its bursary support CAMFED is directly impacting on these areas: providing bursary support to marginalised girls whose poverty is otherwise likely to reduce their attendance in school, and by doing so supporting their learning. Study Guides to learning in English have not yet been used in GECT 5276 but this analysis shows these would be useful. However, it was not possible for CAMFED to provide them as they had not been given official approval due to strict government guidelines[37]. The Teacher Mentor role is important in encouraging more positive views of school, but the lack of agency and negative school experiences point to the ongoing importance of work with schools, parents and wider community stakeholders. The impact of CAMFED support and further areas for support is discussed in more detail in the following section.

Table 56: Regression – SeGRA mean scores

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	474123.478a	8	59265.435	149.659	0	0.076
Intercept	22544928.6	1	22544928.6	56931.222	0	0.796
1. Language barriers	81903.143	1	81903.143	206.825	0	0.014
2. Poverty	138613.976	1	138613.976	350.033	0	0.023
3. Family	33503.501	1	33503.501	84.604	0	0.006
4. Confidence	13254.691	1	13254.691	33.471	0	0.002
5. School experience	8591.346	1	8591.346	21.695	0	0.001
6. School resources	6705.68	1	6705.68	16.933	0	0.001
7. Lack of agency	67092.642	1	67092.642	169.425	0	0.012
8. Attend & learn	123963.591	1	123963.591	313.037	0	0.021
Error	5764614.13	14557	396.003			
Total	28770339.3	14566				
Corrected Total	6238737.6	14565				
a R Squared = .076 (Adjusted R Squared = .075)						

[37] As a result of the delay in approval and sign off from TIE of the CAMFED Study Guides, CAMFED worked with MoEST to purchase additional curriculum textbooks for the 5276 schools. This was done to improve the student-text book ratio.

Table 57: Parameter estimates – SeGRA

Dependent Variable:	SEGRA score out of 100						
Parameter	B	Std. Error	t	Sig.	95% Confidence Interval		Partial Eta Squared
					Lower Bound	Upper Bound	
Intercept	39.342	0.165	238.603	0	39.019	39.665	0.796
1. Language barriers	-2.373	0.165	-14.381	0	-2.696	-2.049	0.014
2. Poverty	-3.084	0.165	-18.709	0	-3.407	-2.761	0.023
3. Family	1.516	0.165	9.198	0	1.193	1.839	0.006
4. Confidence	0.954	0.165	5.785	0	0.631	1.277	0.002
5. School experience	0.77	0.165	4.658	0	0.446	1.094	0.001
6. School resources	0.678	0.165	4.115	0	0.355	1.001	0.001
7. Lack of agency	-2.145	0.165	-13.016	0	-2.468	-1.822	0.012
8. Attend & learn	2.912	0.165	17.693	0	2.59	3.235	0.021

Table 58: Status of students – factor analysis

Status of students	Component Score Coefficient Matrix							
	1. Language barriers	2. Poverty	3. Family	4. Confidence	5. School experience	6. School resources	7. Lack of agency	8. Attend & learn
Disability Status of Students	-0.025	0.072	0.015	0.014	0.069	-0.059	**0.276**	-0.151
Orphanhood status of students	-0.010	0.033	**0.379**	-0.018	-0.026	0.071	0.072	0.032
Students living with both parents	0.003	0.041	**0.495**	0.004	-0.001	0.013	-0.002	0.015
Female headed households	0.019	0.041	**0.449**	0.003	0.000	0.007	0.002	-0.022
Absenteeism - dating and partners	0.006	-0.037	-0.014	0.046	-0.086	0.062	-0.104	-0.014
Parents ability to pay school fees	-0.037	0.173	0.076	0.020	0.062	0.109	0.083	0.184
Household income status	0.009	**0.329**	-0.025	0.014	-0.104	0.123	0.082	0.064
Roofing material type	-0.030	**0.358**	0.063	-0.009	0.061	-0.231	-0.167	-0.095
Wall material type	-0.011	**0.415**	0.043	-0.025	-0.020	-0.144	-0.122	-0.074
Meals frequency	-0.019	**0.329**	-0.027	0.029	-0.084	0.219	0.123	0.093
English as the language of instruction	**0.278**	-0.064	-0.024	-0.054	-0.114	0.165	0.151	0.067
Use of LoI other than English	**0.457**	0.031	0.019	0.079	0.064	-0.150	-0.141	-0.054
Difficulty with Language of Instruction	**0.515**	-0.030	0.008	0.043	-0.012	-0.034	-0.025	-0.009
Attendance 85% of time	-0.006	0.002	-0.009	-0.027	-0.016	-0.113	0.132	**0.580**
Safety at school	-0.007	-0.031	0.012	-0.021	0.235	0.101	0.138	-0.068
Adequacy of seats at school	-0.035	-0.017	0.023	-0.020	0.122	**0.457**	-0.040	0.057
Student decide when to play	-0.031	0.003	0.028	0.058	-0.017	-0.063	**0.660**	0.070
Adequacy of teachers at school	-0.021	-0.003	0.037	0.071	0.008	**0.520**	-0.045	-0.124
Absence of teachers at school	0.026	-0.047	0.027	-0.110	0.066	0.040	**0.260**	0.025
Teachers welcome students	-0.009	-0.026	-0.010	0.052	**0.390**	-0.001	0.012	0.026
Teacher treatment of boys and girls	0.026	-0.019	-0.005	**0.376**	0.016	0.041	0.021	-0.110
Confident answering questions in class	0.001	0.056	0.019	-0.063	0.071	0.059	**-0.367**	**0.538**
Would like to continue studying	-0.029	-0.031	-0.007	0.079	**0.320**	**-0.313**	0.121	0.148
Choices about studies affect future	0.028	0.030	0.016	**0.313**	0.061	0.015	-0.010	0.054
Can describe thoughts to others	0.049	0.017	0.002	**0.273**	-0.075	-0.002	0.088	**0.301**
Work well in a group with other people	0.063	-0.013	-0.013	**0.404**	0.028	0.032	0.103	0.046
Can organize my peers or friends	-0.016	0.033	-0.005	-0.027	**0.362**	-0.012	0.021	0.079
Often feel lonely in school	0.011	-0.006	-0.019	**0.351**	0.017	-0.040	0.015	-0.222
Ask the teacher if don't understand	0.026	-0.047	0.027	-0.110	0.066	0.040	**0.260**	0.025

6.1.3 IO1 Indicator 1.2 Beneficiaries', teachers' and parents'/guardians' perceptions on barriers to attendance and what has led to improvement in attendance

This section examines the most common barriers that were identified during the qualitative discussions during the midline research. These include:

- Cost of education
- Distance to school
- Transportation
- Insecurity on journey to school
- Toilet / WASH facilities

Cost

Despite fees for ordinary level secondary education (Forms1-4) being abolished in 2015, the cost of education remains a significant barrier to attendance. In the qualitative discussions students discussed how they are required to wear full school uniform and to purchase exercise books and other stationery. In some schools they stated that they are also required to pay fees for food, non-government employed Maths and Science teachers and extra classes.

It was reported by students in all schools that not having the appropriate uniform and other school requirements can cause absence from school, students want to avoid the punishment and shaming they may be given by teachers; there is also the possibility of being both punished and sent home.

The items provided for direct support to marginalised girls are perceived to have improved their attendance. *"There is not a problem with attendance. There are some changes because… there were just a few students who would not come to school due to the challenges they have. After they have been getting the items provided by CAMFED, they are now attending."* (FGD with teachers, Shinyanga)

Girl receiving bursary support during FGD (Shinyanga): impact of having no uniform and other items on attendance. Students have missed a lot of days from school because they don't have shoes, uniforms or exercise books. If you come to school without shoes or uniforms you get punished and sent back home. If you don't have exercise books you aren't able to write all the notes, and if the teacher finds out you get punished. You can get corporal punishment, watering the garden or sent back home. One girl was beaten and sent home for not having proper shoes and wearing slippers (flipflops).

Girls receiving direct support also report that the provision of uniforms, exercise books and sanitary pads, which their caregivers may not be able to afford when needed, enables them to attend school regularly, "*sanitary pads help me not to miss my studies, I don't miss my lessons because of menstruation like I did before*". Others stated that apart from absence for illness, they had not been absent from school since receiving the bursary items, "*because all the needs we lacked we now have.*" One Ward Officer commented on this saying: *"previously a girl may have a torn skirt and she would sit at home for more than two weeks thinking how she could go to school, afraid of being laughed at.*"

Non-bursary marginalised girl during FGD (Singida): Our parents want us to come to school. They find it hard to pay the money for science and maths teachers (Tsh3000 per month); and for food on Mondays to Thursdays (Tsh7000 per month) and to buy uniforms.

A number of schools have begun to provide food for students to enable them to stay for extra studies in the afternoon. In some schools where this takes place, students are not allowed to take their own food but must pay for the school provided food. Students who cannot afford the fees for food must go hungry or rely on food shared by their friends. They reported going hungry at school all day then returning home to find no food for them to eat, with this sometimes causing them to miss school the following day because of hunger.

> *"Life is very difficult because of hunger, if they stay hungry they can't study well, so sometimes they fail going to school because they are starving and this causes sickness. My girl in Form 3 has to contribute for the food, but if I do not have money she doesn't eat at school. We are not having any business to give us profit for the children to eat. There are no jobs; we are looking for jobs in different areas. Our children say to us, 'maybe we should do small business to get us something to eat. When we are at school we cannot even understand our teachers because of hunger'."* (FGD with PCG of girl receiving bursary, Shinyanga)

In schools where students were required to pay fees for extra classes or for Maths and Science teachers, some reported receiving corporal punishment for non-payment of fees but none reported that they were excluded from these classes. However, they did report that teachers would constantly remind them of the need for payment so that they felt bad.

Distance to school

Even within a peri-urban setting girls have long distances to travel to school which often causes them to arrive late. Many girls walk for 2 hours to reach school and their journey takes even longer during the rainy season. This means students can spend 4 hours a day walking to and from school; this often causes students to be late for school which can increase their likelihood of non-attendance because of the punishment they are given for coming late.

Girls receiving bursary support in Nyamagana said that if they are late, *"we are beaten, or we are given other punishment. They (teachers) may tell you to go back home and bring your parents, but you may find the parents are not at home, so you just stay home until tomorrow. And if you wake up late you just stay at home to escape the punishment."* In Shinyanga, marginalised girls also said that, *"we live far away from the school, so waking up and preparing takes time plus the distance to school which makes us arrive late. It becomes hard to come to school as when we reach to school we get punished, so we go back home when we are late to reach at the gate."*

Teachers are aware of the challenges that students have in coming to schools on time because of the distance they travel, *"Some girls they live far. Some of them they miss the first period because they came late and they fail to get that knowledge which teacher has taught."* (FGD with teachers, Singida) However, although teachers may be aware of the challenges girls have, they still punish them: *"We are walking a long distance from home to school and when we are late to school we are punished by teachers."* (FGD with girls receiving bursary support, Shinyanga) *"Teachers tend not to understand the reasons of why we came late to school. Once we tell them we are late because of long distance from home to school, teachers will beat us if we argue with them."* (FGD with boys, Singida)

Teachers believe the provision of bicycles has had a big impact on girls' attendance: *"Previously they were not happy. Right now, in class they are happy, they are really enjoying the whole process of teaching and learning. Previously they didn't have that because they had a lot of challenges that they were facing. Previously they leave their home in the morning on foot – a very long distance. But now they have got bicycles. They come early, they also attend their classes early, and they also go home early. So, they are very happy. They are enjoying the class."* (FGD with teachers/Shinyanga)

Transportation

To encourage school attendance and overcome some of the costs associated with going to school, the Tanzania government passed a policy by which students pay half of the bus fare. Students who received bus fare money through CAMFED support reported that it was very helpful to their parents who found the bus fare very costly. Girls also reported that previously they had sometimes been absent from schools because parents could not afford the fare. They felt that the bus fare and the sanitary pads were the most important items of support: *"Bus fare and pad because when you don't have you cannot come to school for some days but because now we have these things we can attend school."* (Girl receiving bursary support, Ilala)

However, students who need to take transport to school face additional challenges. Apart from the challenge of finding the payment for transportation to school, students are often refused entry to 'dala dalas' or buses because of the reduced fare they pay, this causes them to be late for school and often results in punishment. Because of this, students may decide to go home and not attend. Demand for seats in the dala dalas is high in peri-urban areas and bus conductors make their money based on the fares from passengers, thus preferring adult passengers who pay higher fees. *"The school has no hostel for the students who stay a long distance from here, so we come late to school. It can take two buses to reach here, and there is only one bus that comes on this road and that bus takes a long time to reach here. You may reach at the station at 6:00 am but you reach here at 8:00 am because it doesn't take only students it picks also other people. And older people are the one that has to enter first, then in the end it is when students are allowed to enter."* (Girls receiving bursary support, Nyamagana)

The pressure on girls living in poor families is such that girls in one school reported that the money they are given for bus fares is sometimes used for other things. One girl said that she sometimes gave her bus money to her grandmother and that others also gave the money to their parents in order to buy food and that when the bus money is finished they 'just sleep at home'. However, a Teacher Mentor felt that the provision of bus fares has enabled students to attend school more regularly. *"The second thing that has motivated my students is the availability of bus fare to school. There were kids who didn't attend school they would give the reason of not having the bus fare. They often used this excuse to skip school. They say, 'Teacher I couldn't have afforded bus fare, my parents said they didn't have any money.' These kids are coming from Boswell, it is far to the district of Ilemela. How can the kid get here? But for now, they attend school due to having a bus fare".*

Insecurity on journey to school

Both the distance and the route that girls take on their journey from home to school remains a serious problem for their safety and security. Girls report that they feel unsafe on their journey to school and from school; this is confirmed by their primary care givers, teachers and HoS as well as other stakeholders at district level. *"Most of our girls are adolescents, most of them get seduced as they walk long distance and as you can see most of them come very far from here"* (Teachers, Tabora)

The strong desire to stay in school combined with the challenges of attending school regularly means that many girls are at risk on their journey. Girls reported that boys and men would attempt to seduce them through offering gifts and transportation, and that many girls would agree to the offers, *"most of them agree …. because of economic issues some of them have no money to fulfil their needs and that is why they agree to those boys."* (Marginalised girls, Shinyanga). Receiving support from CAMFED has enabled girls to continue in school and strengthened their ability to deny these approaches: *"If I hadn't got a CAMFED bursary I would be in temptations and give boys (conductors of buses, motorbikes and drivers) favours in order to get some money to go to school." (Girl receiving bursary support*, Nyamagana).

CDC member during FGD, Tabora

The solution is to construct dormitories for the students because when they stay here at school it will be easier for them not to be seduced or annoyed in the streets, when they stay in one place the students will be safe.

But the other solution is the parents; the parents should be aware of the student's education and provide them with their basic needs. When you just leave a girl in the street without giving her the things she needs for school or other home needs, they will be seduced. They will be convinced by other people to get men so that they can provide for them.

District government officers are aware of these challenges faced by students, *"There is a time girl does not have an exercise book or there is a fault in her uniform but when she tells her parents they may take it lightly by responding, 'I do not have the money, go to school with that faulty skirt. If the girl meets a boy who is flirting with her, she might be seduced expecting he can provide her with money she can use to buy her exercise book or skirt. In the girl's mind, she thinks she is doing the right thing but it may lead to pregnancy which is one of the reasons to be disqualified from school. So, if there is a chance of any organization to help, they should focus with school girls to prevent them from being lured into sex". (Ward Officer, Nyamagana).*

The CDC in Tabora suggested that dormitories may support increased attendance and reduce the challenges faced by girls on their journey to school. However, in common with some other stakeholders, they appear to have little understanding of the challenges that many of the poorest parents have in providing for the basic needs of their daughters to enable them to remain in school, or of the fact that corporal punishment is often given to students whose parents cannot provide them with what they need for school.

Toilet/WASH facilities

Being provided with sanitary pads has made it easier for girls who received CAMFED bursaries to come to school during menstruation, and many schools also have a system of emergency provision of sanitary pads for girls who find they need them while at school.

However, challenges remain. Many girls are absent from schools a few days of each month because of menstruation. Inadequate toilet facilities are a problem for girls when they are menstruating. There is usually no water for girls to clean themselves and they worry about getting blood on their uniform. They have nowhere to wash the traditional cloth pads when they get dirty or anywhere to dispose of their used sanitary pads. Some toilets have no doors so other girls can walk past while they are changing pads etc. and this along with other issues of lack of privacy deter girls from attending when they are menstruating.

Marginalised girls who do not receive bursary support identified some of the challenges they continue to face: **"***You may find that a girl is in menstruation, but she doesn't have sanitary pads to wear so she puts a piece of cloth, but that piece of cloth can leak. That leads to being afraid in class because she has become dirty and you may find that there are boys in class, those boys see that girl has dirtied herself and they laugh at her and they can tell other boys that this girl has dirtied herself so you are afraid even to come to school every month when you are in menstruation cycle.*"

6.2 Intermediate outcome 2 - Economic empowerment

Table 59: Economic Empowerment - Intermediate outcome indicators as per the logframe

IO 2	IO Indicators	BL	ML Target	ML	Target achieved? (Y/N)	EL Target	Will IO indicator be used for next evaluation point? (Y/N)
Economic Empowerment In-School (Marginalised girls receive support to overcome cost as a barrier to education)	**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*	n/a	Lower secondary: 90%	97%	Y		Y
	IO Indicator 2.2 Annual dropout rate of girls in CAMFED partner schools attributed to pregnancy or early marriage	Not collected	Reduction by 10% over baseline (TBC)	0.4%	Y	Reduction by 15% over baseline (TBC)	Y
	IO Indicator 2.3 Engagement of community stakeholders in tackling early pregnancy and marriage (Qualitative). *Source: Interviews and FGDs with CDCs, community leaders, Learner Guides, PSGs and teachers on their levels of engagement to eliminate early pregnancy and marriage. Cross checked with CDCs committee meeting records.*	Community members express concern about teenage pregnancy and early pregnancy. Some Ward and Street Leaders encourage students to avoid pregnancy and advocate to parents to leave girls in school but most did not know what to do about teenage pregnancy and early marriage.	Qualitative research to assess the engagement of community stakeholders to tackle early pregnancy and marriage	Some activities are taking place, but need to be planned more systematically and engage with wider population to support local attitude change	Y	Qualitative research is completed to assess the engagement of community stakeholders to tackle early pregnancy and marriage	Yes, but suggest EL target is changed. The indicator for this IO should reflect the level of activities taking place rather than the research taking place.
Main qualitative findings							
• An important indicator as action needs to be taken – everyone is aware of the challenges that young girls and women face • Most current actions focus on the girls and how they can look after themselves, how they should behave • Some activities have begun to engage with the young men who harass the girls, but this needs to be a targeted campaign led by the CDC in its role of wrap around support.							
	IO Indicator 2.4 Beneficiaries' views on how the support received impacted on their likelihood of completing school (Qualitative). *Source: Interviews and/or FGDs with*	Beneficiary marginalised girls state that CAMFED support has made a significant difference to their life and life chances. All marginalised	Qualitative research is completed to assess the impact of the support	Each of the bursary support items impacted on different challenges girls faced in	Y	Qualitative research is completed to assess the impact of the support received on their likelihood of completing	Y

IO 2	IO Indicators	BL	ML Target	ML	Target achieved? (Y/N)	EL Target	Will IO indicator be used for next evaluation point? (Y/N)
	beneficiaries on how the support received impacted on their likelihood of completing school (baseline, midline and endline surveys)	girls in receipt of bursaries stated how the bursary had not only enabled them to stay in school but had significantly increased their determination to do so.	received on their likelihood of completing school	attending and thus staying in school. More needs to be done to improve their learning in school.		school	
Main qualitative findings							
• Uniforms not only help girls attend school, it also means they won't be beaten for wearing an item that is not proper uniform • Exercise books are probably the only reading materials they have for self-study, they are very important – and learners won't be caned for not having one • The solar lamps help them study in the evening (though the quality was said to be poor and many broke on first use) • Provision of sanitary pads means that girls can attend school even when menstruating, although there are still some challenges that remain regarding sanitation and hygiene – a menstrual cup may be an even better long term solution and is more environmentally friendly • Some girls were provided with food at school as part of their bursary provision; this enabled them to work all day, including extra classes, without feeling hungry • Bicycles solved the problem of long distances – until they get a puncture, girls need to know how to maintain their bikes. Some children, if they arrive close to the school late they go home rather than be beaten for being late • A reduction in corporal punishment would make school a much better place to be.						
	IO Indicator 2.5 Beneficiaries views on how the support received (Transition Programme and Start-Up grants) impacted on their economic security (Qualitative).	Not yet applicable	Not yet applicable	Not yet applicable	Not yet applicable	Qualitative interviews provide strong evidence of how grants received have impacted on their lives and livelihood	
	IO Indicator 2.6: Proportion of marginalised girls and young women supported under GEC who satisfy one or more economic empowerment criterion following school completion, with improved economic security following school completion	Not yet applicable	Not yet applicable	Not yet applicable	Not yet applicable		

Achieving economic empowerment focuses on the receipt of bursary support by students and improvements in learning outcomes which lead to improved prospects towards economic empowerment. Poverty remains a major barrier for the girls targeted in this programme and so bursary support through the provision of uniforms, sanitary pads or bus fares has had a major impact on those receiving it. This has supported girls to attend and learn through the school system. Dropout rates through pregnancy are much lower for bursary supported girls. Also, girls spoke about having confidence in class when they have proper sanitary pads. Bursary supported girls have a significant correlation to positive changes in SeGRA and SeGMA compared to girls in intervention districts.

This IO is a key link between *Output 1: Girls continue to the completion of junior secondary school and progress to upper secondary, further education, entrepreneurship or employment*, which includes activities, such as bursary support to enable girls to remain in school, and the *Transition Outcome: Girls from marginalised peri-urban communities benefit from a relevant, quality secondary education and progress from school to a secure and productive young adulthood.*

This IO is assessed quantitatively by the annual progression rate and retention of those marginalised girls who receive financial support; and qualitatively through the girls' reflections on the various ways in which the financial/bursary support has improved their life and life chances. In the final year of the project, the impact of GEC support to income generation will also be assessed.

6.2.1 IO2.1 Annual progression rate of marginalised girls receiving financial support

Table 60: Progression rates by district for in school marginalised girls

District	n	Progression Rate by district
Chalinze	2	50%
Ilala Municipal Council	1131	98%
Ilemela Municipal Council	751	94%
Iringa	1	0%
Kahama Town Council	426	98%
Kibaha	1	100%
Kigamboni Municipal Council	216	99%
Kinondoni Municipal Council	300	98%
Manyoni District Council	451	95%
Nyamagana Municipal Council	747	95%
Nzega Town Council	462	96%
Shinyanga Municipal Council	559	99%
Singida Municipal	576	97%
Tabora Municipal	754	98%
Temeke Municipal Council	280	99%
Ubungo Municipal Council	352	98%
Total	**7,009**	**97%**

Source: CAMFED monitoring data collected by Teacher Mentors.

This group is the 7009 female students categorised as direct learning beneficiaries that receive bursaries or direct financial assistance of fees, assets or bus fares etc. The data in Table 60 shows that across the districts, the levels of retention are high and the consolidation figure of 97% meets the 90% target. The low number of students in Chalinze, Iringa and Kibaha are due to some supported student beneficiaries identified by BRAC under GEC1 that CAMFED tracked in those areas. The very small number of students creates a disproportionately large percentage change in each of those places.

Table 61: Progression rates by age for in school marginalised girls

Age group	n	Progression rate by age group
Unspecified	3	N/A
Aged 12-13 (% aged 12-13)	57	98%
Aged 14-15 (% aged 14-15)	2422	98%
Aged 16-17 (%aged 16-17)	3677	97%
Aged 18-19 (%aged 18-19)	795	94%
Aged 20+ (% aged 20 and over)	55	94%
Progression rate for those with valid age	**7,009**	97%

Source: CAMFED monitoring data collected by Teacher Mentors (2019).

As expected, results show that it becomes harder to retain girls in school as they get older. In addition, the total number of girls in school is much less as girls get older. Therefore, in terms of actual numbers of girls, the greatest losses are between ages 16-17. However, the progression rate of all age groups exceeds the target of 90%.

6.2.2 IO2.2 Annual dropout rate of girls in CAMFED partner schools attributed to pregnancy and/or early marriage

Table 62: Dropout rate of pregnancy and early marriage (EPM)

	Total number of girls enrolled in CAMFED schools in 2018	Total Girls Dropped out due to EPM in 2019	EPM dropout rate
Ilemela Municipal Council	3084	2	0.1%
Kahama Town Council	3945	19	0.5%
Kigamboni Municipal Council	3072	5	0.2%
Kinondoni Municipal Council	4157	4	0.1%
Manyoni District Council	1816	24	1.3%
Nyamagana Municipal Council	692	3	0.4%
Nzega Town Council	1804	20	1.1%
Shinyanga Municipal Council	2238	16	0.7%
Singida Municipal	2641	4	0.2%
Tabora Municipal	3039	10	0.3%
Ubungo Municipal Council	4898	4	0.1%
Total	**31386**	**111**	0.4%

Table 62 shows the annual dropout rate in CAMFED partner schools attributed to early marriage / pregnancy. This indicator was introduced in March 2018 and data was collected in Term 1 2019 and so data was not collected at the baseline point. This will be measured again at endline but the targets should be adjusted to reflect the lack of baseline data. These results are extremely low and should be treated with caution. Pregnancy statistics are generally reflected in number of pregnancies per 1000. Tanzania has the seventh highest teen pregnancy rate in the world at 132/1000 (UNFPA, 2017). Teen (15-19) pregnancy rates in the UK was 18/1000 in 2018 (Nuffield Trust, 2019). By comparison, the rate identified through the CAMFED survey is 4/1000 which is around 3% of the Tanzanian average.

Interviews with students, teachers and care givers also indicated that pregnancy rates were low among girls in school. Data provided by HoS in schools visited showed that either none or only 1 to 2 girls who received a CAMFED bursary in each school have dropped out due to pregnancy since baseline. Interviews suggested that most pregnancies were among girls who were not attending secondary education. When girls dropped out of school the qualitative interviews found that Learner Guides and/or Teacher Mentor would follow up on the girls to find out why they had dropped out. There was no specific discussion on their support for girls found to be pregnant. However, where the girl was not pregnant the Teacher Mentor and/or Learner Guide would talk to the girl and her primary carer to encourage her to return to school. The qualitative team met with one girl who had dropped out due to pregnancy and the local CAMA group had plans in place to support her to attend vocational college at the start of the next intake.

6.2.3 IO2.3 Engagement of community stakeholders in tackling early pregnancy and marriage

In discussing early marriage and pregnancy, it is important to look at the context within which this is happening, to identify the reasons why girls may become pregnant or marry. The interviews with girls indicate that they suffer high levels of sexual abuse, harassment and exploitation on a daily basis on their journey to and from school. The girls described how boys and men would offer free lifts or gifts as a means of seducing them. Most of the perpetrators would be street boys, i.e. boys who are out of school with no fixed work, 'boda boda' or motorcycle taxis and dala dala, the drivers of shared minibuses. Others said that boys and men harassed them by calling them names and saying rude things about them. In some cases girls felt afraid of being raped, particularly when they are alone in a remote spot. The stories of the girls' experiences are described in more detail in the section discussing sexual and gender based violence. However, understanding the context enables us to see that action is needed to increase the safety and security of girls which goes beyond the education of girls in sexual health and self-awareness and needs to tackle the attitude and violence of boys and men who take advantage of the girls.

The local community has identified the challenges that girls face and are taking some steps to both address the problem behaviour of boys and men and to raise awareness of the young women. Many PSGs are active in educating students and parents about how girls can protect themselves from the dangers they face. Some also approach the boys and men to try to change their behaviour. Ward Officers and Street Leaders are also meeting with the boda boda boys and others to try to change their behaviour.

> *"We usually talk with students and advise them to help each other if they see their fellow students being humiliated, we have told them to report to us so that we can help that student. Also, girls must know their value and not be tempted by boda boda drivers. Our street leader has put some people to manage those boda boda boys in their parking area to oversee their behaviour, if one of them shows bad behaviour we usually punish them and others have been jailed. We also oversee the girl's behaviour and report them to their teachers if they show bad behaviour, for example roaming around with boda boda drivers".* (PSG, Singida)

> *"We as parents talk to the boda boda and the bicycle riders to focus on their business and let the girls get their right to education, so that they can have their better future".* (PSG, Shinyanga)

The PSG in Shinyanga has not received any funding or training from CAMFED but they are supported in their activities by the Teacher Mentor and the HoS. Every Friday they go to school and talk to students and counsel them to avoid pregnancy and the use of drugs. They divide themselves across the classes with two going into each class. They have a good relationship with the girls and encourage them to ask for help and meet with parents to help the girls. They work closely with the Teacher Mentor in the school, as explained by one of the members, *"we also told the Teacher Mentor that if the (CAMFED) beneficiaries and those supported by the PSG, if they don't come to school she should report to us so we can make a follow up on them. When we follow-up on those students we find out the reason for them dropping out, whether it's pregnancy or it's the parent who made the decision".*

The Ward Officer in Singida also explained, *"There are meetings which are conducted at the street level. So when we talk to them (boda boda riders) we tell them that those are your small sisters do not impregnate them, you should wait for them to finish their studies. We give them warning that if they impregnate a girl they will be sentenced for 30 years. So that's why they do it very secretly because they know".* The Tabora Street Leader committees are also active at night to monitor the groups of youth and ensure the safety of girls.

> *"In Shinyanga there are many people coming from outside the district as there is an army camp and two colleges near the town. There is a ward development committee which comprises the head of the army, the heads of the TVET College and Community College. This committee follows up on any problems that the soldiers or students cause for students. They also give talks to these groups about their behaviour".* (WO, Shinyanga)

Ilala CDC reported that protecting a child's rights is often hampered because parents won't cooperate and give information to the police if a girl is sexually assaulted, the girl is also told to keep quiet. In response to the challenges girls face from harassment by bus drivers and motorcyclists the CDC in Tabora suggest that the solution is dormitories because then the girls will be safe and *"not seduced or annoyed in the streets".* They also placed responsibility on the parents, saying they should, *"be aware of the girl's education and provide them the basic needs because when you leave girls in the street without giving them the things they need for school or other personal needs they will be seduced and get inspired by other people to get men so that they can provide for them".* This is a statement that takes no account of the ability of many poor families to provide for all the needs of their daughters. The CDC also said that activities take place in the school and community to educate parents, teachers and students about the dangers of early pregnancy. Ilala CDC also reported that as a result of CAMFED's seminars with the PSGs, *"some of them have started to work in streets for example when they see a child roaming they tend to ask, 'Where are you going? Why are you here in unsafe place at this time?"* Because of the training at Ward level, *"everyone has been aware that the responsibility of protecting a child is not of a single person, but is for all people, … something which was not there initially".*

In response to the challenges girls face from harassment by bus drivers and motorcyclists, the CDC in Tabora suggests that the solution is to remove the girls from the danger. They identified a need for dormitories because then the girls will be safe and *"not seduced or annoyed in the streets".* They also placed responsibility on the parents, saying they should, *"be aware of the girl's education and provide them the basic needs because when you leave girls in the street without giving them the things they need for school or other personal needs they will be seduced and get inspired by other people to get men so that they can provide for them"* They also discussed the activities that take place in the school and community to educate parents, teachers and students about the dangers of early pregnancy.

6.2.4 IO 2.4 Beneficiaries' views on how the support received impacted on their likelihood of completing school

From the discussions with girls, both those receiving direct support from CAMFED and those that do not, it is apparent that many of the girls that are in school are there despite the many challenges they face. Some of these challenges are the financial challenges of PCGs who want their girls to remain in school; but some girls live in an environment where there is a lack of care and support and they face a daily battle with abuse and neglect. All the girls interviewed, both those who receive direct CAMFED support and those who do not, were strongly motivated to stay in school; they can describe the occupations they want to pursue when they finish school and know what is needed to achieve that. For those girls whose PCGs do not want them to be in school, it is hard to see how they would be able to or could continue without bursary support.

Many girls talked about the challenges they have when their parents' divorce; who takes responsibility for them is often a big factor in whether or not they are encouraged to continue in school. The receipt of bursary items has been a big factor in enabling them to stay in school.

Girls want to finish their education despite the many challenges they face, the bursary support they receive makes that more possible. "My father left my mother and rejected me, my mother took me and I stayed with her up to standard 3. My father took me again and took me to another school. I stayed with my father until I finished standard seven and I didn't see my mother. My father married another woman, first that woman loved me but later on she changed, she wanted me to help her to work as a 'mama ntilie' (a woman cooking food on the street). My grandmother insisted I should study hard to reach my goals and show her that I am a good child. After I finish standard seven the result come out and I passed, I got division 3.23. My mother called and I told her had passed the exam and she said congratulations and that she thought I would not pass because I am not smart enough to pass. I felt so bad and I said I will work hard to show her that I am smart, and my mother told me not to worry. After I get the support from CAMFED I am free, I get all I need. I am staying with my grandmother now." (FGD with girls receiving bursary support, Ilala)

All girls spoke about the professions they wanted to follow, most of these required them to complete Form 6 and continue to higher education. But those receiving the bursary will be better placed to achieve their goals as the support they receive not only helps them to stay in school but also provides the opportunity for the increased performance they need to progress to the next stage of their education.

Students feel that the provision of exercise books and solar lamps can help to increase their performance. "*The teacher comes in class and explains about something but you cannot catch all the points at once, but if you have an exercise book you will have the notes to read which will help you in exams. So the exercise books help to boost performance.*"

Not having exercise books can also lead to dropout, as one girl explained, *"the teacher wants you to write the notes and if you don't have an exercise book you end up being caned by the teacher, so you become afraid of coming to school so students end up dropping out of school."* Thus, something as simple as having an exercise book can have a big impact on both a girl's performance and whether or not she remains in school.

The provision of solar lamps is also seen by students as a means to improve their performance, as explained by one student during a FGD: *"at home we were using candles to study so if there's no money to buy candles it forces you to sleep without studying. But with solar it helps to boost our performance because you can study every night."*

Impact of Period Poverty on Learning

"When you are menstruating and you are wearing a pad, you will stand confidently to ask a question or to answer a question. But let's say you do not wear a pad but you wear cloth instead. You will not be confident, because even if the blood will not be seen you will ask yourself if the cloth is still in place still or if it went to the side. So you will not stand, you will stay seated, you won't ask the question, you won't answer the question and you will not understand. You will just get beaten and the teacher will tell you that you are rude, which you are not, but he/she doesn't know what problem you are facing. But if you wear a pad it helps you a lot, since you will stand confidently and walk confidently in front of the teachers, in front girls and boys. So it's a big help." (Girl receiving bursary support, Nyamagana)

The provision of uniform is also important in enabling girls to attend school. Girls receiving bursary support, in Shinyanga said that previously they had missed school until their parents found money for uniforms; also, if they went to school without the full uniform they would be punished and sent home. Girls in Singida suggested that girls whose parents cannot find the money to buy the items their children need for schools often have to find work or it may result in, *"early pregnancies as a result of temptations from people with good financial status."*

Teachers interviewed at midline reported that the biggest change related to the provision of bursary support for girls is that their attendance has improved and in some cases there has been a small improvement in performance. Some teachers also acknowledged changes in all students as a result of the MBW programme. Teachers in Singida suggest that the MBW programme impacts on all students attending, *"they understand themselves they know how to have self-awareness and how they can meet their goals compare to those who don't get this programme. … There is self-awareness so there is good behaviour; they know they are in school to study so they don't engage in misbehaviour."*

6.3 Intermediate outcome 3: Life skills

Improved levels of confidence and self-esteem are important for marginalised girls' academic achievement, as well as for their protection, wellbeing and transitioning through school and on to future career/income generation. Achievement of this IO is therefore essential as a stepping stone towards achieving the outputs.

This IO is assessed quantitatively by changes in the life skills index and the attitudes to learning assessment and qualitatively through marginalised girls' perception of their increased self-efficacy and self-esteem, as well as their aspirations for the future (Table 63). CAMFED aims to achieve improvements in the self-esteem, self-efficacy and self-confidence of marginalised girls and young women. Within CAMFED's ToC, the MBW programme is taught by the Learner Guides to students in school and is intended to increase the self-esteem, confidence and agency of marginalised girls and improve their academic performance. The data source for this indicator is the questions in the students' survey on life skills and self-esteem and the qualitative interviews with girls and Learner Guides.

Girls' levels of self-esteem and confidence have increased since baseline however as girls have got older between baseline to midline, they have also become more self-conscious and report feeling more nervous in front of people as is commonly experienced by girls as they progress through adolescence. However, girls consistently reported increased levels of self-awareness and confidence, often attributed to MBW resources.

Girls often feel they lack the necessary support to do well in school and struggle to ask for the support or help they need from teachers or parents. Despite these results, girls reported:

- a strong desire to do well in school and progress to further education opportunities
- high (and for many students potentially unrealistic) aspirations for their future, e.g. doctors, nurses, judges, engineers, accountants
- being able to work well with and organise others
- increased confidence to express their views and make decisions that affect their lives
- increased self-awareness

Table 63: Life Skills - Intermediate outcome indicators

IO	Indicators	Baseline	Midline Target	Midline	Target achieved? (Y/N)	Endline Target	Will IO indicator be used for next evaluation point? (Y/N)
Life Skills	**IO Indicator 3.1** Level of self-esteem, self-efficacy and self-confidence among marginalised girls *Disaggregated by age, district and disability (by type and severity). (Attitudes to Learning tool and FM's Life Skills Index).* *Source: FM Life Skills Index and CAMFED's Attitudes to Learning assessment tool, administered to the tracked cohort during the baseline, midline and endline surveys*	**Life Skills** Learning to Learn 75% Learning for Life 74% Agency 90% Total 80% **Attitudes to Learning** scores for marginalised girls on Involvement, Reward and Adjustment Involvement: 496.25 Reward: 492.44 Adjustment: 494.62	**Life Skills** 80% 80% 90% 85% **ATL:** 516.25 + 512.44 + 514.62 + (+ change measured in comparison group)	**Life Skills** Learning to Learn 70% Learning for Life 86% Agency 88% Total 82% **Attitudes to Learning** scores for marginalised girls on Involvement, Reward and Adjustment Involvement: 502.86 Reward: 471.12 Adjustment: 507.90	**Life skills:** No No Yes No No **ATL:** No No No No	**Life Skills:** Learning to Learn: 85% Learning for Life: 85% Agency: 90% Total: 88% **ATL:** Involvement: 516.25 + Reward: 512.44 + Adjustment: 514.62 + (+ change measured in comparison group)	Y
Main qualitative findings							
	• The MBW programme is highly regarded by girls, and boys who participate as well as teachers • Most students talk about having self-awareness and teachers describe them as having more confidence, • Many other students would like to participate in the MBW classes						
	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*	CAMFED bursary girls who were interviewed were clear that they were determined to remain in school and complete. Other marginalised girls stated that they want to stay in school but were unsure	Marginalised girls have increased and realistic perceptions of their ability to succeed in the next stage of their transition.	All girls have a strong desire to stay in school until they complete F4. The girls who receive bursary support are aware that they will be supported and want to continue their education beyond F4. The	Y	Marginalised girls have increased and realistic perceptions of their ability to succeed in the next stage of their transition.	Y

IO	Indicators	Baseline	Midline Target	Midline	Target achieved? (Y/N)	Endline Target	Will IO indicator be used for next evaluation point? (Y/N)
	Source: FGDs and/or interviews with marginalised girls on their perceptions on their ability to succeed in the next stage of their transition	whether their parents could continue to afford to provide all the necessary support for them to remain in and complete school.		marginalised girls without bursary support have high aspirations and want to complete F4. They also have aspirations for work that requires a degree but are less secure about achieving it.			
Main qualitative findings							
• Girls have a strong desire to stay in school and most identify future employment that requires a degree; however, senior secondary schools and colleges nationwide only have enough places for between 40-50% of the school leavers at end of Form 4 • Very few employment opportunities for Form 4 graduates and a Form 4 and Form 6 graduate are likely to be applying for the same level of jobs							

6.3.1 IO3.1 Level of self-esteem, self-efficacy and self-confidence among marginalised girls

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

Attitude to learning

Results (Figure 13) show small improvements (1.1 percentage point) in marginalised girls feeling confident answering questions in class which was already at a high level of 91.7%. Comparison districts show greater improvements for confidence answering questions in class but from a lower base, a 4 percentage point increase from a baseline of 87.3%.

There was an increase in both girls getting nervous when having to read out loud to others and doing maths in front of others. In intervention areas, there was an increase of 5 percentage points for girls getting nervous reading in front of others and 14 percentage points for getting nervous doing maths in front of others. In comparison areas the increase was higher at 9.6 percentage points for reading and 17.2 percentage points for maths.

These increases may be indicative of the age of girls and their increasing level of self-consciousness in front of their friends, boys and teachers rather than any changes in the behaviour of these other groups. It is possible that these results also relate to girls being scared to draw attention to themselves for fear that teachers may notice something wrong with them and so punish them. Girls interviewed at midline in numerous schools reported that they were often scared to answer questions or participate in class because it usually meant they have to stand up and teachers may then realise something wrong with their uniform, that they have leaked on their clothes during menstruation, or that they do not have an exercise book for example. Girls also said they were scared of answering questions in class for fear of getting them wrong as some teachers punished or ridiculed them if they did. (Nyamagana, Tabora, Singida).

Figure 13: Attitude to learning *(agree strongly / agree slightly)*

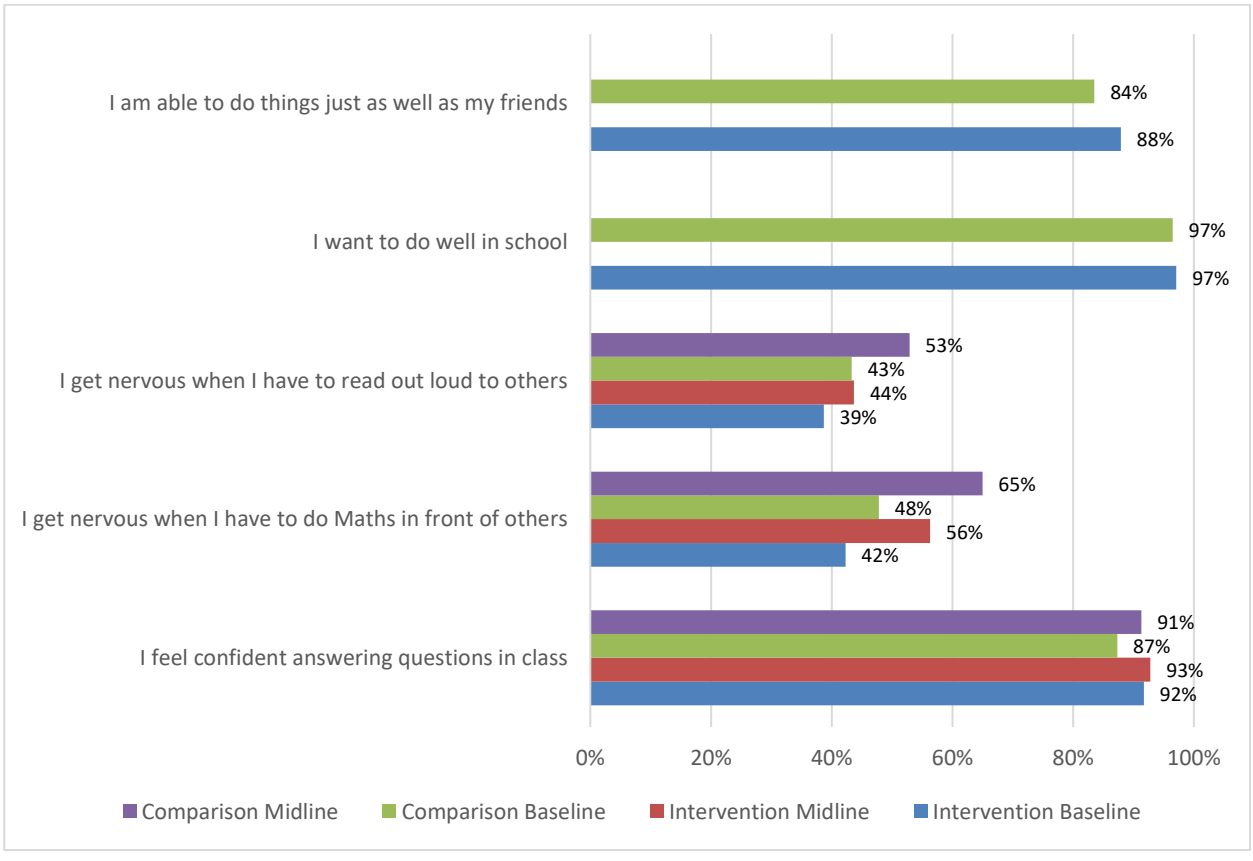
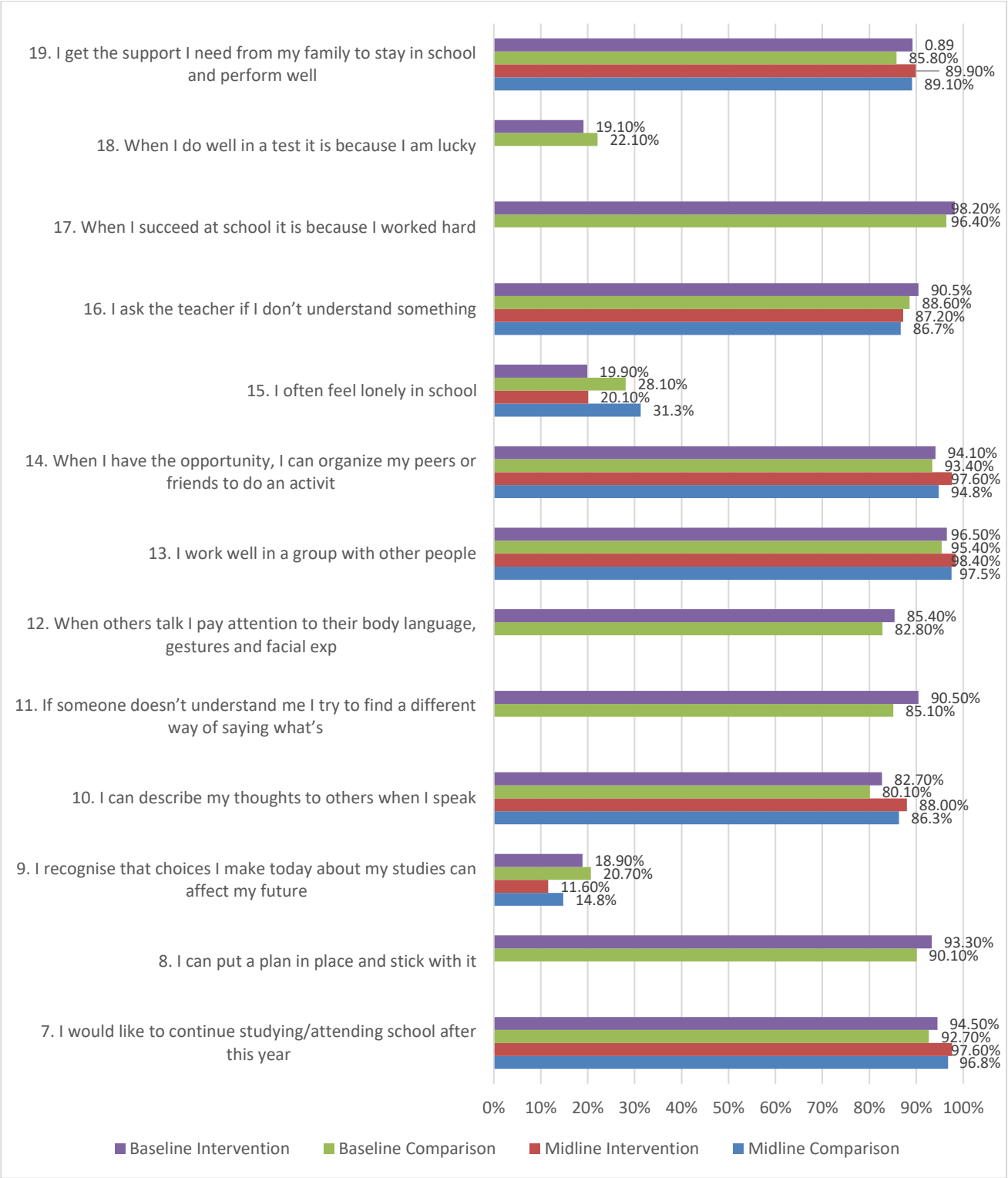


Figure 14: Learning for Life *(agree strongly / agree slightly)*



Results from the Learning for Life questions (Figure 14) show there were improvements in the following areas between baseline and midline for marginalised girls in the intervention districts:

- I would like to continue studying/ attending school after this year;
- I can describe my thoughts to others when I speak;
- I work well in a group with other people;
- When I have the opportunity, I can organize my peers or friends to do an activity

This suggests that girls' confidence has increased in some key areas from baseline to midline, despite increased feelings of nervousness and some increased concerns about performance compared with peers. Girls indicated that they generally enjoyed being at school with more girls at midline reporting that they would like to continue studying.

It is interesting to note that similar improvements are seen for comparison districts, all with slightly higher increases than intervention districts except for, 'When I have the opportunity, I can organise my peers or friends to do an activity'.

Areas that saw reduction in levels of confidence for girls in the intervention were:

- I recognise that choices I make today about my studies can affect my future
- I ask the teacher if I don't understand something
- I often feel lonely in school
- I get the support I need from my family to stay in school and perform well

These results were also mirrored in comparison districts. Higher reductions than comparison districts were seen in:

- I recognise that choices I make today about my studies can affect my future
- I ask the teacher if I don't understand something.

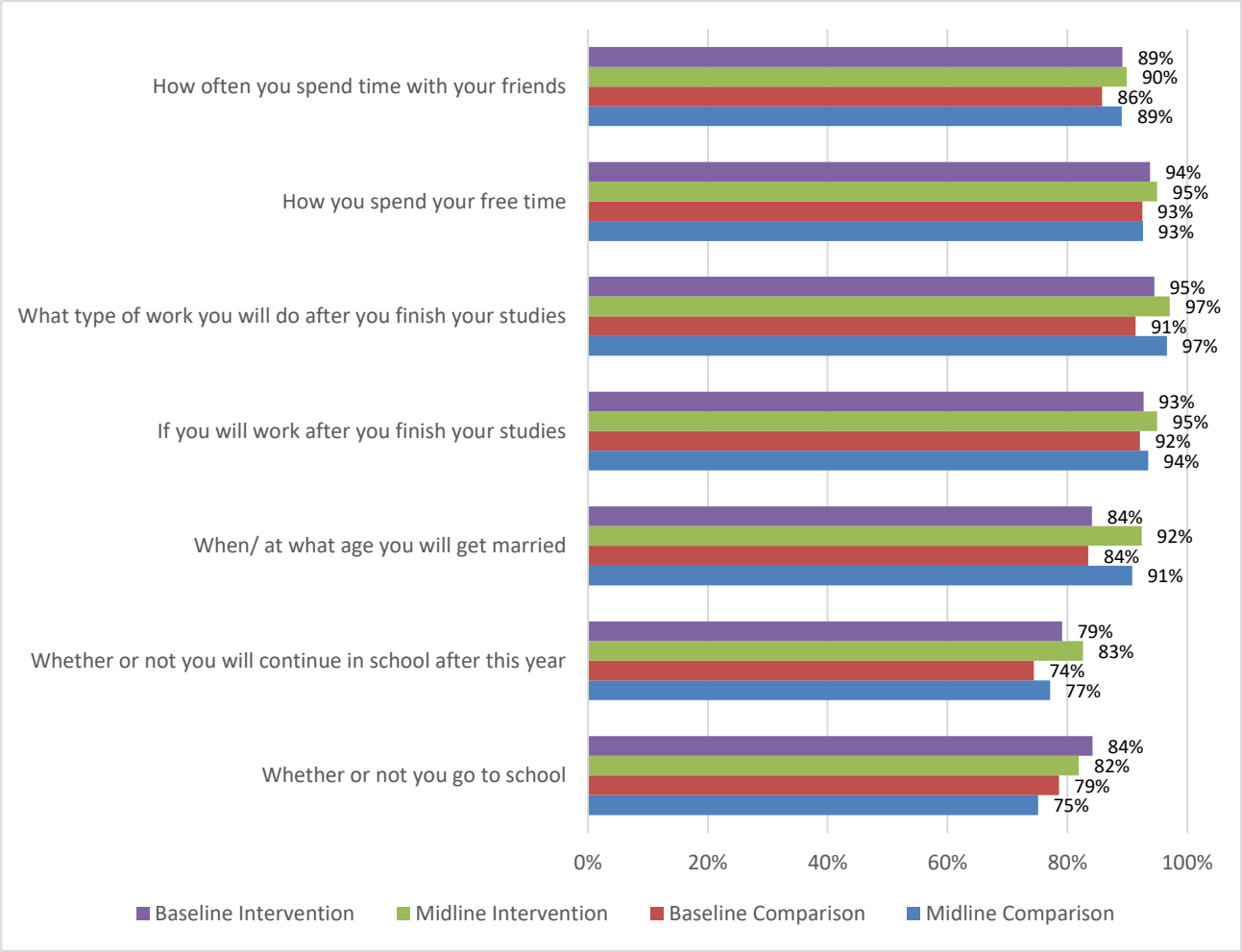
Comparisons areas saw greater reductions in, 'I get the support I need from my family to stay in school and perform well.' This might indicate that community support structures in intervention areas are having a positive impact, compared with comparison areas without these supports.

These results show that girls do not feel like they have the necessary support or feel able to ask for it so they have deteriorated since baseline. Results show that girls struggle to realise the impact of their education on their future with a 7.3 percentage point reduction in girls from intervention districts agreeing that 'I recognise that choices I make today about my studies can affect my future' from baseline to midline. This reduction is lower for comparison districts at 5.9 percentage points.

However, again, regardless of some reductions in positive perceptions about the support for education and perceptions of its value, the learning scores were significantly higher at midline compared with baseline. This points to other factors being more important than confidence. For instance, household characteristics, attendance and language barriers are important factors examined in depth in Section 6.1.2.

Overall, then, we see a nuanced picture, with evidence of increased confidence in being able to answer questions alongside more nervousness about reading aloud or doing maths in front of others. There is more confidence in working in a group but less confidence about support from teachers, friend and family. These patterns are observed in intervention and control areas, indicating that the intervention may not be able to fully tackle the loss of confidence that advancing adolescence appears to bring.

Figure 15: Girls' Agency *(I decide / I decide together with my family)*



For questions on agency (Figure 15) for marginalised girls, improvements are seen for both intervention and comparison students for all questions except the decision on, 'Whether or not you will go to school,' where similar decreases were seen in both groups. Notable improvements in levels of agency are seen for, 'When/ at what age you will get married for both intervention,' (84-92%) and comparison groups (84-91%).

These results show that from baseline to midline, girls feel that they have more of a say in how they spend their time and decisions for their future, particularly regarding what age they will get married. This may indicate an easing in family pressure for girls to get married at a certain time and girls having the agency to choose which paths they would like to take.

Attitude to learning

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

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

Involvement This assesses the degree to which a student perceives their teachers to be personally interested in their progress; the extent to which the teachers are involved in addressing obstacles to learning; and the extent to which the teacher creates a classroom environment that is conducive to learning. Higher scores in this subscale reflect the perception that teachers are more involved in a pupils' academic experience.

The questions used to construct this sub-scale were: 1. My teachers always mark my homework; 2. My teachers regularly give us homework; 3. I would like more help with my homework; 4. My teachers praise me when I do my school work well; 5. The teachers can keep order in class; 6. There is time in school to talk to a teacher about how I am doing; 7. We do group work.

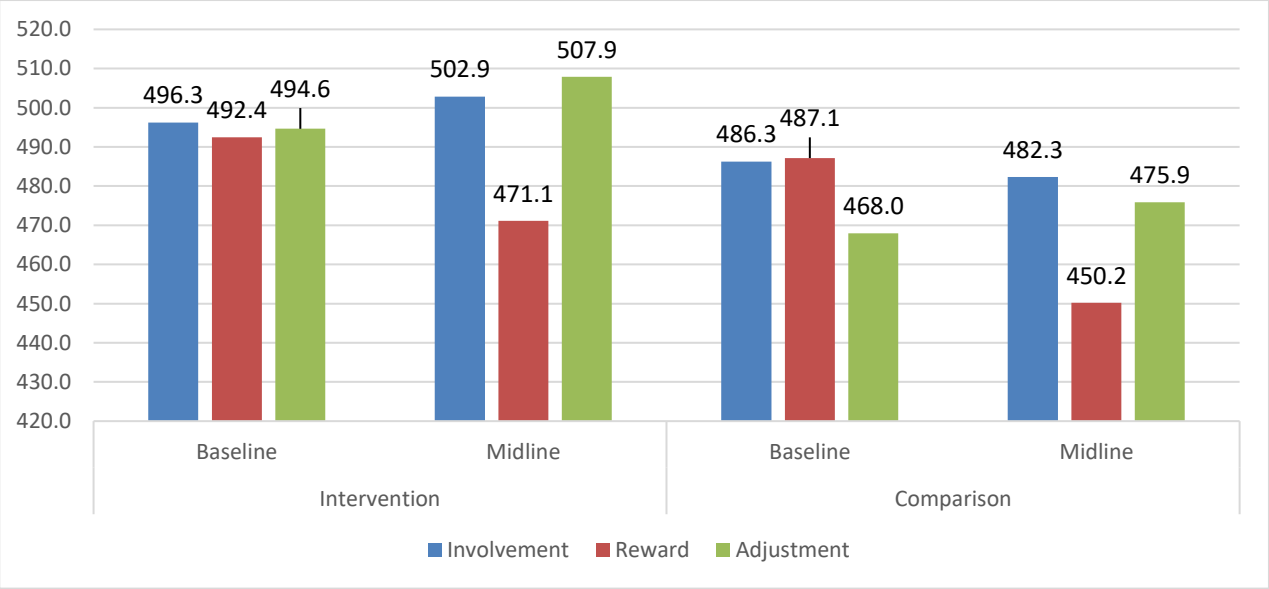
Reward - reflects the degree to which a marginalised girl enjoys school as well as the degree to which she feels confident about her academic performance. It also reflects the degree to which students perceive that school is relevant for their future. Higher scores in this dimension reflect the perception that school is more enjoyable and more worthwhile.

Items that comprise this subscale are: 1. Most of the time, I like being at school; 2. I would like to carry on studying when I have finished Form 4; 3. When I get a bad mark I ask the teacher to explain to me where I need to improve; 4. My parents/guardians want me to stay in education as long as possible; 5. I am good at using books to look for information; 6. School work is worth doing; 7. I ask the teacher if I don't understand something; 8. My school should concentrate more on preparation for employment; 9. I am confident asking a question in class; 10. I think that this is a good school; 11. I can speak well in front of my class; 12. What I learn in school is relevant to my life.

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. As higher scores in the raw survey variables reflect the perception that school is less interesting and less worthwhile, and that the student feels more uncomfortable, anxious and isolated, scores were standardised so that higher scores are consistently more favourable.

The scores in Figure 16 are standardised, so that higher scores are more favourable on all three measures.

Figure 16: Attitude to learning scores for marginalised girls (Mean=500; SD=100)



Source: School based survey, Attitudes to Learning questionnaire. All marginalised female students. (Baseline n=1686, Midline n=1686)

Results show improvements for involvement in intervention but not comparison districts and reductions in both intervention and comparison districts for reward, with more prominent reductions in comparison areas (36.9 compared to 21.3 in intervention). Both intervention and comparison districts show improvement for adjustment with greater improvement for intervention districts (13.3 compared to 7.9).

All of the 'attitude to learning' scores for marginalised girls missed their targets at midline by 13.35 points for involvement, 41.34 for reward, and 6.72 for adjustment. Figures 16 and 17 show the attitude to learning scores achieved at baseline and midline for both girls and boys in intervention districts. For girls and boys across intervention and comparison districts, scores on reward were lower at midline than baseline. Scores on involvement were better at midline, particularly for boys whilst girls' scores on adjustment tended to be

better at midline than baseline compared to boys. Average scores in the comparison districts were flatter, with less variation across the indicators.

However, as noted earlier, despite attitude to learning scores not reaching the targets set, there has been an improvement in learning scores. This suggests that improving attitudes to learning is less critical than, say, improving access to financial resources and, therefore, attendance.

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

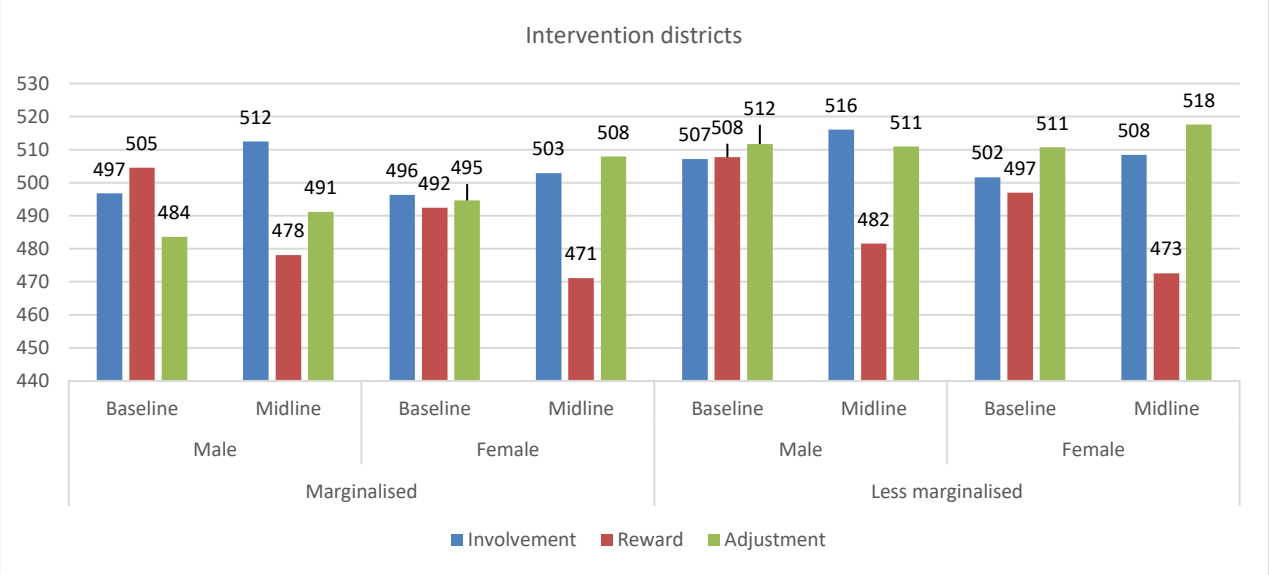
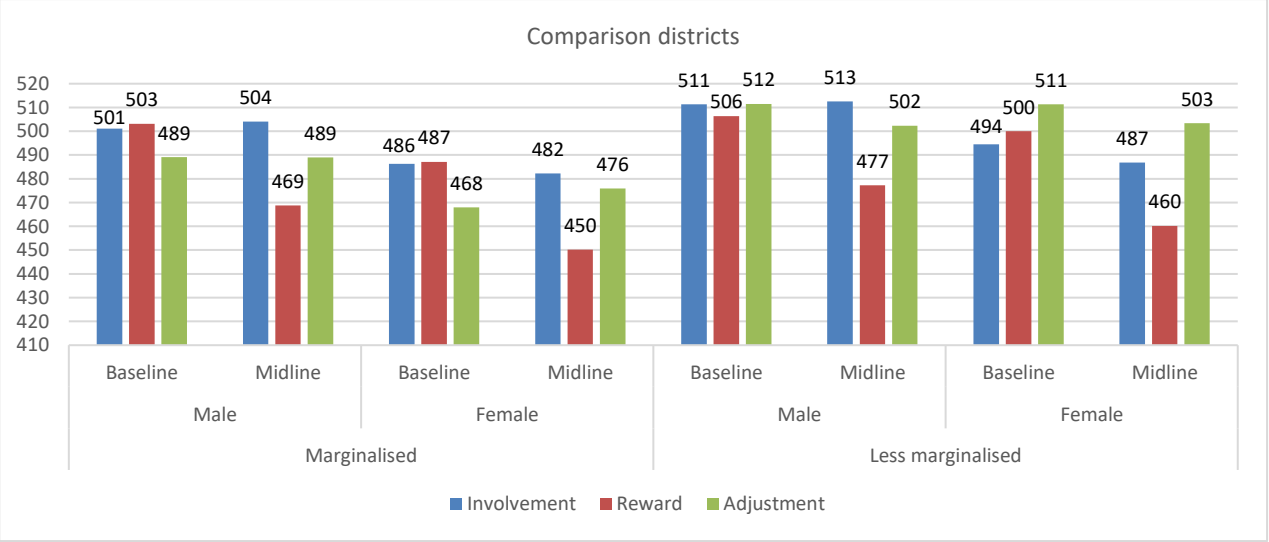


Figure 18: Attitudes to learning scores, marginalised and less marginalised male and females (comparison): baseline and midline



Involvement: Boys in comparison districts achieved better scores on involvement than girls at midline compared with baseline.

Reward: Boys and girls in intervention areas showed lower scores on average at midline.

Adjustment: Girls in intervention areas achieved better results on adjustment, compared with boys.

Regression analysis of the three Attitude to Learning (ATL) measures against SeGRA, SeGMA and attendance does not explain much of the variance in outcomes (R squared = 0.03), but does suggest that the adjustment indicator is more strongly related to learning outcomes, while the reward indicator, alongside adjustment, contributes more to understanding attendance.

Better attendance is associated with slightly lower scores on reward at midline. It is possible that as girls get older and their education becomes more important in terms of passing exams, girls are therefore more conscious of their performance and attendance. Whilst girls may not feel confident about their performance, feeling academically challenged may improve attendance meaning we see lower reward scores at midline alongside better attendance.

My Better World

The MBW programme taught by the Learner Guides in each of the CAMFED partner schools has impacted on levels of self-confidence, self-esteem and resilience of students who attend.

A group of marginalised girls in Tabora felt that the MBW, *"is good because it teaches us life skills and gives us knowledge on different things. It gives us approaches to handle our challenges. It helps us deal with our problems, if you fail it can help to increase your performance."*

A girl receiving CAMFED financial and materials support in Ilala said she had learned, *"to be confident and to have sustainability, if you read that book it helps you to get out of temptation, when you have courage no one will come and lie to you."* Another girl in the same group said, *"I learned not to give up and have courage and I also learned how to control my feelings of anger. It (MBW) is a time where students enjoy, it is when the students are free to ask any questions and get more explanation. We sing, we dance, even if we are at home when things are not ok, when you read the book you become ok. If it's possible bring that class again, because now it has been removed out of school timetable."*

Another group of marginalised girls in Tabora said that in MBW, *"we are told, as a girl don't be alone, you have to cooperate with other people in your studies and you have to be aware of yourself and avoid stupid things. ….. Our parents are happy with our progress; we were failing our exams before but now we are progressing well and we are passing our exams. Our parents are telling us to study very hard and to avoid bad groups."*

Older male students in Form 4 in Shinyanga who had not participated in the MBW programme said they noticed a difference in the younger Form 2 boys who attended, *"they have the ability to solve their problems, they are successful and their behaviour has changed. They seem more mature."*

The Learner Guides also feel that the MBW programme has had a positive impact on the girls and boys they work with. One said, *"I have seen changes because they know the importance of My Better World and attendance in class is good. They have self-awareness and they understand when a teacher is serious in class and they behave. There is also a topic called capability, it has a sub topic called how to fight against your feelings. This helps the students to fight against what they feel, as they are adolescents. Another change is how they come to us and talk about the challenges they are facing, this is a big change for boys because in past years they were not doing that."* (Nyamagana)

6.3.2 IO3.2 Changes in marginalised girls' perceptions of their ability to succeed in the next stage of their transition

On completion of Form 4, students have to pass their Ordinary level exams in order to proceed to Form 5 or TVET college. The latest figures available in the Tanzanian Government Education Sector Development Plan (updated 2018) are for 2015 and show that of 1,751,486 students who completed Form 4, only 126,024 (7.2%) enrolled in Form 5. A proportion of those Form 4 graduates will have joined TVET, but as the total enrolment for TVET in 2015 was only 196,091, that still means a substantial number of Form 4 graduates are not in formal education.

It also means that many students currently in school have potentially unrealistic expectations of their future prospects. Both marginalised girls in receipt of a CAMFED bursary and those with no bursary support, aspire to jobs that require university or college qualifications; e.g. doctors, surgeons, engineers, lawyers, nurses, teachers, dentists, pilots, journalists, environmentalists, police and the military.

Below are examples of the current aspirations of girls:

> I want to finish Form Four and go to Form Five and Six then university and then I will go to the military. (Girl receiving bursary support, Singida)
>
> I will start with a small business like cake making and then I will open a shop so as to accumulate capital before going to university. I will study business studies. (Girl receiving bursary support, Tabora)
>
> I want to specialize on helping those who are mistreated in their families, mostly women and girls or children. I want to become a Judge; if you are a Judge then you can defend any case that some woman or girl is embarrassed in the community, that's what I want to do. (Marginalised non-bursary girl, Shinyanga)
>
> (1) I would like to be a doctor and I would like to do something that will leave a mark and also to help people who are in need like how I have been helped because through CAMFED I have learned to help others. (2) I would like to be a pilot and help girls that are in vulnerable areas, and the other thing which I am planning to do when things get better is to give education people of my tribe. (Girl receiving bursary support, Nyamagana)
>
> My dream since I was young, I listed all the countries and said God help me I want to visit all these countries through my work as a doctor. (Marginalised non-bursary girl, Nyamagana)
>
> When I was in primary school I always wanted to become a soldier but when I was growing up people were telling me that if you want to become a soldier there is a lot of work to do and tough exercises and you can't manage. So when I entered in form one I decided to go for business. (Marginalised non-bursary girl, Shinyanga)
>
> After I pass my form six education, I want to go to the university, and I want to be a doctor. (Marginalised non-bursary supported girl, Shinyanga).

Parents are aware of their children's aspirations and tell their children to study hard to pursue their dreams. Some caregivers talk about the challenges their children face: *"they have their big dreams (for jobs) but they have a bad environment to be successful, they need help to pursue their dreams. Many students want to do jobs which require science, but there is a shortage of science teachers."* (PCG FGD, Singida)

In more urban areas, both parents and students see people in a wider range of jobs than in more rural areas. The WEO for Shinyanga believes that many parents have got a high understanding of the value of education and want their children to study in the Ward school as the school is doing well academically. He says this is because the parents of students who study in the school are workers and businesspeople who understand the importance of education. He feels this is different from rural areas where parents are farmers and pastoralists and want their children to graze livestock.

Current government policy[38] is to substantially increase TVET so that by 2025, 40% of the Form 4 population will progress to TVET and 10% to Form 5. This still maintains the expectation that 50% of Form 4 graduates will not progress to any higher level of education. This means that many of the Form 4 students, even among the CAMFED supported girls, may not progress to the next stage of education. The transition programme for Form 4 graduates that CAMFED organises through the structure of Transition Guides will support the school leavers supported by CAMFED to develop skills in entrepreneurship and volunteerism and will enable them to identify a wider range of employment opportunities.

All girls who attended MBW sessions while in schools are eligible to attend the Transition Programme and benefit from the financial literacy sessions and grants. In 2019 CAMFED Tanzania has developed a brochure introducing the Transition Programme which is distributed during the orientation meetings. During these meetings, girls map out centres that they think will be suitable and convenient for their attendance and Transition Guides identify the number of learners who will attend each centre. At school level all Form 4 who were once supported with MBW sessions are aware of the programme and their eligibility to the Transition Programme before they complete school.

[38] Tanzania Education Sector Development Plan 2016/17 – 2020/21, Ministry of Education, Science and Technology

However, it is also important to widen students understanding while they are still at school of the range of possible work available through entrepreneurship, apprenticeship and employment. This should not be intended to extinguish their hopes, but to widen their understanding of all the different types of jobs that currently exist or could be developed. While the education of students is the responsibility of MoEST, CAMFED could provide support to all students in the partner schools through sessions led by the Learner Guides and/or Teacher Mentors. The International Labour Organisation[39] in Tanzania has produced materials that can be adapted to support such sessions. The CDC in Singida is a good example of the role that CDCs can play in providing support to school graduates; this could also be modified to take place before students graduate.

The CDC in Singida explained the current situation regarding employment and the support they provide in their district. *"We do not have companies that can employ those who did not get good marks, so many form four leavers who did not pass their examinations tend to apply for military posts, others engage in entrepreneurship and other temporarily and part time jobs. We (CDC) usually prepare an entrepreneur workshop, mostly to the girls who have completed their Form 4 studies, through the use of our business officer. In our municipality we have very few companies, so many children end up in doing jobs like washing dishes in a cafeteria, or working in shops with no or low wages like Tsh3,000 per day and it is not a permanent work."*

[39] http://inventing-futures.org/wp-content/uploads/2016/11/Microsoft-Word-Careers-Guidance-Manual-Tanzania-Final-Version-03-07.pdf

6.4 Intermediate outcome 4: Quality of teaching / classroom practice

This indicator looks at the extent to which there have been improvements in teaching and classroom practice. It was measured through a number of questions in the teacher survey and student survey as well as discussions with teachers, Teacher Mentors and students.

Table 64: Quality of teaching/ classroom practice - Intermediate outcome indicators as per the logframe

IO	Indicators	Baseline	Midline Target	Midline	Target achieved? (Y/N)	Endline Target	Will IO indicator be used for next evaluation point? (Y/N)
Quality of teaching/ classroom practice	**IO Indicator 4.1** Percentage of Teacher Mentors and Learner Guides implementing active teaching styles and practices. *Source: Surveys with Teacher Mentors and Learner Guides about their classroom practice (using Question 42 from TALIS 2013 Teacher Questionnaire)*	**Teachers** Question and answer: 96% Groupwork: 85% Problem solving: 85% Differentiation of work: 60% Project work: 21% **Learner Guides** Group discussion: 86% Quizzes: 60% Role plays: 45% Debates: 52% TMs were just beginning at the time of the baseline survey. For this reason TMs were not separately identifiable from other teachers.	**Teacher Mentors** Q&A: 96% Groupwork 87% Problem solving: 87% Differentiation of work: 65% Project work: 28% **Learner Guides** Group discussion: 90% Quizzes: 65% Role plays: 50% Debates: 55%	**Teacher Mentors** Q&A: 90% Groupwork: 75% Problem solving: 55% Differentiation of work: 60% Project work: 24% **Learner Guides** Group discussions: 95% Quizzes: 66% Role play: 38% Debates: 42% Teachers, Teacher Mentors and Learner Guides are all aware of the teaching and learning approaches they should use but state that they find it difficult in such large classes with limited resources	**N** **N**	**Teacher Mentors** Q&A: 96% Groupwork: 90% Problem solving: 90% Differentiation of work: 70% Project work: 35% **Learner Guides** Group discussion: 92% Quizzes: 70% Role plays: 55% Debates: 60% Targets TBC following the midline	**Y** **Y**

Main qualitative findings

- Teachers say they use a range of techniques in the classroom
- They find it very difficult to use these approaches in a resource poor environment where there may be one textbook among 5 or more learners – even after CAMFED's support
- Classrooms were often overcrowded, a few with over 100 children in one class
- There is a shortage of Maths and Science teachers and students often have to pay for graduates to teach them
- There appears to be no culture of CPD apart from formal self-study

IO	Indicators	Baseline	Midline Target	Midline	Target achieved? (Y/N)	Endline Target	Will IO indicator be used for next evaluation point? (Y/N)
	IO Indicator 4.2 Percentage of Learner Guides who perform their role with students to the required pedagogical standard. *Disaggregated by gender and district Source: Observation-based assessments carried out by Core Trainers, in line with the procedures established for the assessment of the BTEC qualification*	When the baseline was undertaken, the Learner Guides had only recently enrolled on the BTEC programme. The first assessments by BTEC Assessors were carried out with 110 LGs in the project schools in December 2018, six months after the baseline survey in schools. The report from the Assessors is expected to be available in the next annual report to be written by the Project.	90%	100% 111 Learner Guides were observed. Observation of teaching carried out by Teacher Mentors.	Y	95%	Y
Main qualitative findings							
• Students enjoy the sessions led by the Learner Guides and are able to express what they gain from their classes; they have confidence to engage in group discussions in other subject areas • The Learner Guides have developed good relationships with the students • The students identify their enjoyment of group discussions in the Learner Guide sessions							
	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*	Learner Guides were interviewed in all 10 schools visited by the qualitative researchers in the baseline study. They stated that they conducted MBW lessons each week and discussed their experiences of conducting the sessions. This was confirmed by students who were interviewed and stated that they were undertaking the sessions.	At least weekly: 50%	41%	N	At least weekly: 70%	Y

IO	Indicators	Baseline	Midline Target	Midline	Target achieved? (Y/N)	Endline Target	Will IO indicator be used for next evaluation point? (Y/N)
	surveys) MBW	The other resources (maths and English textbooks) are not yet available. Students: n/a, Teachers n/a					
Main qualitative findings							
• Both male and female students enjoy the MBW classes and are able to articulate the benefit they get from the sessions. The low percentage score for the use of the book is surprising • Both male and female students talk about having increased self-awareness and confidence as a result of the sessions; teachers have also noticed a change in the confidence and behaviour of students who attend as have older boys of younger boys who attend.							
	IO Indicator 4.4 Quality of learning materials provided by CAMFED (Qualitative) *Source: Interviews/FGDs with beneficiaries and teachers on the quality of learning materials provided by CAMFED (midline and endline surveys) (MBW)*	Evidence collected through the baseline qualitative research indicates that students, TMs and HoS believe that the MBW book is high-quality, relevant and very appropriate for male and female students.	Students and teachers believe that the learning materials are high-quality, relevant and useful.	Students like the MBW lessons and the book, Teacher Mentors and Learner Guides also believe it is very useful for the students. The TIE has not yet signed off on the use of the CAMFED Study Guides in the intervention schools. Therefore, CAMFED provided government textbooks which were welcomed by teachers as they are in such short supply.	Y	Students and teachers believe that the learning materials are high-quality, relevant and useful	Y
Main qualitative findings							
• Textbooks are relevant as they follow the school curriculum; • Provision of textbooks lowers the student-textbook ratio; however this is still quite high in some classes and schools, e.g. 1:5 to 1:10							

The improvement of the quality of teaching and the provision of better learning resources are two significant strands within CAMFED's programme design. The initial design of the GECT-5276 did not include any teacher development activities; however, at the time of the baseline study the project had decided to support MoEST to train teachers on active learning approaches. This addition to the support given to schools is critical as student achievement in Literacy and Numeracy is set at outcome level in the logframe. At baseline, the results of all teachers who completed the teacher survey were used to identify the percentage of teachers using a range of teaching and learning techniques. At midline only the Teacher Mentor responses were required to measure performance against the target. It is important to note that no observation of teaching took place and therefore, all the data on teachers' and Teacher Mentors' practices is through self-reporting, this also means we do not know whether teachers or Teacher Mentors who say they use these techniques are using them effectively.

The approach to better quality teaching has been to identify, select and train Teacher Mentors in schools in a broader range of participatory teaching techniques. The theory is that girls and boys learn better when more engaging and inclusive techniques are used such as debates, quizzes, problem solving and working in groups. Differentiation of work is also critical if students at all levels of ability are to be fully engaged and learning at their own level. The Teacher Mentors are trained in these techniques and are tasked with training and sharing these methods with other teachers in the schools.

A direct cascade model of training was used, whereby teacher educators from the Colleges of Education trained the Teacher Mentors and other teachers; these teachers were then responsible for training other teachers in their school. This approach to training is often used by resource poor countries but has a number of challenges. Often the content of the initial training programme is compressed at school level into a discussion of the topics from the training. Furthermore, unless there is an effective school based system for continuing professional development (CPD) in place, it is often difficult for ideas from training to be implemented.

Whilst teachers stated that they regularly used participatory teaching techniques at baseline, their reported use at midline by Teacher Mentors is lower. Teacher Mentors and students alike report a reduced frequency of use in diverse and participatory teaching techniques. Teachers and Teacher Mentors were asked, 'In the past month, how often have you used the following participatory methods in your classroom teaching?' Use of two participatory techniques declined: i.e. groupwork (85% at baseline reduced to 75% at midline); problem solving (85% to 55%). However, the use of project work increased (21% to 24%) but did not meet the target. Interestingly, the use of question and answer – the least participatory approach in the list - also appears to have decreased (96% to 90%).

Techniques such as group work, particularly where students are required to engage in problem solving are effective and possible to implement in large classes with limited access to resources. Teachers need to understand how to organise and manage the groups; how to design tasks for groups and how to manage feedback. Project work, while possible is more difficult for teachers to organise and manage with such large classes, particularly when there is such a lack of resources. While effective in supporting students to learn, differentiation of work is also challenging for teachers with limited access to resources; it takes substantial planning and monitoring of student performance to provide tailored activities according to ability. The traditional whole class question and answer technique, which is the most popular technique used, is also the least participatory as usually only a few students are required to provide an answer.

We do not know why there has been a reduction in the reported use of the more participatory teaching techniques at midline. Many teachers and Teacher Mentors reported that the large number of students per class (up to 100) often inhibits the use of some techniques like role play and even when students are tasked with working in groups the noise in class can reach an unacceptably high level. Learner Guides seem to have more opportunity to work with girls and boys using some of the participatory techniques particularly quizzes.

Primary care givers were asked at midline about the quality of teaching over the past year, with 74% of PCGs in intervention areas and 64% in comparison areas saying there had been a change in teaching practice in school. Overall, 36% of PCGs in intervention areas rated the teaching as 'very good' while just 26% in comparison areas did. Nearly three-quarters (74%) of PCGs in intervention areas said that teaching

quality had improved, while just 58% of those in comparison areas did. It is probable that the PCGs made these comments based on feedback from the marginalised girls in their care.

Subject specific Study Guides could not be used in the programme as planned, due to the strict regulations of the education authorities who have to approve all curricular books. Approved curricular text books were purchased and provided to schools; however, the higher cost per book meant that fewer books could be distributed. The CAMFED resource 'My Better World' was also used and well received in the programme.

Finally, the evaluation of the quality of teaching examined the classroom experience through the eyes of girls and boys and the environment that is created by the teacher, for learning. Whilst a high proportion of students felt welcome in the classroom, boys and girls expressed feeling that they are treated differently due to their gender. The level of feeling of being treated differently, for girls in the intervention sample rose from 31% at baseline to 42% at midline a rise of 11 percentage points. This disappointing shift was also confirmed by boys and apparent in the comparison group as well. Whilst it is hard to identify what teacher behaviours trigger such feelings they are commonly recognised and acknowledged by a large number of students. This could be investigated further using more detailed qualitative tools at endline to understand both the explicit and implicit behaviours and signals that make children feel they are being treated differently in the classroom and the effects on learning and retention.

6.4.1 IO4.1 Percentage of Teacher Mentors and Learner Guides implementing active teaching styles and practices

CAMFED's programme trains Teacher Mentors in participatory learning techniques. The aim is to diversify teaching techniques for enhanced classroom experience and better learning outcomes. The Teacher Mentors act as a focal point in the schools and are expected to demonstrate and support other teachers in the school and share their techniques.

Table 65: Teacher Mentors implementing active teaching styles

Baseline: Teachers/ Midline: Teacher Mentors				
	Baseline	**Midline**	**Midline Target**	**Target met Y/N**
1. Question & answer	96%	90%	96%	N
2. Group work	85%	75%	87%	N
3. Problem solving	85%	55%	87%	N
4. Differentiation of work	60%	60%	65%	N
5. Project work	21%	24%	28%	N

Source: Teachers Survey NB; N=51; percentages calculated from Teacher Mentor sample and only counted daily and weekly answers. Using these methods less than weekly was discounted.

Teacher Mentors demonstrating a range of participatory teaching had mixed results and missed all midline targets (Table 65). Question and answer techniques saw a decline between baseline and midline, so did group work and problem solving. Differentiation of work remained the same and there was a marginal increase in the use of project work. The difference between baseline and midline could be due to a number of reasons, for example: they may not have fully understood the question or they wanted to impress at that early stage.

Table 66: Learner Guides implementing active teaching styles

Learner Guides				
	Baseline	**Midline**	**Midline Target**	**Target met Y/N**
1. Group discussions	86%	95%	90%	Y
2. Quizzes	60%	66%	65%	Y
3. Role plays	45%	38%	50%	N
4. Debates	52%	42%	55%	N

Source: Learner Guide Survey provided by CAMFED

Learner Guides showed better results than Teacher Mentors in participatory teaching styles (Table 66). There were increases in the use of group discussions and quizzes which both met their targets of 90% and 65%. However, the use of role plays and debates both fell since baseline with role plays achieving 45% at baseline falling to 38% at midline and debates achieving 52% at baseline falling 10pp to 42% at midline. Both of these categories missed their targets by 12pp and 13pp respectively.

There may be a number of reasons why the results of the Teacher Mentor may have fallen, one possibility is that without ongoing supervision and support they revert to easier and more familiar teaching approaches. However, the reduction in Learner Guides' use of the active learning approaches of role play and debate is both surprising and disappointing as the MBW book provides many opportunities for these types of activities. Furthermore, many Learner Guides are following the BTEC and part of the assessment is the quality of their lesson plans and teaching of the MBW programme.

Table 67: Students reporting how often teachers encourage participatory learning

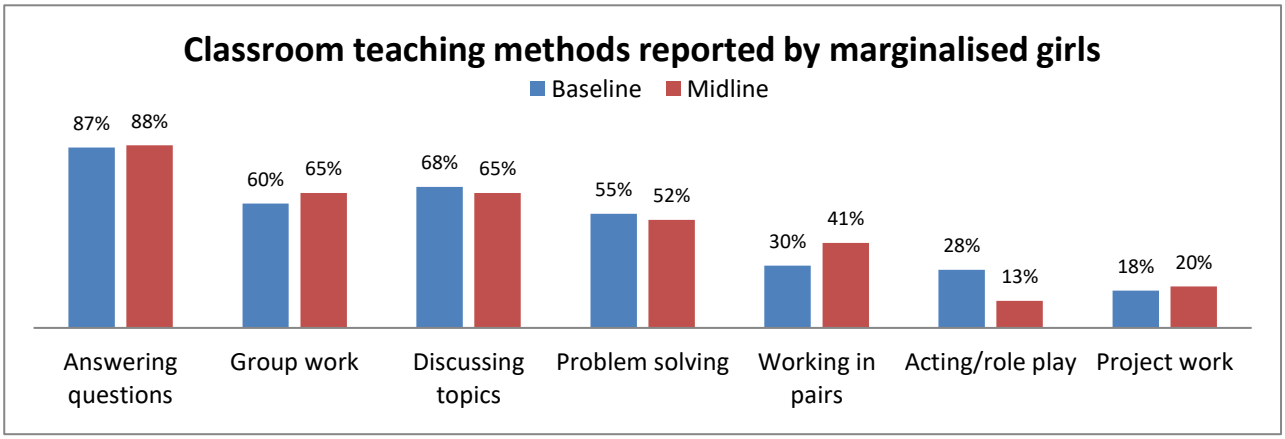
		Girls			Boys		
		Baseline	**Midline**	**% Change**	**Baseline**	**Midline**	**% Change**
Question and answer	Often/sometimes practice	87%	88%	+1%	90%	86%	-4%
Working in pairs/groups	Often/sometimes practice	60%/30%	65%/41%	+5%/+11%	59%/28%	71%/40%	+12%/+12%
Discussing topics	Often/sometimes practice	68%	65%	-3%	62%	61%	-1%
Acting/role play	Often/sometimes practice	28%	13%	-15%	26%	18%	-8%
Problem solving	Often/sometimes practice	55%	52%	-3%	60%	54%	-6%
Project work	Often/sometimes practice	18%	20%	+2%	21%	26%	-5%

Source: Student questionnaire. Intervention baseline/midline

Table 67 shows how often teachers encourage participatory learning, reported by students. Again, it shows a heavy reliance on question and answer and some leaning toward discussing topics and group work. Over half of teachers also used problem solving techniques, but this has reduced marginally from baseline.

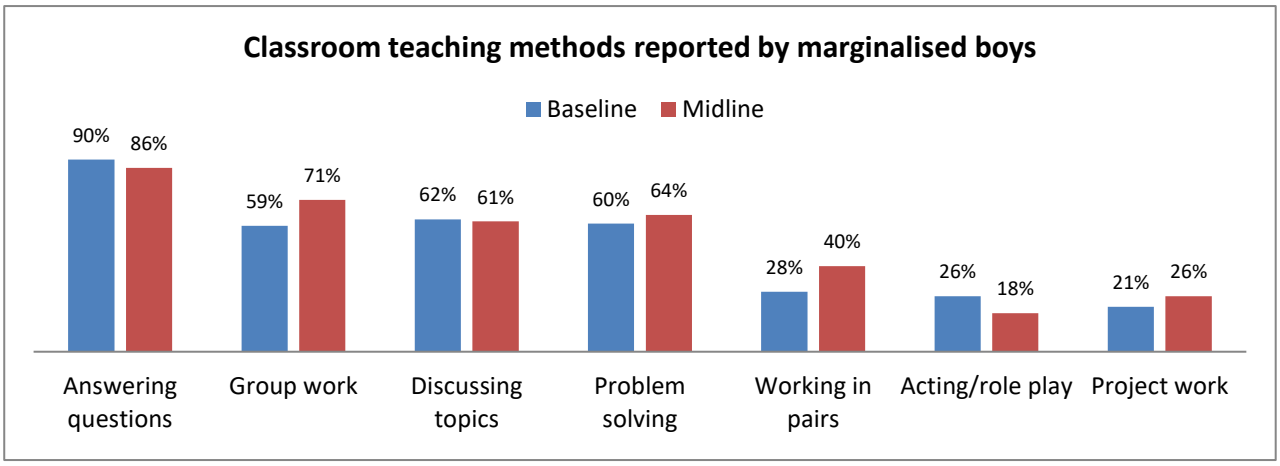
When comparing what student and teachers reported in Table 67 and Figure 19, similar trends of teaching methods emerge but with much higher reductions in use of problem solving reported by Teacher Mentors. Whilst students reported an increase of teachers getting them to work in pairs or groups, this decreased by 10 percentage points from baseline to midline reported by Teacher Mentors.

Figure 19: Marginalised girls' experience of classroom teaching methods



Source: Student Survey

Figure 20: Marginalised boys' experience of classroom teaching methods



Source: Student Survey

The data in the Figures 19 and 20 lists the different techniques from least participatory – 'answering questions' on the left-hand side to more participatory styles which run across to the right-hand side such as group work and project work from the student perspective. Results are taken from student experiences of the classroom from the student survey. These show that there is still a reliance on more traditional methods of teaching such as answering questions with less use of participatory methods. However, the figures do show that there is a slight improvement in using group work and working in pairs in classrooms. These are similar for girls and boys alike.

Apart from the Teacher Mentor and the Learner Guide, the teachers of Maths and English also attended training on learner centred education and were given a range of techniques they could use in a resource poor environment.

The teacher survey found that almost 60% of teachers in intervention schools said they had never received professional development training. This was better than in comparison schools, where 77% of teachers said they never received training. Almost a third (29%) of teachers in intervention districts received training once a year while 12% received training once a term. In comparison districts, 16% reported training once a year and 5% once a term. The qualitative discussions found that most teachers had not attended any training apart from that provided by CAMFED.

In the qualitative discussions, the most commonly named participatory techniques teachers said they used were group discussions, brainstorming, debates and role play. In some schools the teachers who attended the training explained these techniques to other teachers in the school, however, it was apparent in the discussions that this did not take place in all schools.

> *"We were taught how to be student centred, where we involve students' contributions; they also taught us to teach students through pictures, drama and group discussions. … When we came back we involved them (other teachers) on what we were taught, and explained it to them so that they can apply it in class."* (Teacher, Tabora)

Another teacher in Tabora explained, *"We use group discussions but there are many students, so it's difficult and challenging. Sometimes it depends on the nature of the subject and topics; for science teachers we can organize groups and practicals and go to the laboratory."*

Teachers, including Teacher Mentors, do use a number of these techniques in the classroom and this was confirmed by students who said they enjoy the group discussions that take place. However, because of the large classes, often of 50 or more students, the teachers say they do not find it possible to use these techniques in all classes or in all subjects. Furthermore, not all group work would be effective as some teachers talked about forming groups with 8 or 10 students who would then share one textbook. Often the group work is about using the skills of one student to teach the others, e.g. *"the Maths teacher gives us questions and tells us to solve them through discussion, so that if one knows they will help the others understand."*

Some teachers find that group work generates a lot of noise, which would not be acceptable in a more traditional teaching approach: *"It is very difficult because when you put them in groups and you give them exercises to discuss, they all start to talk."* Others do not understand that the groupwork task and the discussion that ensues can be more important than feedback from each group: *"Some times in the class of 130 student, if you divide them into groups of five students, how many groups are you going to consult in a period of 40 minutes, how can you finish all the groups."* To address the problem of many groups, some teachers form groups of 10, which again is a very ineffective approach and will provide little opportunity for learning. Having classes of such large numbers may also be a reason why teachers don't use activities such as role play and project work which may generate a lot of noise and movement.

A PCG in Singida also observed that teachers often give notes rather than teach, she said that teachers: *"do ask for after school tuition so that they can finish the topics, it is challenging because even with the tuition fees we are paying, the teachers are sometimes giving them notes to write instead of teaching them."* Many students make reference to the importance of having exercise books to take notes: "*If you don't have exercise books you aren't able to write all the notes."* (Shinyanga, girl receiving bursary support). As pupils don't have their own textbooks, and the low number of textbooks available in class may mean sharing among five or more students, many teachers will rely on giving notes for the students to copy to support their evening and exam studies.

One group of boys in Singida noted that: *"The thing that I don't like in the classroom is after teaching us the teacher gives us an exercise with many questions. It is good that the teachers give us exercises but due to lack of supervision it means many students copy the answers from their fellow students."* They said their teachers usually left the classroom after they had given out the exercises to do. They reported that some teachers do look at the students' books to find out which ones most students got wrong and then *"do it on the blackboard."* However, they also said that some teachers do not collect and mark the exercises.

The Learner Guides are also responsible for setting up study groups, i.e. groups of students who sit together and discuss things they don't understand, teaching one another or problem solving together. Some of these study groups take place in school but many take place in the local community where the students live, and the Learner Guides visit some of those groups to monitor and provide support. One Learner Guide explained that when they are in study groups: *"they take different subjects' past papers and discuss. If they don't understand the questions they ask another group or ask us; if we find it is difficult we go to their teachers to ask them to help them."*

Another Learner Guide described the activities they did: *"I usually test whether the students have understood or not by giving them quizzes, and I also use group discussions and I take them outside and we do plays and dramas."*

One girl receiving bursary support described the impact that attending the Learner Guide led MBW sessions had on her: *"They teach us to be confident, how to talk to teachers, to cooperate with other students in academics. In that MBW there is this story we read, it is about a girl. Now when you read that story the girl got help and she was a student which as a student it gives you confidence to want to know the things that you don't know. …. Even me I was so afraid to raise my hand to answer the questions, I was so afraid even to tell the teacher that I didn't understand. But when I came to learn (with the Learner Guide), I was taught to be confident and now I can answer the questions in class, I can be given a group of people to educate them and I can offer my cooperation to teachers."*

6.4.2 IO4.2 Percentage of Learner Guides who perform their role with students to the required pedagogical standard

Teacher Mentors were asked by CAMFED to carry out observations of Learner Guides' teaching to identify their proficiency in using appropriate teaching approaches with their students. Learner Guides who are participating in the BTEC are assessed by a BTEC assessor and part of their assessment requires observation of their lesson plans and teaching. Many of the Teacher Mentors are also BTEC assessors.

Table 68: Assessment of Learner Guides' teaching skills

District	Learner Guides observed	% that passed assessment
Ilala	43	100%
Ilemela Municipal Council	7	100%
Manyoni Municipal Council	4	100%
Nyamagana Municipal Council	6	100%
Shinyanga Municipal Council	5	100%
Singida Municipal Council	21	100%
Tabora Municipal Council	25	100%
Total	**111**	

Source: CAMFED organised classroom observation

Note: Total Learner Guides observed (a) non BTEC - 50 (b) with BTEC - 1

The finding that 100% of Learner Guides passed the assessment of their teaching skills would indicate that they are able to 'use different methods to encourage all learners to actively participate and collaborate during learning sessions[40].' This is a very positive finding bearing in mind that these young women are Form 4 graduates who were not successful in transitioning; their teaching of the MBW sessions is having a strong positive impact on many of the students they teach.

One girl receiving bursary support from Nyamagana described the impact that attending the Learner Guide led MBW sessions had on her: *"They teach us to be confident, how to talk to teachers, to cooperate with other students in academics. In that MBW there is this story we read, it is about a girl. Now when you read that story the girl got help and she was a student which as a student it gives you confidence to want to know the things that you don't know. …. Even me I was so afraid to raise my hand to answer the questions, I was so afraid even to tell the teacher that I didn't understand. But when I came to learn (with the Learner Guide), I was taught to be confident and now I can answer the questions in class, I can be given a group of people to educate them and I can offer my cooperation to teachers."*

> *"MBW programme builds our life skills like self-awareness, confidence and how to solve the problems we are facing. We have seen changes like confidence because in past years we were not as confident as now, so now we can answer questions in class, group discussions and giving out our opinions in class."* (Boy, Shinyanga)

6.4.3 IO4.3 Frequency of use of learning materials provided by CAMFED, by students and teachers

The MBW book is used by students who are taught the MBW programme by Learner Guides in each of the intervention schools. The student survey limited the question regarding the MBW sessions to those students who identified that they had attended the sessions.

Table 69: Use of My Better World at least weekly by District

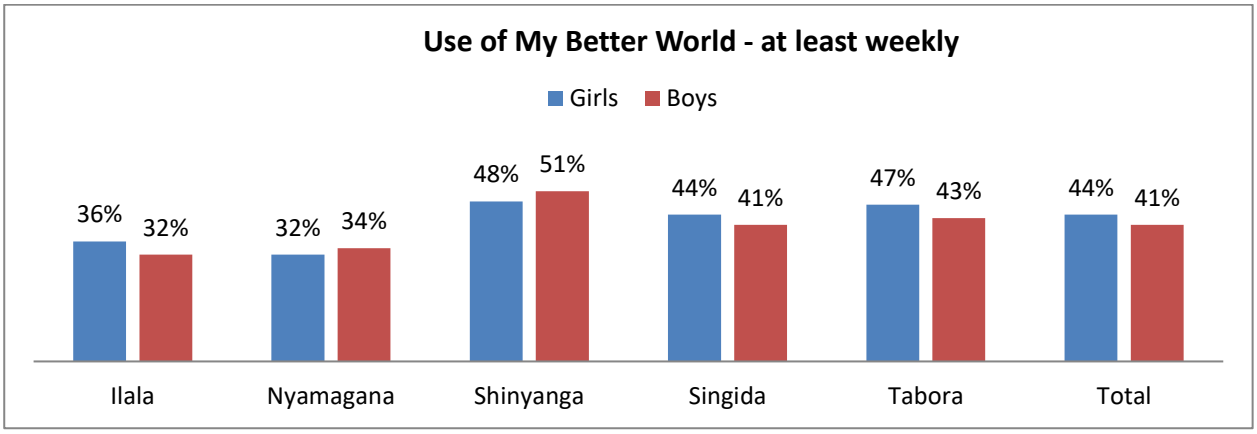
	Use of Learning materials at least weekly - MBW	
	Girls	**Boys**
Ilala	36%	32%
Nyamagana	32%	34%
Shinyanga	48%	51%
Singida	44%	41%
Tabora	47%	43%
Total	**44%**	**41%**

Source: Student Survey

[40] Question from the classroom observation tool used to assess Learner Guides teaching practices

Results (Table 69) shows that use of MBW on a daily/weekly basis occurred in around a third to nearly a half of all schools with the highest use in Shinyanga and the lowest in Nyamagana.

Figure 21: Use of My Better World



Source: Student survey in intervention schools

6.4.4 IO4.4 Quality of learning materials provided by CAMFED

CAMFED usually supplies students with study guides to supplement the teaching and learning materials available in schools, thus providing an additional resource for both students and their teachers. However, for GECT 5276 this was not allowed by government due to stricter rules regarding permission for non-government textbooks to be distributed. The project made the decision to provide textbooks for Maths and English, but has not been able to provide as many copies because the textbooks are more expensive than the study guides. The schools are so short of textbooks for Maths and English that the provision of textbooks from CAMFED has increased the number of books that can be shared among the students.

Teachers are appreciative of the additional textbooks they have received as there is a shortage of textbooks in most schools and CAMFED's contribution has reduced the student/textbook ratio. These materials are used daily as they are the only resource that teachers have.

Copies of the MBW book have been provided to each school for their use by the Learner Guide in their sessions with the students. In the discussions with Learner Guides, they said the MBW books were very good and that students enjoyed the activities in them. The students enjoy these books and find the stories in them very interesting. Teachers, Teacher Mentors, Learner Guides and both male and female students appreciate the MBW book. However, it is not only the book but also the way in which the book is used. Below are a range of comments which indicate the quality of the MBW book and the way in which it is used with students.

> *"Personally I think there are changes (because of MBW). They have started having self-awareness, and they love the school and subjects more, they show more cooperation and they know what they are supposed to do here in school, and also they show more respect to the teachers."* (Teacher, Tabora)

> *"Those who learn MBW, there are changes I see compared to those ones who don't do that programme. Those who learn about this, they understand themselves, they know how to have self-awareness and how they can meet their goals compared to those who don't do this programme."* (Teacher, Singida)

> *"(MBW) it's good because it teaches us life skills and gives us knowledge on different things. It gives us approaches to handle our challenges to learn in class, to love, respect and to know ourselves and to be aware of ourselves, to be confident."* (Marginalised girl, Tabora)

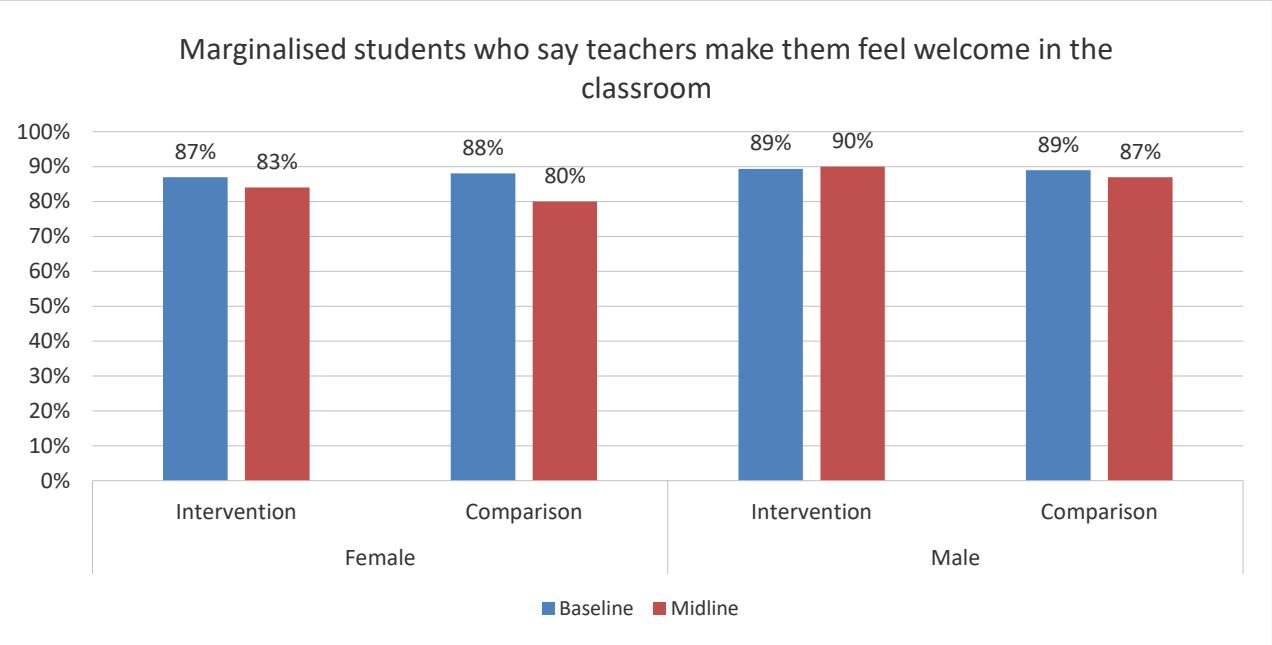
> *"Also boys enjoy the MBW book. Their behaviour has changed, for example, the truancy cases have reduced. They have self-awareness, and can live with each other. There were boys who were just silent, but now they ask questions openly, it has helped them a lot. Also, some of them show obedience to teachers when they are speaking to us."* (Teacher, Singida)

6.4.5 An enabling environment

Apart from the teaching approaches used and the learning resources they have access to, a major factor in students' learning and desire to remain in school is how they feel about their teachers.

The majority of students expressed the view that teachers made students feel welcome and generally this increased at midline. The proportion saying teachers did not make students feel welcome was greatest among females in the intervention area (13%).

Figure 22: Perceptions of teacher attitudes – making students feel welcome



Source: Student survey

However, the results for teachers treating boys and girls the same/differently in the classroom was less positive.

Figure 23: Perceptions of teacher behaviour – treating boys and girls differently

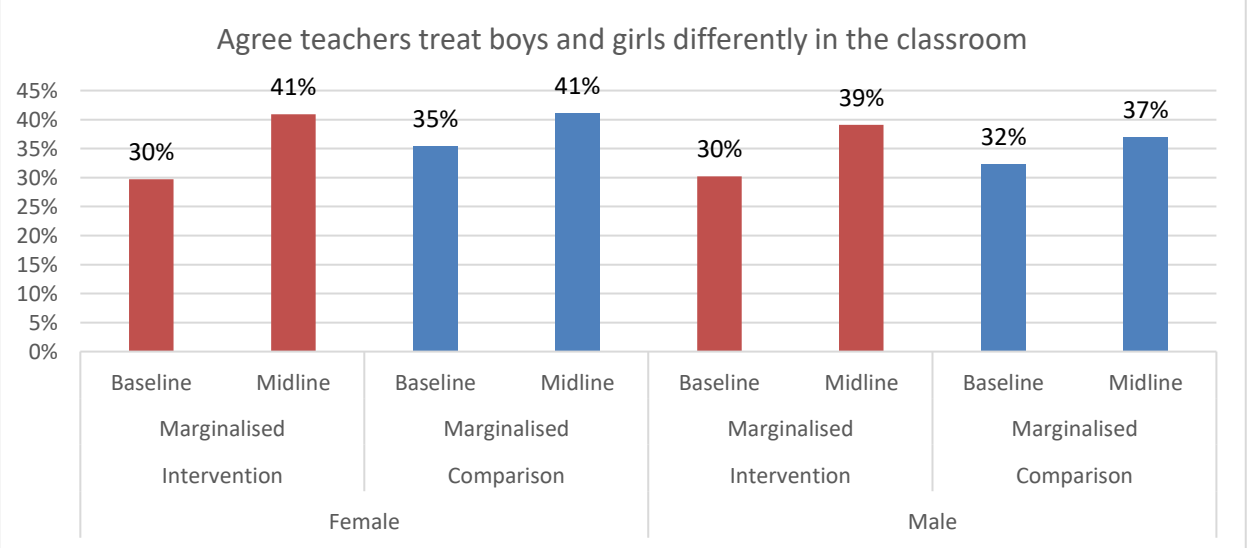


Figure 23 shows that between 37-41% of both boys and girls felt that they were treated differently in class by teachers at midline. This has risen from baseline in both intervention and comparison schools and acknowledged by boys and girls. The highest levels reported were by marginalised girls in both the intervention and comparison schools. Marginalised girls in intervention schools also had a bigger percentage increase than in the comparison site. Percentages of feeling treated differently were equally high amongst boys with sharp rises between baseline and midline in both intervention and comparison areas.

The qualitative discussions with students did not explore whether teachers treated boys and girls differently, however, in the interviews with teachers, there were two teachers who discussed two very different perceptions of the ability of girls and boys. It is likely that teachers who believe that boys are more able to succeed than girls will treat girls differently from a teacher who believes both girls and boys perform well. This is discussed in section 2.3 above.

6.5 IO5: School-related gender based violence

This section attempts to identify the perceptions of students related to their safety in school and on their journey between school and home. A reduction in SGBV is critical for supporting girls to remain and succeed in school. The indicator is assessed quantitatively based on a number of indicators in the students' questionnaire as well as qualitatively through FGDs with girls and boys.

Table 70: School related gender based violence (FMT 15)

IO	Indicators	Baseline	Midline Target	Midline	Target achieved? (Y/N)	Endline Target	Will IO indicator be used for next evaluation point? (Y/N)
School related gender based violence	**IO Indicator 5.1** Students' understanding of school related gender based violence including what should be reported and how (Qualitative).	Not all girls were clear about what constitutes SGBV. They clearly understand that rape is wrong, and would usually report it (although not always), but they often put up with a lot of teasing based on their physical attributes, sexual innuendoes and touching and accept it as 'normal' or just something they have to contend with. The majority of girls know what should be reported in terms of physical punishment in school, but do not always feel they are listened to because the punishment is served out by teachers.	Increased awareness of girls' rights and what constitutes SGBV.	The most prevalent forms of SGBV are compulsory pregnancy testing, inappropriate touching and other harassment by boys, illegal and excessive corporal punishment.	Y	Increased awareness of girls rights and what constitutes SGBV and able to take action to defend their rights.	Y
Main qualitative findings							
• Girls are aware that SGBV is wrong and should be reported, but there is a high degree of acceptance of such behaviour. • Compulsory pregnancy testing is not seen as a form of GBV. • Students are aware that SGBV can be reported, but only serious incidents are reported.							
	IO Indicator 5.2 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.	40.5%	53%	46.3%	N	63%	Yes

IO	Indicators	Baseline	Midline Target	Midline	Target achieved? (Y/N)	Endline Target	Will IO indicator be used for next evaluation point? (Y/N)
Main qualitative findings							
• Students are aware of who can they can report to but often prefer to report to a teacher they feel comfortable with, not only the Teacher Mentor or other designated person; • Students don't know what happens as a result of their report, or their parents report which limits the effectiveness of reporting							
	IO Indicator 5.3 Students' experiences and perceptions of safety in school and on their way to/from school (Qualitative).	The majority of girls stated that they feel relatively safe in school, in some cases because they may accept bullying, physical punishment, compulsory pregnancy testing and less severe forms of sexual abuse as 'normal'. When the school is a secure place to be, some girls feel safer and more secure at school than at home. However, many mentioned that they do not feel safe on the journey to and from school where they can be harassed, 'ambushed', or abused by boys or men.	Increased awareness of safety and security in school and on their way to/from school. The target is to show greater awareness by students and an improved girl-friendly environment in school. Improvement over the baseline.	Students generally feel safe in school and this was confirmed by the student survey where 94% of girls say they feel safe. Girls accept the various abuses by teachers and boys as 'normal' within the school environment, they also accept the excessive corporal punishment as part of school life. Girls do not feel safe on their journey between home and school. They describe the actions of young men who harass them and no action being taken by community members who see this.	No	Qualitative research is completed to explore students' experiences The target is to show improvement over the midline.	Yes
Main qualitative findings							
• Girls describe the harassment they receive from young males in their environment, particularly on their way to and from school • Sex for gifts was a common topic and girls identified students they know who are lured into such relationships, often as a means to stay in school • Excessive corporal punishment is practiced which girls are beginning to recognise as an abuse • As girls become more aware of their rights and what constitutes abuse it is likely that abuses will be discussed and identified as such; this may increase their feeling of lack of safety as they learn that these behaviours of others towards them are wrong and need not be tolerate							
	Indicator 5.4 Proportion of School Improvement Plans that include an action to promote child protection	0%	40%	73%	Y	50%	Y

IO	Indicators	Baseline	Midline Target	Midline	Target achieved? (Y/N)	Endline Target	Will IO indicator be used for next evaluation point? (Y/N)
Main qualitative findings							
• All schools had a CPP and the students and teachers were familiar with the policy, some schools had pictorial display of the policy on school grounds							
	Indicator 5.5 Reduced prevalence of the use of corporal punishment by teachers and heads of school in secondary schools	Corporal punishment was one of the major concerns for girls in school reported in the baseline qualitative research. The issue of corporal punishment was raised throughout the qualitative interviews with girls, parents and community members. It was widely acknowledged that teachers were "*allowed to give three/four sticks or make girls sweep or dig depending on the level of wrongdoing*." The stick was reported to be used on a daily basis for both small and more serious behaviour, interpreted as wrongdoing. In all groups of girls interviewed by the EE, only 3 or 4 had never received the stick.	There is increased awareness of guidelines relating to corporal punishment by teachers and HoS in CAMFED's partner schools	There is increased awareness of some aspects of the legal boundaries of corporal punishment i.e. number of strokes; but either an absence of knowledge or a wilful disregard of boundaries related to who can administer punishment and for what purpose.	N	There is reduced use of corporal punishment in CAMFED's partner schools and the increased use of positive behaviour management strategies by teachers and HoS.	Y
Main qualitative findings							
• All groups describe corporal punishment which is not within the legal boundary; this includes who carries out the punishment; the reason for the punishment; the number of strokes given and the parts of the body which are hit • There is a general acceptance of this behaviour by students, teachers and other stakeholders • Most teachers, HoS, CDC members and Ward Officers indicate they believe the rules are being followed, but also indicate that such behaviour is hard to change							

6.5.1 IO 5.1 Students' understanding of school related gender based violence and what should be reported and how.

The types of school related gender based violence that were identified during the qualitative study were:

- compulsory pregnancy testing
- inappropriate behaviour of teachers
- inappropriate touching and other harassment by boys
- illegal and excessive corporal punishment including physical and psychological violence

School related gender based violence was identified as having a constant and serious impact on the lives of girls. Girls can describe incidents of GBV and what they should do to address the problem. They describe the inappropriate behaviour of boys and in a few cases of male teachers, as well as the use of corporal punishment far in excess of the law, given in a way that embarrasses and humiliates the girls. Compulsory pregnancy testing is also a form of gender based violence, but is not recognised as such by the girls as it is a requirement in schools.

Compulsory pregnancy testing

In Tanzania, if a schoolgirl is found to be pregnant, she is immediately dismissed from school with no possibility to return. To ensure that no pregnant girls remain in school, compulsory pregnancy testing is generally held at the start and end of the school year. Following intervention by the World Bank in November 2018, the government agreed that girls who have given birth are now allowed to continue their education in adult education classes, however, no formal system is yet in place and the education available in these institutions is limited. This also does not address the discriminatory practices that remain in place in schools.

The cost of the pregnancy testing must be paid from the school funds, decreasing the funds available for more effective educational activities; and this has led a number of schools to reduce the amount of tests that are carried out. Three of the 12 schools participating in the qualitative study had not carried out any pregnancy testing in the current school year.

The cost of testing has also led schools to reduce the number of girls being tested. A HoS (Tabora) said that the pregnancy testing is necessary because "*it helps students not to engage in sexual activities at a young age. But the problem is that it is costly because we have to pay for the procedures. Now what we do is that if we suspect a student (may be pregnant) we take a group of students and test them*." Girls in one school are told in advance on which days the tests will take place. They said that many girls who are engaging in sexual activity do not go to school on those days, but return when the testing period is over.

One group of marginalised girls said that, "*the law from the government is that the girl should leave school and the man responsible for the pregnancy should be jailed for 30 years."* In reality, the effect of this policy is that the father of the child often disappears and provides no support to the mother and child. One young woman interviewed in the community during the qualitative research who had been dismissed from school when she became pregnant said that no-one knew where the father of her child was. He had left the area.

One unintended consequence of the policy may be that it pushes girls to consider unsafe abortions to terminate a pregnancy. Some girls said that, "*we are thinking about abortion so that we can continue with school. Abortion is risky because one can bleed to death. Even at home a girl will be afraid to tell her parents that she is pregnant but in rich families they can take their child to the hospital (for an abortion) because it is expensive*."

Inappropriate behaviour of male teachers and boys

Girls know what behaviour is unacceptable and in many cases will report that behaviour and believe that action is taken. Girls in Singida described the behaviour of some of the boys in their school. "*They try to bribe us and some of them try to seduce us by saying they are interested with a normal friendship only, and then later on they start to disturb you. We refuse, and if he continues you tell him that you are going to report him to teachers, usually he will stop disturbing you. Also we advise them to put their efforts in education. Last year many girls reported boys. Teachers are very cooperative and they usually promise us not to mention our names to those boys, they call the reported boys, give them advice afterwards you will see the changes to that boy. But those who ignore the teacher's advice are suspended. For example, this year six boys were suspended because of involving themselves in sexual intercourse and drugs. They had sex with girls at school, but the girls were not suspended.*"

In Tabora the girls who were interviewed during the qualitative research said that: "*If a teacher tries to seduce a girl we tell our parents and they come to the school.*" The girls do not know what happens after it is reported, "*we are not told anything, maybe it ends in the office.*" In another school girls said that in the previous year one male teacher had tried to seduce girls and when they said no to him, he would become hostile towards them giving them corporal punishment. They also said there was a female teacher who was seducing boys. This had been reported.

In one school girls said they were often afraid to go to the staffroom because of the verbal abuse they received from some of the male and female teachers: "I*n the staffroom teachers are just talking, if you go there inside they just look at what is improper about you, even if you wear a long skirt they will just say your skirt is like a sack; if you wear a short one they will say we do not want short skirts. Nothing is good for them, they just criticize us in everything that's why we are afraid of going to the staffroom*."

Illegal and excessive corporal punishment

Many girls interviewed during the qualitative research feel that some corporal punishment is intended to humiliate and demean them as girls. They give examples of teachers slapping them if they do not hold out their hand for the cane quickly enough, and incidents where teachers beat them on other parts of their body apart from their hands which is not allowed. Girls and teachers know this is wrong and girls do report such punishment, however, they say that after reporting it, the punishment may stop for a while but then begins again. The prevalence of illegal and excessive corporal punishment including the actions that girls take is discussed in greater detail below in IO Indicator 5.5.

6.5.2 IO5.2 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

This section investigates the perceptions of students regarding their safety in school and on their journey to and from school.

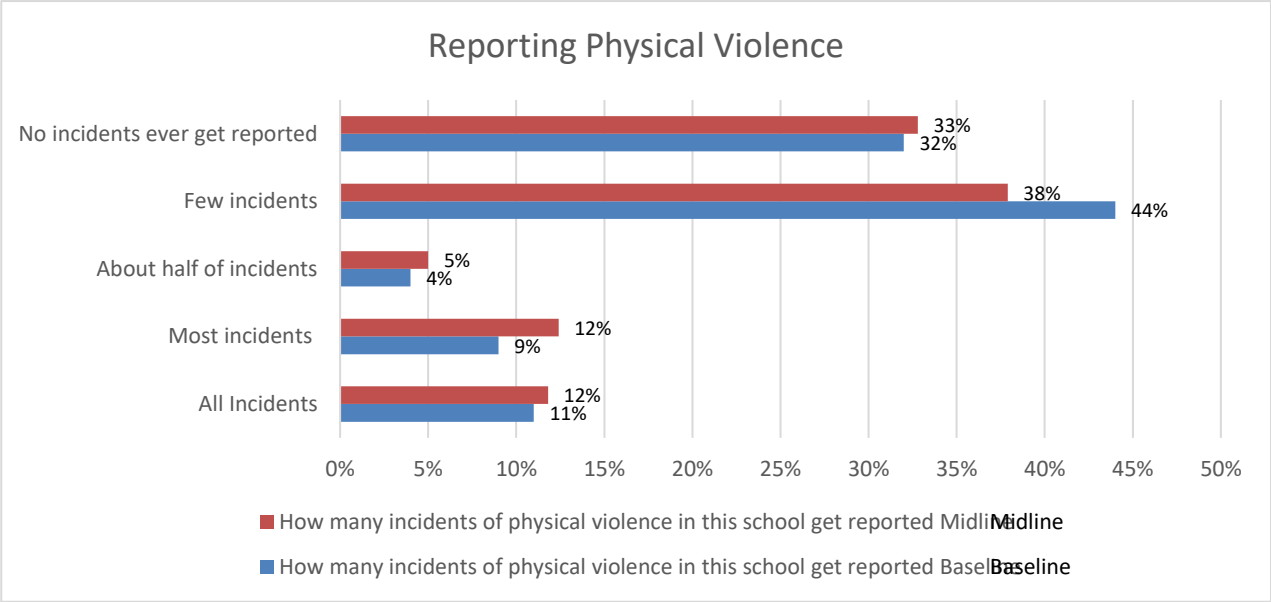
Table 71: Proportion of students who know who to turn to in order to report cases of abuse and feel confident that their report will be acted upon

District			Baseline		Midline	
			Count	%	Count	%
Intervention	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 ((Q33/Q36)	Yes	338	40.5%	402	46.3%
		No	496	59.5%	191	53.7%

Source: School based survey, student questionnaire: Table 71 combines Q33 and Q36 - Yes at Q33, Very or somewhat confident at Q36 (Not sure excluded)

For this indicator, midline results show that 46.3% of students (girls and boys) would know who to turn to in order to report cases of abuse and feel confident that their report will be acted upon. This has risen marginally from baseline levels at 40.5%, but does not meet the midline target of 53% by 6.7 percentage points.

Figure 24: Incidents of physical violence by teachers or students that get reported



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

There has been limited change in students' perceptions of reporting physical violence in school. A comparison of baseline and midline results shows a slight improvement in perceptions of incidents reporting.

Table 72: If you have been harassed or abused, who would you most likely report it to?

District			Baseline		Midline		% Change
			No.	%	No.	%	
Intervention	34. If you have been harassed or abused in any of the ways listed above, who would you be most likely to report it to?	A friend	155	3.9%	134	3.7%	-0.2%
		Parent or guardian	2,157	54.1%	1,692	47.1%	-7%
		Learner Guide	108	2.7%	37	1.0%	-1.7%
		Teacher Mentor	892	22.4%	1,156	32.2%	+9.8%
		Teacher	618	15.5%	38	1.1%	-14.4%
		Member of the Parent Support Group	26	0.7%	21	0.6%	-0.1%
		Someone else	34	0.9%	37	1.0%	+0.1%

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

There are some notable changes of who students would report harassment or abuse to. Teacher Mentors have become much more prominent as being the focal point for reporting harassment/abuse in school. Parents or guardians are still the main person for students to report harassment to although this has reduced by 7%. Taking this reporting into schools is a commendable result for the programme.

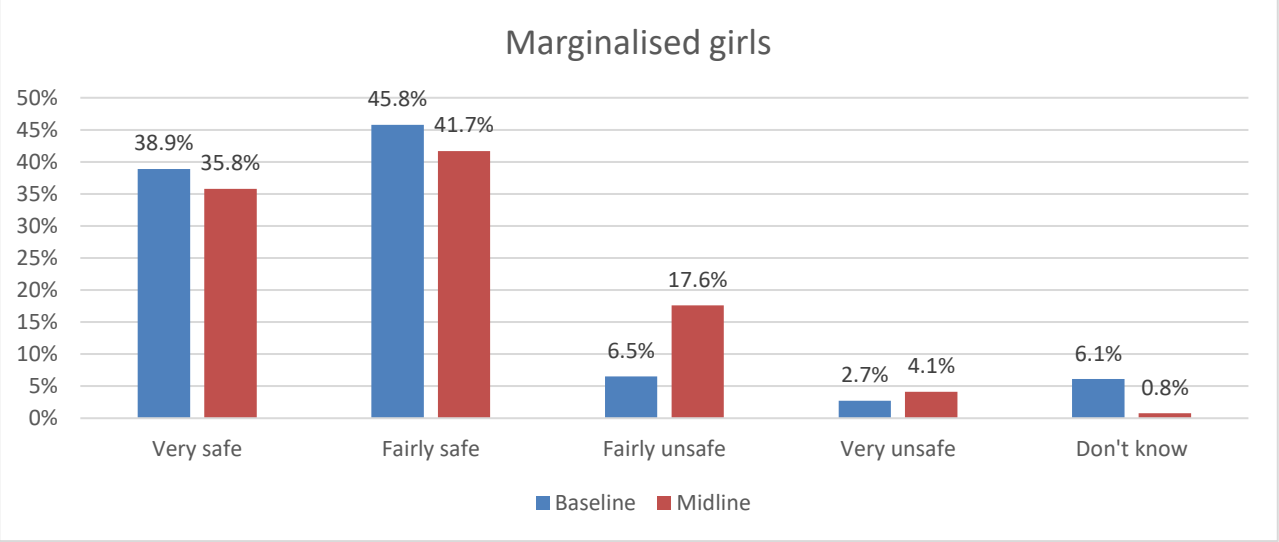
In the FGDs with students, both boys and girls interviewed explained who they would turn to when they need help, but this would not always be the Teacher Mentor, Matron or Guidance and Counselling teachers, often it would be a teacher they like and trust. Girls are usually aware of what happens if something is reported, but not in all cases, particularly when it relates to a teacher's inappropriate behaviour.

> *"If the teacher enters the class they can tell a student to go out of the class while the teacher is teaching or they beat the whole class every time or even abuse us…. if a teacher finds a student is writing notes but did not write the date, they use abusive language like telling us… you remember all your monthly periods but you do not remember to write the dates while I am teaching."* The students would report this to their counsellor following which, *"the counsellor reports to the Second Master, and the Second Master reports it to the academic office and tells them. And so they will call that teacher and warn him."* (Marginalised girl)

6.5.3 IO5.3 Students experiences and perceptions of safety in school and on their way to school (QAL)

Students were asked about their feelings of safety both on their journey to school and at school. Figure 25 shows the results.

Figure 25: How safe or unsafe do you feel on your journey to and from school – intervention



Source: Student Survey

In Figure 25 the results show that around three quarters of marginalised girls felt safe or fairly safe on their journeys to school with 77.5% answering in these two categories. However, we can see that the results at midline show a tipping towards feeling fairly and very unsafe. The fairly unsafe category has increased from 6.5% to 17.6%, an increase of 11.1pp. This indicates that as girls grow through puberty and into young women feeling of not being safe on their journeys to school has grown.

In the qualitative interviews, almost every group of girls described incidents which can be described as unsafe, but for the girls they are just the norm for their journey to and from school. They are aware that the actions of the men who hassle them is wrong, but it does not appear to stop them coming to school. Almost every stakeholder group talks about the behaviour of the boda boda drivers, street boys and other men who, "*come after the girls and try to seduce them.*" One girl said, *"There are lots of girls I know that, even here in our school, are having problems especially when you are walking on foot you may find those who are riding motorcycles try to seduce you."* (Shinyanga, marginalised girl) Many said that there are girls who agree to have sex because *"of not having enough money to fulfil their needs, that is why they agree to those boys."* Girls in Singida described how the boys would approach them and *"tell you 'I love you' and ask for your phone number. If you carry on walking without responding they will start to shout at you and tell you bad words, that you are not beautiful."* (Singida, marginalised girls) They also said that if adults observe this behaviour most just pass by without saying anything.

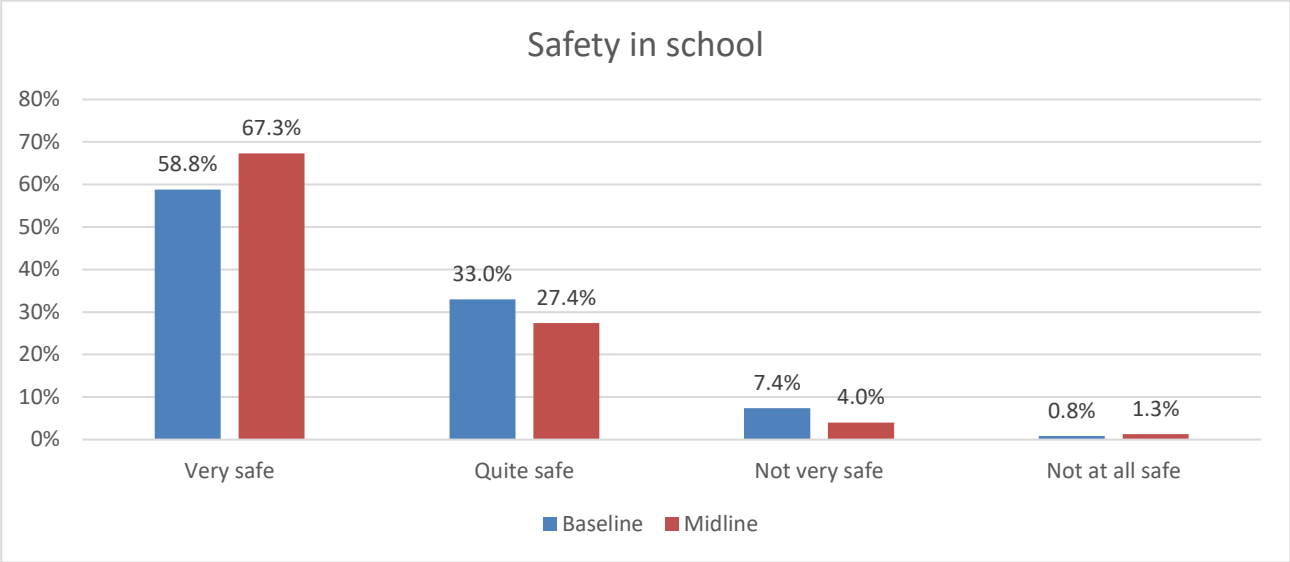
In an interview with a group of marginalised girls in Tabora, they described how on their way to school girls can be raped or seduced by the motorcycle drivers; many girls are afraid to tell their parents because they are afraid they would be withdrawn from school. They described motorcyclists who follow girls and try to give them gifts, they explained: "*we have to deny the gifts and tell them that we are students."* The girls in the group all lived far from the school and walked in groups for safety.

A Shinyanga girl receiving bursary support explained: *"We are being harassed and pestered by boys, if you refuse you may end up raped. Street boys pester the girls, they meet them on their way home. They tell us to leave school and they will marry us. We avoid them and tell them to leave us alone. They shout at us. They talk to us when they see we are alone, while we are going to fetch water or we are walking from school to home and they start annoying us. It does not stop us coming to school, but when we are in class we are just thinking about what will happen on our way home. Will there be boys there to annoy us. The school should have a dormitory so that we are safe."*

This level of safety is confirmed by almost all primary care givers interviewed, one of whom stated: *"on their way there's no safety but at school it is safe, because they are pestered by motorbikes drivers and being threatened if they disagree to be their partners, some of the girls are raped, it's not safe." (Singida, PCG)*

In the group discussions with girls, most indicated that their families want them to continue with their education and do not want them to leave school to get married. Some groups of girls identified early marriage as something that happens in rural areas and did not know of many girls who had left school because their parents had wanted them to be married.

Figure 26: Do you feel safe in school?



Source: Student Survey

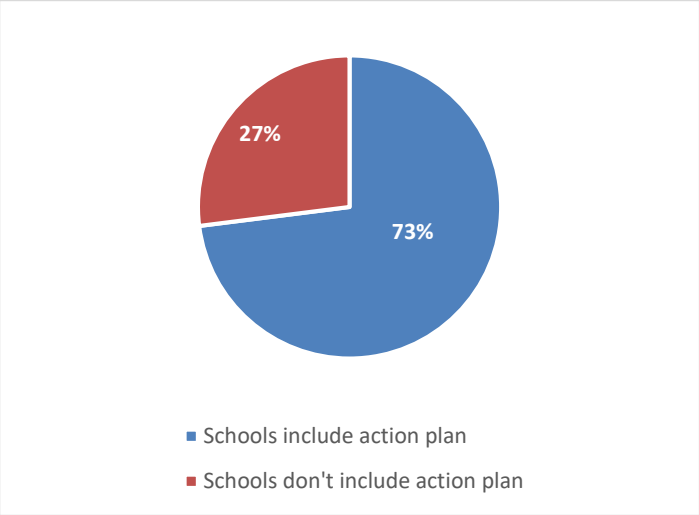
Midline data shows fairly high levels of students feeling safe at school (Figure 26) despite the prevalence of corporal punishment. The survey found that marginalised girls in intervention schools felt slightly safer than girls in comparison schools. This question was asked slightly differently at baseline with a yes / no response. For comparison sake we can combine 'very safe' and 'quite safe and compare with a 'yes' response at baseline as well as combining 'not very safe' and 'not at all safe' and compare to the response 'no' at baseline. With this comparison, we find that 95% felt safe at midline compared to 92% at baseline, and 5% feel not safe at midline compared to 8% at baseline. So we can conclude that levels of girl's safety at school improved slightly between baseline and midline.

In the qualitative discussions, girls interviewed did not express feeling very unsafe in school.

While the level of corporal punishment that students receive is excessive, it does not appear to make them feel unsafe at school. While they don't like it, they seem to accept it as the norm.

6.5.4 IO5.4 Proportion of school improvement plans that include an action to promote child protection

Figure 27: Proportion of School Improvement Plans that include action to promote child protection



The proportion of 'Plans for School Excellence' that include action to promote child protection is fairly high at 73%. This far exceeds the target for midline of 40%. This information was gathered through a survey of HoS carried out by CAMFED. The following types of activities were included in the plans: prevention of early marriage and pregnancies (not including testing); awareness on corporal punishment; building or improvement of hostels, dormitories, fences, and special rooms for girls; WASH facilities; counselling for students; follow-up on students who have dropped out; Child Protection plans and awareness raising on child protection.

Students showed a marked improvement in their knowledge of whether the school has a CPP. At midline 71.1% identified there was a CPP in their school as opposed to 53.1% at baseline, a rise of 18 percentage points. The interviews with girls found that they were aware of the CPP and often it was displayed in a public place on the school grounds for all to see and they knew who to report abuses to.

6.5.5 IO5.5 Reduced prevalence of the use of corporal punishment by teachers and heads of school in secondary schools

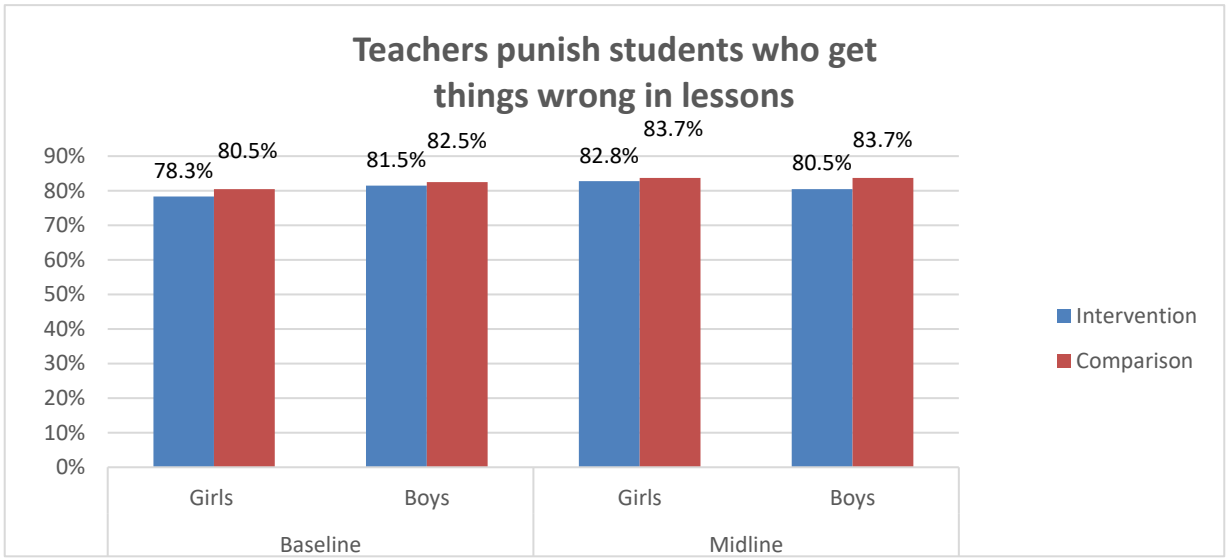
Whilst this indicator is largely based on qualitative evidence, there is also some complementary data in the students' survey based on student experiences of punishment in schools. A high number of students responded 'yes' to the question 'Do teachers punish students who get things wrong in lessons?'. A total of 78.3% of girls (marginalised and less marginalised) agreed with the statement at baseline rising to 82.8% at midline whilst the percentage of boys was at equally high levels but reduced slightly from 81.5% at baseline to 80.5% at midline. This was also the experience in comparison districts and incidences were similarly high.

Table 73: Percentage of teachers who punish students who get things wrong in lessons

		Baseline		Midline	
		Girls	Boys	Girls	Boys
Do teachers punish students who get things wrong in lessons? (Yes response)	Intervention	78.3%	81.5%	82.8%	80.5%
	Comparison	80.5%	82.5%	83.7%	83.7%

Source: School based survey, student questionnaire

Figure 28: Percentage of teachers who punish students who get things wrong in lessons



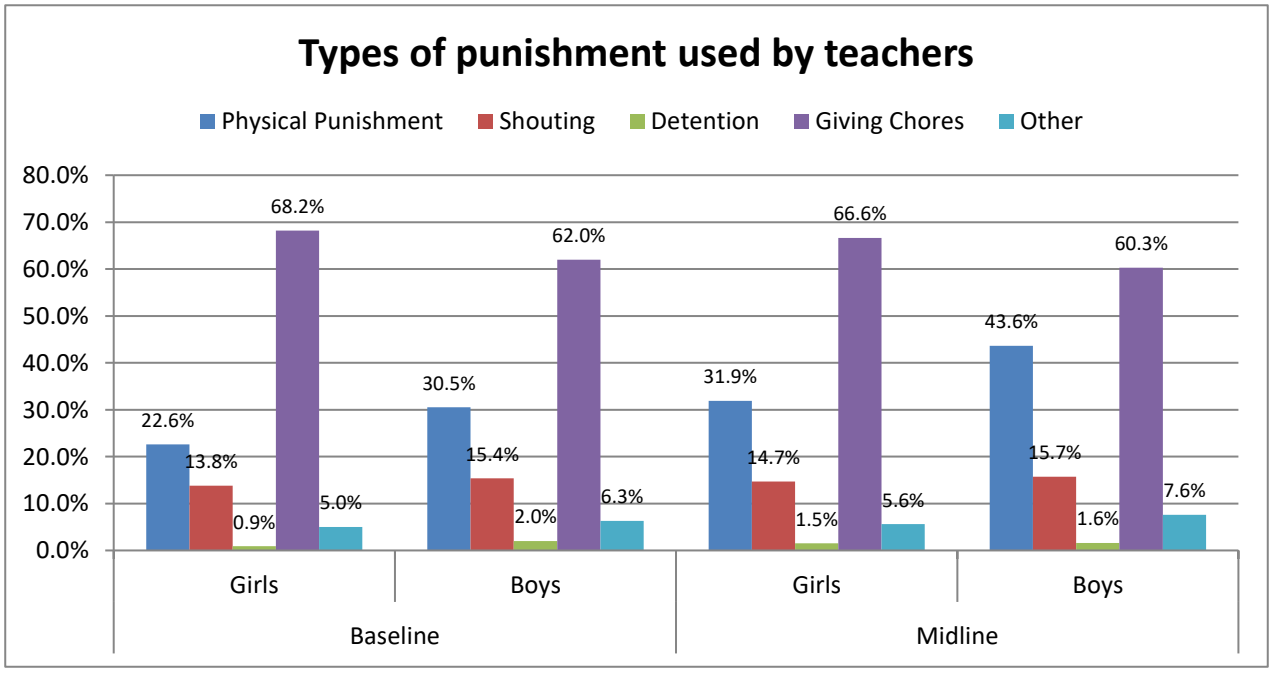
Source: School based survey, student questionnaire

Table 74: Types of punishment experienced in schools by students.

Intervention schools		Baseline		Midline	
		Girls	**Boys**	**Girls**	**Boys**
Types of punishment experienced from teachers reported by students	Physical punishment	22.6%	30.5%	**31.9%**	43.6%
	Shouting	13.8%	15.4%	14.7%	15.7%
	Detention	0.9%	2.0%	1.5%	1.6%
	Giving chores	68.2%	62%	**66.6%**	60.3%
	Other	5%	6.3%	5.6%	7.6%

Source: School based survey, student questionnaire, intervention schools only

Figure 29: Types of punishment used by teachers



Source: School based survey, student questionnaire, intervention schools only

Table 74 and the complementary Figure 29 shows the types of corporal punishment experienced by girls and boys in the intervention districts. The most common form of punishment being given was chores, which was more commonly experienced by girls. At baseline 68.2% mentioned this form of punishment, reducing slightly to 66.6% at midline. Boys experienced this punishment to a slightly lesser degree at 62% at baseline falling marginally to 60.3% at midline. This particular punishment has specific gendered implications. Giving girls chores further reinforces gender discrimination and stereotypes that girls are more suited for chores. The school chore burden coupled with the household chore burden that many girls experience leaves limited time for learning.

The second most common form of punishment was physical punishment and third (teacher) shouting. Unlike the giving of chores which reduced as a punishment between baseline and midline, physical punishment rose dramatically. Nearly a third of all girls (31.9%) mentioned physical punishment at midline and this was higher for boys (43.6%). Detentions and other punishment were mentioned but much less frequently.

In summary, the survey shows that the level of physical punishment has increased since baseline for both girls (+9.3 percentage points) and boys (+13.1 percentage points) with boys experiencing a bigger increase. Other forms of punishment such as shouting, detention and 'other' punishments have increased slightly, while giving chores has decreased slightly.

Qualitative findings for this indicator

Corporal punishment violates internationally recognized human rights to freedom from cruel, inhuman, and degrading treatment or punishment, and freedom from physical violence. (Human Rights Watch, 2008)[41]. However, it is legal in Tanzania (with restrictions) and therefore remains prevalent in schools, with girls, boys, teachers, HoS, parents and CDC members all recognising that it occurs in the schools across the 5 districts visited (Tabora, Nyamagana, Ilala, Shinyanga, Singida).

Tanzanian law stipulates that corporal punishment can be used in schools for serious offences and can only be administered by the HoS or by a person officially nominated by the HoS; with written permission from the HoS for every case and the reason for the punishment must also be recorded. Punishment is restricted to three strikes on the hands for girls and on the buttocks for boys using a light flexible stick. Punishments intended to humiliate like frog jumping and push-ups are not allowed. Female students should only receive corporal punishment from a female teacher. If the law was upheld it would substantially reduce the incidence of corporal punishment.

Students are aware of the law and reported that the law on corporal punishment is not upheld. In most schools visited during the midline research, students who were interviewed reported that:

- the teachers do not send the students to the identified person for punishment but carry it out themselves, thus most corporal punishment is not officially recorded
- many teachers exceed the maximum three strokes
- some teachers, particularly male teachers, hit students on other parts of the body
- students in one school reported that hosepipes had been used instead of sticks
- students are often beaten for offences caused by poverty and distance to school
- students may receive corporal punishment for the same 'offence' on the same day from a number of teachers, e.g. not having an exercise book, inappropriate item of school uniform or non-payment of fees for extra classes

Students described the corporal punishment they were forced to endure and generally accept it as part of their daily life, though there is an awareness that the corporal punishment they receive is illegal. Some students do report excessive punishment but say it only stops the behaviour for a short time. Students in many schools identified that they could be beaten if they are found to be wearing something that does not

[41] Human Rights Watch https://www.hrw.org/reports/2008/us0808/11.htm

conform to the uniform or if they do not have an exercise book for their class. In some schools they could be beaten by more than one teacher in a day for this. A marginalised girl in Tabora said she had received corporal punishment from five teachers for not wearing the proper shoes, another received six sticks for not cutting her hair and not bringing water to school.

> *"Here at school now if you are caught without the school logo or a tie you will be punished, so that can make students skip school because they afraid that they will be punished. They worry that they don't have this and that. This is also causing the increase of street children. … I can say the punishment that boys get is more than what girls get. The boys receive heavy punishment, it is not likely for a girl to be caned more than 7 sticks, but a boy might be caned even more than 20 sticks, and also he will be given other punishment as well like breaking stones or watering flowers for two days.*" (FGD with boys, Nyamagana)

One group of marginalised girls in Shinyanga reported that while teachers only hit students on the hands or the buttocks, they often exceed three 'sticks'. While boys are usually the ones given push-ups as punishment, girls can be given push-ups for failing exams; teachers may even beat the whole class. One group of girls interviewed in Shinyanga said that they do not like assembly as, *"there is corporal punishment most of the time. They are beating us on our hands, shoulders, backs and even our legs.*" They also said that some teachers had used a hose pipe to beat them. All the teachers in their school carry out corporal punishment, *"except the one (teacher) we love."*

Boys who were interviewed in a FGD in Singida stated, *"teachers use corporal punishment all the time, you may receive sticks on other parts of the body if you argue with the teacher,"* but that the teachers remain within three sticks. Students had been punished by a teacher for non-payment of fees for extra classes.

Girls in receipt of a CAMFED bursary who were interviewed during a FGD in Singida reported that there are three teachers who slap girls on their face as punishment and *"also make us walk like a frog if we are late, don't have an exercise book or make a noise in class."* Female teachers use the cane on the hand but they said that male teachers could give up to 20 strikes and could, *"hit you everywhere on the legs, back, shoulder."* If the students report the punishment to the matron, *"it will stop for two weeks, but then it will start again.*"

Views of school and other government officers

The statements by students regarding the corporal punishment they receive is not at all aligned to the statements made by members of staff in school who do not admit to using illegal levels of punishment. However, the CDC and Ward Officers do recognise the challenges and are working with HoS and other school staff to raise awareness and change attitudes to corporal punishment to ensure compliance with the law. Teacher Mentors and Learner Guides are also playing an active role in schools to ensure compliance with the law.

The CDC in Nyamagana district explained that the types of punishments are changing with the increase of awareness of the country laws. They outlined that part of their work is to work directly with teachers and schools to build awareness in order to change attitudes towards punishments. They acknowledged that the law is not always followed: *"Honestly, they don't adhere because a student may do a mistake and the teacher decides to punish the students with sticks at that instant. Awareness raising is taking place and they are learning, because there are so many impacts of corporal punishment. Most students have poor health, a little stick punishment can make the student faint, so you can be taken to the police accused of murder. Every day the heads of schools explain to teachers, but teachers have not yet understood. The government talks about it, and Head of Schools, even us as we do monitoring we talk about it. After doing the monitoring we have a short meeting with teachers and tell them about child protection and they agree, but after that implementation is poor. So the work remains for the Head of School. But corporal punishment has been reduced compared to past years, due to cases announced in social media."*

A Teacher Mentor interviewed in Singida felt that excessive corporal punishment has significantly reduced in her school and that corporal punishment is carried out within the law. She said that as a measure to increase awareness, the Learner Guides educate the school staff on the CPP concerning corporal punishment and help to amend the policy and inform teachers and students of the changing attitudes

towards corporal punishment. However, this was not confirmed by students who described the excessive corporal punishment they received.

A HoS in Singida stated that, "*of course the introduction of the policy of corporal punishment was a challenge to us. We have experienced that punishing students is the only solution to make them attend school. We are changing, not to 100 percent but maybe 60 percent. … The issue here is the historical background. Punishment comes from the home, so even when you come to school you feel the only solution is corporal punishment. But we should change from this so we changing of course."* A HoS in Tabora reported a reduction in the use of corporal punishment and when it is administered. *"A school wide effort has been taken to reduce the corporal punishments and with special recognition towards girls and where circumstances are out of her control"*, e.g. coming late to school because of household chores.

Perceptions on corporal punishment of stakeholders external to the school

While PCGs are generally accepting of corporal punishment taking place they are not fully aware of the guidelines for when corporal punishment is allowable under Tanzanian law.

Parents and PCG members accept that corporal punishment takes place; it has long been engrained in the school system and is considered as a norm. Corporal punishment is also seen as an acceptable way for PCGs to punish their children. PCG members in Tabora district said they thought that teachers follow the principles and guidelines for corporal punishment and that they understood it to be administered for the following reasons: being rude, being late for school, for getting below a certain mark. None of these would be deemed acceptable reasons for corporal punishment under the current law.

However, a PCG member in Nyamagana district said that punishment is sometimes given in what could be avoidable circumstances if the school were more accepting of familial circumstances. Students were asked to bring in 1000 shillings to school to pay for a haircut. Where the family has little or no money, the students go to school without the money and would be given corporal punishment. The PCG member indicated that the family could be responsible for the haircut using scissors or a razor blade to overcome the inability to pay the 1000shillings, however the school insisted that this could not happen and that the student must come to school with money for a haircut. Again, punishment for this reason would not be acceptable under the current law.

Disciplinary measure for teachers that break the law

While there are organisational procedures for dealing with cases of illegal punishment, these have not reduced the use of illegal corporal punishment in terms of the severity of the punishment or the reason for the punishment. A HoS in Nyamagana explained what took place in their school; he said that when excessive levels of punishment are used, the teacher in question is reprimanded by the HoS. Where necessary, the parents and police are involved, but the HoS said that often the parents forgive the teachers and no further action was required. It is not known how prevalent this approach is, but it is clearly unacceptable as a response; the power levels between the parents and school in Tanzanian society as well as the prevalence of corporal punishment at home would generally enable the school to persuade parents to take no further action.

Alternative discipline methods other than CP and their implications

There is a growing trend of giving alternative punishments to discipline students. A Teacher Mentor from Singida district said that school staff meetings were held to discuss methods of positive punishment to uphold the CPP and avoid giving excessive punishments to students. It was suggested that teachers needed to receive further training on positive behaviour management because corporal excessive punishments still persisted and as a Teacher Mentor they had no authority to discipline the teachers.

Alternative forms of punishment emerging in schools are often facilitated by stakeholders such as the CDC who are working to change attitudes towards the type of punishments given. Alternative punishments that are being used include:

- Irrigating flowers and plants
- Digging holes for waste/ school fences
- Cleaning toilets
- Cutting long grass
- Picking litter
- Cracking rocks

However, most of these punishments also fall under the duties that all students are asked to carry out before morning assembly. Furthermore, these alternative punishments always take place during class time, meaning that these punishments cause students to be out of the classroom and miss lessons, often for long periods of time. They are also unsupervised during this time.

Clear guidance is needed within the CPP on what constitutes unacceptable behaviour on the part of a student and teacher, punishment appropriate to the misdemeanour, and that punishment given for factors related to a student's poverty or circumstance is both unacceptable and illegal.

7 Conclusions and recommendations

7.1 Conclusions

The GECT 5276 project has been evaluated at baseline and midline a year apart. The key subgroups tracked for learning and transition are Form 2 (Form 1 at baseline) and Form 3 (Form 2 at baseline) marginalised girls, less marginalised girls, marginalised boys and less marginalised boys in intervention and comparison schools. Targets for learning were set for midline for literacy and numeracy for marginalised and less marginalised girls and marginalised boys.

Between baseline and midline the Project has not been able to hit all the targets for improvement in the IOs. More than half the targets are not hit for IO3, IO4 and IO5 which gives cause for concern. Though the project is improving attendance and learning and supporting economic empowerment (in the widest sense), the gains for attitudes to learning, safety and school environment are not yet secured. However, it is important to remember that this midline was taking place just one year into the programme and there are a further two years to go.

Learning Outcome

Qualitatively, marginalised girls and boys revealed the barriers to learning in school to be those related partly to poor learning environments including those that are beyond the scope of the project, i.e. shortage of teachers, classrooms and lack of most resources. The attitudes of educators towards illegal corporal punishment and a focus on punishments for infringements that marginalised girls can do little about is a demotivating factor. Quantitatively, the literacy and numeracy learning outcomes correlated with the intervention schools having received extra support in teaching and learning activities plus provision of resources.

For the key subgroup, marginalised girls in Forms 2 and 3, the respective literacy performances against set targets were 121% for Form 2; 73% for Form 3; and 105% for the combined cohort classes; the Form 2 and combined scores being statistically significant. The gap between the literacy results of the intervention students and the comparison students have widened, with both marginalised and less marginalised girls in the intervention schools scoring higher than in the comparison schools. The literacy scores of both the intervention and comparison school boys have also risen and there is little difference between them.

For numeracy, Form 2 marginalised girls exceeded the target at 107% and had a statistically significant result; but Form 3s only progressed 59% towards target, which although positive was not significantly so. The combined effect from both forms in numeracy improvement was +2.8pp, statistically significant, and equating to 68.5% of performance against the set target. In both literacy and numeracy, Form 2s improved considerably more than Form 3s. For numeracy, Form 2 marginalised girls performed worse (14.6%) than less marginalised girls (19.1%) at baseline; a gap of 4.5pp; and again at midline (20.0% vs 26.1%); with a wider gap of 6.1pp. For girls in comparison districts, the respective gaps were 6.2pp (baseline) and 9.6pp (midline); thereby showing an even wider gap. For Form 3, the gap between marginalised and less marginalised girls in intervention schools was 3.9pp at baseline and 6.6pp at midline; again a widening gap. It seems that as girls progress though the education system, the gap in test results between marginalised and less marginalised girls grows wider.

Transition outcome

Barriers to transition are the cost of education, distance to school and pregnancy. Attendance rates have improved since baseline, the greatest rise in those attending for at least 85% of the time was for marginalised girls in Form 2 in intervention districts whose attendance rose from 67.0% at baseline to 82.0% at midline, an increase of 15pp. In contrast, attendance of at least 85% of the time rose by only 1.7pp from 68.5% to 70.2% for marginalised girls in Form 2 in comparison districts. There were also larger increases in the proportion of students attending at least 85% of the time for other Form 2 students in the intervention districts: marginalised boys attendance rose from 65.7% to 76.3% (+10.6pp), less marginalised boys rose from 71.4% to 79.2% (+7.8pp) and less marginalised girls from 75.7% to 82.6% (+6.9pp). There were no corresponding increases in attendance for any student group in the comparison districts. This increase in Form 2 attendance may be due in part to the end of year Form 2 exam.

Far more marginalised girls in the intervention communities (72) had an unsuccessful transition through repeating their school year than in the comparison districts (26). This may indicate that a further barrier to transition includes where teachers 'hold back' girls and boys who have not achieved good examination scores, such that they repeat their year in order for them to gain better examination scores and be more able to have successful learning outcomes when they transition to the next form.

Sustainability

The sustainability findings between baseline and midline of Community (0-2), School (1-2) and System (1-2) show that all targets have been well met. This is a commendable result from a programme that started from a low base, particularly in the community and school indicators. The results show the enthusiasm with which the programme has been received.

There are variations in Learner Guide participation and visibility in communities. It is their visibility at local levels which makes the greatest difference to intervention schools. Greater opportunities to incorporate Learner Guides in school committees, Ward or District committees higher level committees or even panels and meetings would increase their reach, message and influence.

Factors that are likely to support the sustainability of the project's activities and results include:

- CAMFED's excellent relationships at central, district and local level, that can help to embed project structures and personnel into strategic and operational educational changes
- The enthusiasm of the newly appointed Teacher Mentors and Learner Guides in the conduct of their jobs
- Benefits for teachers as well as specifically CAMFED structures

Factors that are likely to hinder the sustainability of the project's activities and results include:

- the lack of project funding available to progress community and school supporting committees
- the CAMFED introduced structures, such as the PSE, where these are distinct from, and not yet embedded in, local community and educational existing structures and may bring confusion

GESI

The project is delivering transformational GESI change with CAMFED direct beneficiaries; but the impact on indirect beneficiaries is less strong. However, many of the activities that are taking place aim to build the confidence and self-awareness of these girls to manage the considerable challenges they face; but there needs to be greater changes in the school environment to ensure these girls have the opportunity to succeed. A number of ways of providing support for these girls is outlined in the recommendations below.

Disability

Self-reported disability decreased from 14% of boys and 17%-18% of girls in intervention and comparison schools at baseline to just 4% of intervention boys and girls at midline and 5% of boys and girls in comparison schools. This is largely attributable to the change in the introductory wording to match more closely the Washington Group question template (including specific text about health issues) as well as placing the questions at the start of the survey so that the enumerators could ensure students understood the questions.

In school, 56% of marginalised girls with a disability in the intervention districts said girls and boys were treated differently in class, compared with 39% of less marginalised girls with a disability in these districts. This is worse than at baseline, when 36% of marginalised, disabled girls in the intervention districts said this. As the instructions for the WG introduction had changed since baseline, these results could be a result of the responses from the much smaller and more accurate number of girls identified as living with a disability.

Both boys and girls with a disability were more likely than those without a disability to say that they do not feel safe travelling to school, have high chore burdens and are not supported to stay in school. Once in school, disabled boys and girls faced additional barriers to learning in the classroom, irrespective of marginality, feeling less welcome and less able to move around.

Unsurprisingly, impaired mobility in the classroom was disproportionally experienced by girls with a disability with more than a fifth of all girls with a disability reporting difficulty moving around in the classroom compared to 15% of intervention girls more generally. In addition, children with a disability improved least in terms of literacy and numeracy outcomes between baseline and midline.

7.2 Recommendations

MEL framework recommendations

The midline HoS survey asked whether the school provided any targeted financial support for marginalised girls and how this operates; however the responses do not provide information to show how the support is organised or the funding allocated. It is recommended that the endline HoS survey questions might be further refined to identify to what extent such activities are embedded in a school plan, developed with participation of staff, students, and local community members, and with robust targets to be met.

Enhancing the enabling environment for inclusive GESI education

CAMFED is providing a range of support but the challenges that face many schools means that often the support provided is not having its full impact.

Supporting teaching and learning: teaching and learning materials

A key outcome of the project is to improve learning and teachers have received training in participatory teaching approaches as well as textbooks to support this. Little time has elapsed since the training but as yet, based on both the quantitative and qualitative findings there has not been a substantial change in classroom practice. Even so, learning results have improved. However, class sizes have grown and continue to grow faster than the construction of classrooms. Teachers are daunted by trying participatory approaches with large groups of students and students do not have adequate textbooks to use them for study, leading teachers to rely on writing notes for students to copy. While many of these things are outside the control of CAMFED it is suggested that:

- personal copies of textbooks be given to direct beneficiaries which they return at the end of the school year
- increased copies of textbooks for English, Mathematics and Science be provided to schools based on their current student to textbook ratio to enable sharing of 1:3 per class
- provision of e-readers for students similar to those in GECT 5101 with full curriculum materials and interactive activities for key subjects

Supporting teaching and learning: professional development

Teachers are aware of the benefits of using participatory approaches but are daunted by the task of using these approaches in large classes and the fear of students not having the information they need to pass their exams. While they have attended training, after time they fall back on familiar approaches. The following activities could support long term change, some of which can be undertaken in collaboration with MoEST:

- written guidelines and examples of practical activities for teachers that can support them to implement more active learning in their classroom (by subject)
- school based CPD system implemented to support ongoing sharing of ideas
- district based CPD opportunities provided through local teacher educators
- effective monitoring by HoS to ensure that teachers plan and teach lessons that involve the use of participatory techniques appropriate for teaching large classes and remain in class for the entire lesson
- participatory school improvement planning with a focus on strategies for improving learning and wellbeing of students

The MoEST[42] is developing a framework for school-based continuous professional development and modules for teachers' CPD; these are being piloted collaboratively with UNICEF. This is an excellent opportunity for CAMFED to support the MoEST and benefit their schools by ensuring their schools are among the first to pilot or use these materials. There are also a number of documents developed by MoEST that have been developed to support school management and these can be used as a starting point to provide mentoring support to HoS to improve the performance of their school.

Supporting teaching and learning: gender discrimination in the classroom

There has been an increase in the proportion of girls, particularly girls with a disability, who report that teachers treat boys differently to girls and who feel unwelcome in the classroom. It is important that CAMFED identifies the reason for this increase and then develop strategies to address the situation. The role of the Learner Guides and Teacher Mentors can support this.

Reduction of corporal punishment

While corporal punishment is legal in Tanzania, there are strict rules on its use and these rules are being broken daily. There are also plans for corporal punishment to be abolished in schools. In the current Education Sector Development Plan (2016/2017 - 2020/2021)[43], Component 5 has a strategy for the abolition of corporal punishment with the planned result that, 'Teachers are using alternative ways of disciplining children.' This is a very positive step and we believe this gives CAMFED the mandate and responsibility to use its influence to educate students, teachers, HoS, caregivers and other government officials that (a) any corporal punishment that takes place must be within the law and to know the precise rules governing corporal punishment; and, (b) understand that MoEST seeks to abolish corporal punishment. We suggest that CAMFED could:

- support the CDC to draft an agreement detailing the legal procedures for corporal punishment and a commitment to the abolition of corporal punishment and ask HoS and teachers to publicly sign that they will follow those guidelines
- monitor the frequency and use of corporal punishment through the Learner Guides and report progress to the CDC
- provide guidance on positive behaviour management strategies for teachers, including punishments that support learning and do not require students to miss valuable learning time in the classroom
- encourage the CDC to reward schools that use positive behaviour management strategies through recognition at district level

Community action by PSGs and Ward Officers to protect and support girls

In some areas, the Ward Officers and PSGs have begun to take action regarding the behaviour of boda boda boys, educating them and making them aware of the law. This could become more widespread and systematic with the support of the CDC. Much of the emphasis has been on educating girls to protect themselves, but more needs to be done to ensure that local community members, particularly women, are vigilant regarding the behaviour of these boys and report any poor behaviour to the local street leader. PSGs and Ward Officers can play a role in educating the local community during meetings. Another area where support is needed and can be supported through community action and change of attitude is the refusal of bus drivers to allow students on to the buses. Again, through community sensitisation at meetings, churches and other places where people gather, community members can be encouraged to ensure that students are not left at the bus stop; that they should be able to board the bus if they are at the stop before others.

[42] United Republic of Tanzania, Education Sector Performance Report 2017/2018
[43] https://www.globalpartnership.org/sites/default/files/2019-04-gpe-tanzania-esp.pdf

To maintain the motivation of PSGs will require support through public recognition of their efforts. Again this can take place through the CDC and be in the form of praise and recognition at meetings to raise awareness of other members of the public regarding the work the PSGs carry out.

Hunger and school feeding

The quantitative student survey found that 70% of marginalised girls in intervention districts had skipped meals on some days. The qualitative discussions found that many students leave home early in the morning and by staying for extra classes at school arrive home in the evening. Six of the ten schools visited during the midline qualitative study have started to provide food but charge fees for this, which many students cannot afford or can afford irregularly. This makes the situation worse for the most marginalised as they are not only hungry but see their peers eating. However, in one school visited, the PSG identified some of the poorest students who were then provided with free meals. Two schools have prohibited students from taking their own food to school and have stopped all other access to cheap food from local traders.

It is suggested that CAMFED encourages CDCs to hold discussions with schools and PSGs to stop practices that prevent students who cannot afford the school lunch from eating during the day. It is also suggested that CAMFED identify ways they can increase the number of marginalised children who can access food at school. A number of PSGs are looking into how they can provide food at school, further support from CAMFED in the form of training and grants would strengthen this.

Bicycle maintenance

Distance to school was identified as a barrier for many students. CAMFED provided bicycles that would support these students to come to school. The EE found that girls were often without the use of their bicycle because it had a puncture or needed other repairs. Very few girls were able to carry out simple repairs and maintenance. Bicycles are provided but with no puncture repair kit or bicycle pump for inflating tyres. One possibility is for parents who know how to maintain and repair bikes to volunteer to teach the girls to repair and maintain their bicycles at least once every month. CAMFED is considering the best way forward to address this challenge such as providing repair kits to each school and forming students clubs trained to do simple repairs as part of their extra-curricular activities. PSGs could be engaged to help with repairs as part of their support to children.

Wrap-around care of marginalised children

The CDC plays an important role in bringing together a wide range of actors from across government offices and the local community. However, we believe that the support they provide needs to be more strategically planned and structured in order to achieve the desirable level of transformation. CDCs can be supported to develop plans which focus on providing a more holistic support system for marginalised girls and boys; ensuring that they have access to counselling and appropriate health care and advice as well as support to remain in school. Such a plan would include the setup or strengthening of community financing models. The plan would be developed and implemented in partnership with current nascent support systems, i.e. the Learner Guides, Teacher Mentors, PSGs, CAMA as well as existing government structures, such as school management committees, Street Leaders, Ward Officers and social services and other NGOs operating in the district to identify the role that each can play to provide a wraparound support for the marginalised children.

A programme for marginalised girls in school and post-school living with a disability

One or more forms of disability amongst the population are preventing marginalised girls from progressing to and within secondary school. CAMFED does provide for medication or other forms of support for 35 girls living with a disability within the targeted financial support in GECT 5276. However, many girls with disabilities do not transition from primary to secondary school. It is therefore, recommended that CAMFED considers supporting district education departments to identify education pathways for marginalised girls living with disabilities who attend primary schools in CAMFED supported districts. This would increase both the number of girls getting a secondary education and improve the quality of that education.

School environment

Students reported difficulty moving around the classroom and lack of seats and the school infrastructure was often found to be poorly maintained. HoS look to support from local government and community members for support with construction of new buildings and purchase of furniture; but further action can be taken to ensure good maintenance practices are implemented. CAMFED can work with schools, through the CDC, to ensure that maintenance of existing facilities is part of the general management activities as well as continuing to advocate for appropriate toilet facilities for girls with access to water for washing and bins for sanitary towels.

Collaborative Whole School Planning

The current target of, 'Proportion of School Improvement Plans that include an action to promote child protection' needs to be more explicit about how the plan is developed. We feel that it would be more effective if the target changes to, 'Proportion of School Improvement Plans that include an action to promote child protection which requires the engagement of school and community representatives in its identification and implementation.'

Annex 2: Intervention roll-out dates

Please provide a timeline of roll-out of your interventions in the table below.

Table 16: Intervention roll-out dates

Intervention	Start	End
Marginalised girls receive targeted/individualised support to enrol in and progress through junior secondary school	December 2017	December 2021
District- and school-level stakeholder committees convened and trained to lead delivery and monitoring of support	October 2017	March 2019
Selected teachers trained as focused Teacher Mentors	October 2017	June 2021
Training and capacity building for Head Teachers	November 2017	March 2021
Ongoing regular support to schools by district-level committees and District Programme Coordinators	December 2017	December 2021
Marginalised girls receive financial support to complete upper secondary school and achieve A-Level qualification	July 2019	December 2021
Young women school graduates (GEC beneficiaries) receive	July 2019	December 2021

support to take up places in vocational training		
Young women school graduates (GEC beneficiaries) receive support to take up places in tertiary education (annual)	July 2019	December 2021
Printing and distribution of Learning to Learn in English resource and targeted study guides in Maths, English and Biology*	March 2019 ** As a replacement for the low-cost Study Guides, CAMFED purchased Literacy and Numeracy curriculum textbooks already approved by Tanzania Institute of Education, for immediate use in the under-resourced schools reached by the project.*	March 2019
Printing and distribution of My Better World student and Learner Guide resources	December 2017	March 2019
Learner Guides and Teacher Mentors organise whole-class literacy initiatives	January 2018	September 2020
Selection, training, and ongoing support of District Programme Coordinators	November 2017	December 2021
Young women recruited and trained as Learner Guides to work with GEC cohort in school on learning and life skills	November 2017	June 2020
Learner Guides volunteer weekly in schools, delivering 'My Better World' life skills curriculum to support girls' learning and transition	December 2017	December 2021

Learner Guides reach out-of-school girls in their communities with role-modelling, mentoring, and life skills sessions	April 2018	December 2021
Learner Guides access BTEC qualifications and social interest loans in recognition of their volunteering	March 2019	December 2021
Continuing professional development for Learner Guides	August 2018	December 2021
Young women recruited and trained as Transition Guides to work with GEC cohort school leavers	December 2018	March 2021
Transition Guides deliver a specially developed Transition Curriculum to GEC cohort school leavers	January 2019	December 2020
Continuing professional development for Transition Guides	September 2019	September 2021
District-level project launch and establishment/maintenance of key district and regional partnerships	July 2017	September 2018
Capacity building for Parent Support Groups	August 2018	December 2020
District stakeholders trained to support embedding a whole school approach in schools	August 2018	September 2020
School-level meetings held to share back project and learning	August 2018	September 2020

data and create school improvement action plans (Whole school approach)		
Stakeholder and student regional- and district-level meetings and exchange visits	August 2018	December 2021

ANNEX 3: MIDLINE EVALUATION APPROACH AND METHODOLOGY

CONTENTS

1 APPROACH AND PURPOSE

The purpose of the midline evaluation is to measure differences between baseline and midline data on Learning, Transition and Sustainability, and assess progress against set targets. This has been achieved by using statistical methods to compare changes observed in intervention schools with those in comparison schools. The results provide CAMFED, the GEC Fund Manager, DFID, and external stakeholders with results and data for programme decisions and aggregation and re-analysis at portfolio level.

The midline evaluation seeks to test the project's Theory of Change and the research undertaken measures the success of the project in delivering the project outcomes and the five intermediate outcomes (attendance, economic empowerment, self-esteem and agency, an enabling learning environment and a reduction of school related gender-based violence). The quantitative and qualitative analysis, therefore, prioritises these aspects.

CAMFED's 5276 project seeks to achieve three outcomes, namely:

- **Learning** (Outcome 1) - Marginalised girls have significantly improved learning outcomes
- **Transition** (Outcome 2) - Girls from peri-urban communities benefit from a relevant, quality secondary education and progress from school to a secure and productive young adulthood; and
- **Sustainability** (Outcome 3) Project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable.

These are expressed through the project logframe. The EE confirms that they followed what was laid out in the logframe during the midline evaluation.

The midline evaluation explores questions such as the relevance, effectiveness, efficiency and sustainability of the interventions and whether the interventions were delivered on time and as intended in the cohort schools and communities.

The midline evaluation delivers the following objectives as identified in the GEC-T Midline Report Template:

- To measure progress against the project's outcomes (Learning, Transition, Sustainability), the project's Intermediate Outcomes, and the project's Outputs;
- To assess progress against targets for outcomes and intermediate outcomes for the midline and endline evaluations, and for outputs at annual frequency;
- To provide a nuanced, evidence-based picture of the context in which the project operates;
- To describe changes to the profile/progression of the project's direct beneficiaries, and any changes to the project's calculation of beneficiary numbers;
- To 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;
- To investigate the linkages between Outputs, Intermediate Outcomes and Outcomes;
- To provide the GEC Fund Manager, DFID, and external stakeholders quality analysis and data for aggregation and re-analysis at portfolio level.

Table 1: Outcomes for measurement (FMT 17)

Outcome	Level at which measurement will take place.	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per eval point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
Outcome 1: Learning - Marginalised girls have significantly improved learning outcomes						
Outcome Indicator 1: Literacy improvement: Number of marginalised girls supported by GEC with improved learning outcomes in literacy.	School	Tool(s): SeGRA/SeGMA learning assessments.	Predetermined by FM: Learning in terms of reading and mathematics	Evaluation point	National enumerators	
Outcome Indicator 2 Numeracy improvement Number of marginalised girls supported by GEC with improved learning outcomes in numeracy.	School	Tool(s): and SeGRA/SeGMA learning assessments.	Predetermined by FM: Learning in terms of reading and mathematics	Evaluation point	National enumerators	
Outcome 2: Transition - Number of marginalised girls who have transitioned through key stages of education, training or employment (primary to lower secondary, lower secondary to upper secondary, training or employment)						
Girls from peri-urban communities benefit from a relevant, quality secondary education and progress from school to a secure and productive young adulthood	Household	School transition data, (enrolment, attendance dropout) Tool(s): Household survey - Primary Care Giver questionnaire *Triangulated with interview responses from PCGs, teachers, LGs, graduated girls and marginalised girls*	To assess the perceptions and attitudes of the PCG towards the education of the marginalised girl, gauge the level of support in the home and gain a better perspective on perceived barriers to girls' education and to assess level of support LG, and marginalised girls get for transition	Evaluation point	National enumerators	

Outcome 3: Sustainability – Project can demonstrate that changes brought about which increase learning and transition through education cycles are sustainable. (Performance against comprehensive sustainability scorecard - scores 1-4)						
Community						
Community Sustainability 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	Learner Guides Survey *Triangulated with interview responses from LGs, Teacher Mentors, HoS, CDC and Ward*	To understand level of self-reported visibility in community structures	Evaluation point	CAMFED EE Qualitative researchers	
Community Sustainability Indicator 2: Number of school communities implementing a cost-share approach to meet the associated wraparound costs for the most marginalised girls to attend school, including through school-community financing models	Community	Survey of HoS *Triangulation/complementary data: interviews with School Development Committees, Teacher Mentors, PSG members, HoS and CDCs*	To assess cost-share approach	Evaluation point	EE Qualitative researchers	
School						
School Sustainability 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.	School	1) Student survey 2) Teacher survey 3) Thematic checklist for SSIs/FGDs with Teachers and HoS 2) Thematic checklist for SSIs/FGDs with Bursary Girls and Marginalised Girls who are in school	To assess the extent to which the learning environment supports and/or hinders learning	Evaluation point	National Enumerators EE Qualitative Researchers	

School Sustainability Indicator 2: Proportion of schools where the Learner Guide sessions are formally integrated into the school timetable.	School	HoS survey Thematic checklist for SSIs/FGDs with Teacher Mentors and HoS	To assess extent to which the Learner Guides can be sustained within schools	Evaluation point	National Enumerators EE Qualitative Researchers	
School Sustainability 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	HoS survey Thematic checklists for SSIs/FGDs with HoS, School Board, CDC	To assess the extent to which support for marginalised children can be managed effectively and accountably at school level	Evaluation point	National Enumerators EE Qualitative Researchers	
System						
Systems Sustainability Indicator 1: Learner Guide programme [or components of the programme] is/are officially recognised by Ministries (national and district levels) and teacher training institutions as a pathway to improve learning and transition	National and ministry	Interviews with CAMFED programme staff & CDC members, triangulated with evidence such as meeting minutes/reports	To assess the extent to which the programme will enable LGs to move into further education, employment or entrepreneurship	Evaluation point	National Enumerators EE Qualitative Researchers	Not collected at baseline as programme was new
Systems Sustainability Indicator 2: Number of districts implementing a cross-sectoral approach, anchored by the district education office, to mobilise and coordinate reciprocal support from	National and district structure	CAMFED monitoring data SSIs/FGDs with CAMFED programme staff & CDC members, triangulated with evidence such as meeting minutes/reports	To assess the extent to which a 'wrap-around the child' approach can be implemented at district and national level	Evaluation point	CAMFED EE Qualitative interviews	

other line ministries (e.g. health, social welfare) to address girls' welfare.						
INTERMEDIATE OUTCOMES						
Intermediate Outcome 1: Improved attendance of marginalised girls						
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).*	School	**Tools**: Attendance data gathered from school registers.	Attendance in school is important indicator for improving learning and transition	Evaluation point	National enumerators	
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).	School	**Tools:** 1) Thematic checklist for SSIs/FGDs with Teachers; Bursary Girls and Marginalised Girls who are in schools; Primary Care Givers of Marginalised Girls from tracked cohort	It is essential to identify barriers to attendance and factors supporting attendance in order to take action to improve	Evaluation point	EE Qualitative researchers	
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%.)*	Community	**n/a**		**ENDLINE ONLY**	CAMFED	This indicator could not be measured at baseline since the Transition Programme was just starting then.
Intermediate Outcome 2: Economic Empowerment						
IO Indicator 2.1 Annual progression rate of	CAMFED/ School	**Tool(s):** CAMFED monitoring data collected by Teacher	To assess the extent to which progression is	Evaluation point	CAMFED national staff	

marginalised girls receiving financial support. Disaggregated by age, district and disability (by type and severity).		Mentors and submitted to CAMFED database	effected by the support received			
IO Indicator 2.2 Annual drop-out rate of girls in CAMFED partner schools attributed to pregnancy and/or early marriage. Disaggregated by age, district and disability (by type and severity).	CAMFED/ School	**Tool(s):** CAMFED monitoring data collected by Teacher Mentors and submitted to CAMFED database	To assess the extent to which progression is effected by the support received	Evaluation point	CAMFED national staff	
IO Indicator 2.3 Engagement of community stakeholders in tackling early pregnancy and marriage (Qualitative).	School / Community	Tool(s): Thematic checklist for SSIs/FGDs with CDC, Ward Leaders, LGs, PSGs, and teachers	To assess level to which stakeholders take action to address early pregnancy and marriage	Evaluation point	EE Qualitative interviews	
IO Indicator 2.4 Beneficiaries' views on how the support received impacted on their likelihood of completing school (Qualitative).	School	Tool(s): Thematic checklist for SSIs/FGDs with Bursary Girls and Marginalised Girls who are in school	To assess the extent to which school completion is effected by the support received	Evaluation point	EE Qualitative interviews	
IO Indicator 2.5 Beneficiaries' views on how the support received (Transition Programme) impacted on their economic security (Qualitative).	School	n/a	n/a	ENDLINE ONLY		
IO Indicator 2.6 Proportion of marginalised girls and young women supported under GEC who satisfy one	Community	n/a	n/a	ENDLINE ONLY		

or more economic empowerment criteria following school completion.						
Intermediate Outcome 3: Life Skills						
IO Indicator 3.1 Level of 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)	School	**Tool(s):** FM Life Skills Index and CAMFED's Attitudes to Learning assessment tool	To assess changes in self-esteem, self-confidence and self-efficacy as a result of project interventions	Evaluation point	National Enumerators	
IO Indicator 3.2 Changes in marginalised girls' perceptions of their ability to succeed in the next stage of their transition	School	Tool(s): Thematic checklist for SSIs/FGDs with Bursary Girls and Marginalised Girls who are in schools, Primary Care Givers of Marginalised Girls from tracked cohort	To assess changes in self-esteem, self-confidence and self-efficacy as a result of project interventions	Evaluation point	EE Qualitative interviews	
Intermediate Outcome 4: Quality of teaching/classroom practice						
IO Indicator 4.1 Percentage of Teacher Mentors and Learner Guides implementing active teaching styles and practices.	School	**Tool(s):** Teacher survey Tool(s): Thematic checklist for SSIs/FGDs with Bursary Girls and Marginalised Girls who are in schools, TMs, LGs and BTEC assessors	To assess quality of teaching as it is an important pre-requisite for improved learning	Evaluation point	National enumerators EE Qualitative interviews	
IO Indicator 4.2 Percentage of Learner Guides who perform their role with students to the required pedagogical standard. Disaggregated by gender and district	School	**Tool(s):** BTEC Observational Assessment Form Tool(s): Thematic checklist for SSIs/ FGDs with students, LGs, TMs & BTEC assessors	To assess the quality of teaching of LGs	Evaluation point	CAMFED EE Qualitative interviews	

IO Indicator 4.3 Frequency of use of learning materials provided by CAMFED, by students and teachers. Disaggregated by gender and district.	School	Tools(s): Student survey and Teacher survey Tool(s): Thematic checklist for SSIs/FGDs with Marginalised Girls, Learner Guides, TMs	To assess the use of learning materials provided	Evaluation point	National enumerators EE Qualitative interviews	Not assessed at baseline; materials not or only just available
IO Indicator 4.4 Quality of learning materials provided by CAMFED (Qualitative)	School	**Tool(s):** Student survey and Teacher survey Tool(s): Thematic checklist for SSIs/FGDs with HoS, Teachers, Learner Guides, bursary girls & marginalised girls	To assess the quality of learning materials provided	Evaluation point	National enumerators EE Qualitative interviews	Not assessed at baseline; materials not or only just available
Intermediate Outcome 5: School-related gender based violence						
IO Indicator: 5.1 Students' understanding of School-Related Gender Based Violence (Qualitative)	School	**Tool(s):** Thematic checklist for SSIs/FGDs with Teachers, Bursary Girls, Marginalised Girls, Boys from Cohort Forms, School Board, HoS Triangulation/complementary data: Student Survey questionnaire - Questions in relation to corporal punishment and sexual harassment.	To understand the extent to which students' understanding of SGBV has changed	Evaluation point	EE Qualitative interviews	
IO Indicator 5.2 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	School	**Tool(s):** Student Survey *Triangulation/complementary data: Interviews/FGDs with students*	To assess the extent to which students are able to take action to protect themselves	Evaluation point	National enumerators EE Qualitative interviews	

IO Indicator 5.3 Students' experiences and perceptions of safety in school and on their way to/from school	School	**Tool(s):** Thematic checklist for SSIs/FGDs with Teachers, Bursary Girls and Marginalised Girls who are in schools, Boys from Cohort Forms, School Board, HoS	To assess the extent to which students feel safe in their environment	Evaluation point	EE Qualitative interviews	
IO Indicator 5.4 Proportion of School Improvement Plans that include an action to promote child protection	School	**Tool(s):** Planning for School Excellence Action Plans Tool(s): Thematic checklist for SSI with HoS	To identify the extent to which schools are taking action to protect students	Evaluation point	CAMFED EE Qualitative interviews	
IO Indicator 5.5 Reduced prevalence of the use of corporal punishment by teachers and heads of school in secondary schools (Qualitative)	School	Tool(s): 1) Thematic checklists for SSIs/FGDs with Teachers, Bursary Girls and Marginalised Girls who are in schools, Boys from cohort forms, School Board, HoS, Ministry of Education, CDC Tool(s): Student survey	To identify the extent to which corporal punishment takes place and its impact on students	Evaluation point	EE Qualitative interviews National enumerators	This is a new indicator, it was not in place at baseline

2 EVALUATION METHODOLOGY

2.1 Overall evaluation design

The project is being 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 comparison districts were selected to match as closely as possible the geographic and socio-economic contexts of the intervention districts. The majority of comparison districts did not have a CAMFED presence in any of the sampled schools. As in the baseline, the midline visited all five sample intervention districts for the quantitative research, with two schools selected for qualitative sampling in each district.

The research design operates by tracking a cohort of boys and girls from a sample of intervention and comparison schools and districts. The cohort was identified during the baseline and was followed through the midline, as it will be for the endline evaluation. During the baseline, girls in the cohort were surveyed and categorised as marginalised or less marginalised.

For the baseline, the cohort was from Forms 1 and 2; for the midline the cohort will be tracked in Forms 2 and 3 and will include those who are repeating Form 1. (See Table 2). It was expected that at midline, some members of the cohort may have left school, i.e. “dropped out”. Where this was the case and wherever possible, those identified as marginalised girls were tracked through the household survey and may be interviewed as part of the qualitative study to better understand the challenges, barriers and conditions that shape their lives. Replacements were made if the number of marginalised girls was found to be below the number required to ensure sufficiency at midline and endline.

Table 2: Tracked cohorts

Baseline (2017)	Midline (2019)	Endline (2021)
Form 1 Form 2	Form 2 and those repeating Form 1 Form 3	Form 4 Transitioned cohort

The midline evaluation follows the same approach as the baseline. The quantitative study includes a school based survey including learning assessment and a household survey; the qualitative study uses focus group discussions (FGDs) and semi-structured interviews (SSIs).

This mixed-method approach 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.

Unlike at baseline, and due to the reporting timescales required by the FM as well as restrictions on when the surveys could take place due to school holidays, the qualitative and quantitative research was undertaken concurrently. This 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. At outcome level, while there is a greater emphasis on quantitative findings, the qualitative findings are integrated where possible and appropriate. However, qualitative evidence is limited for the transition outcome because at this stage all midline cohort members are in school. The data used for the midline focuses on the progression of students from one form to the next within their ordinary secondary school, rather than transition between the stages of education, i.e. from ordinary secondary school to advanced secondary, TVET college or other pathway. The five intermediate outcomes lend themselves to providing both qualitative and quantitative data. The link between the outcomes and intermediate outcomes is discussed at various points in the report.

During the school-based survey, all cohort students and replacement students completed the attitude to learning and student questionnaires; replacement students were also asked to complete the marginality questionnaire which had been completed by existing cohort students at baseline. All cohort students and replacement students also completed assessments to test their levels in literacy (SeGRA) and numeracy (SeGMA). Teachers and Heads of Schools were required to complete a questionnaire specifically designed for them to assess changes in attitudes to girls and students in general, teaching methods, use of corporal punishment, compulsory pregnancy testing and their views about barriers to attendance and survival of girls and boys. To capture and deepen the understanding of the dimensions of complexity of the lives of marginalised girls and layers of exclusion, qualitative interviews and FGDs were conducted with girls, teachers and head teachers.

Marginalised girls, who were identified from the school-based surveys in the baseline, were again 'followed home' at midline to enable a household survey to be conducted. Replacements in the midline were not followed in this way. The primary carers of marginalised girls were interviewed in order to get their account of the girl, her education, her transition through school, and their perspective on barriers. The household survey was also conducted with the self-reported Head of Household; this interview helped 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.

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. 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.

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.

In order to generate insights and deepen understanding of why certain things occur, the qualitative study took place alongside both the school-based and household survey. The qualitative study took place in the same schools as at baseline. 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 included drawing their 'Pathway through Life', identifying what they like and do not like about school, or listing and prioritising the greatest barriers to attending and remaining in school. These activities also helped to develop rapport with the researcher and translator and to overcome shyness and apprehension. From the initial activities, some students were selected for more in-depth follow-up interviews.

Head teachers were interviewed using a semi-structured (SSI) interview approach. Teachers were interviewed using focus group discussions in which the researcher facilitated group discussion and interaction around the key set of evaluation themes. Separate SSIs or FGDs were also held other key stakeholders, i.e. Learner Guides, Teacher Mentors, Transition Guides and BTEC assessors. Members of the community also participated in separate FGDs or SSIs, i.e. groups of mothers and fathers, CDC members, and community leaders. A few girls who had dropped out of school and were contactable also took part in an SSI.

2.1.1 Approach to GESI

GESI minimum standards were incorporated into the evaluation through the following mechanisms:

- Developed tools with gendered terminology and carried out qualitative semi-structured interviews and focus group discussions using appropriate gendered terminology
- Consistently used the terminology of characteristics and barriers when discussing educational marginalisation
- Provided data on the prevalence of girls' characteristics within the sample group (Annex 4)
- Provided data on potential barriers to transition (Annex 4)
- Provided analysis on how characteristics and barriers intersect (FM Table 2, Midline evaluation report Annex 4)
- Provided data on learning and transition for marginalised girls, less marginalised girls and (marginalised and less marginalised boys)

- Conducted thematic analysis of the qualitative research evidence ensuring both human rights and legal rights relating to GESI issues such as SGBV have been fully articulated and analysed.
- Identified the project's GESI responsiveness in the main findings and in relation to the Theory of Change.

2.2 Midline data collection process

2.2.1 Sampling and replacements

The sampling framework was developed for baseline and will remain the same for baseline. The target sample size for the baseline was based on a calculation of one cohort of 40 students in Form 1 and one cohort of 40 students in Form 2 in each school, as set out in the CAMFED MEL Framework. The cohort for the midline evaluation will be the same group of students in Forms 2 and 3 and will comprise those students who have progressed from Forms 1 and 2 as well as any students who participated in the baseline who are now repeating Form 1. Marginalised girls who participated in the baseline survey but have since dropped out of school or have transferred to another school in the same district will be followed to their home. All marginalised girls identified at baseline will be followed in the household survey unless their family has moved out of the district.

At the design stage the assumption was that 50% of students would be girls and that 40% of these girls would be marginalised. On that basis, it was assumed that 16 girls per school would be marginalised. The baseline study confirmed this, with 41% of girls being identified as marginalised; with an average number of 16.86 marginalised girls per school.

At midline, additional girls were added to the cohort to ensure that there were adequate numbers of marginalised girls to compare between midline and endline, their data will not be used as part of the midline report to ensure we are measuring like with like. The sample sizes required in both Forms at midline were identified to ensure that, with a conservative average attrition rate of 40% between baseline and endline, 10 marginalised girls would be retained in each school through to the endline. However, as only the current Form 2 would be in school at endline, the cohort was boosted where required to ensure 13 marginalised girl at midline in order for 10 marginalised girls to be in place at endline. The Form 3 cohort was boosted for attrition, where required, to 7 marginalised girls at midline. In each Form, replacements were made on the basis of 2 girls identified for each 1 marginalised girl who has dropped out and cannot participate. The replacement girls participated in all the school surveys including the marginality tool; they were not followed home.

2.2.2 Changes in quantitative and qualitative data collection tools at midline

The quantitative tools were all updated to include revised FM priority questions as shared with GECT project partners. The process was that the EE prepared draft changes, shared with CAMFED, a one day workshop was held where the tools were discussed in turn and then further changes were made. The tools were submitted to the FM by CAMFED and signed off for use. The SeGRA/SeGMA tools were developed by the Tanzanian government.

The qualitative tools were updated because changes and additions to indicators required some new themes and some new stakeholder groups to be respondents. The format of the thematic checklists included more emphasis on outcomes, not only IOs as had been the case in the baselines. This process was mediated by CAMFED seeing our drafts and passing them on to the FM. Comments from the FM were duly addressed, one phone conference was held with the FM qualitative specialist and the tools were signed off for use.

A full list of tools, their purpose and who deployed them can be seen below.

2.2.3 Enumerator recruitment and training.

Twenty-four (24) teams of four (4) enumerators were recruited to cover the proposed sample size (both intervention and comparison) of schools and districts in the time available for the midline evaluation. In light of the timeframe awarded for fieldwork, the school and household survey took place at the same time, limiting the disruption to the school. For this reason, 12 teams of 4 enumerators were used to carry out the school-based survey and 12 teams of 4 enumerators for the house-hold survey.

The enumerator teams were recruited by CAMFED, these were experienced individual enumerators (not from a firm) many of whom had taken part in CAMFED evaluations in the past. Enumerators who had not participated in the baseline were placed in teams with enumerators who had participated. The majority of each country enumeration team were CAMA members and other education professionals.

Immediately prior to the quantitative school and household level surveys enumerators received training from the EE team of international consultants, with inputs from CAMFED staff. The training included:

- **A detailed overview of the project and the findings from the baseline** so that enumerators had a good understanding of why they were conducting the research and to be confident in explaining this to respondents.
- **A detailed overview of the enumerator's role**, including their responsibilities and the key principles of conducting research such as confidentiality, neutrality and consistency
- **Clear instruction in research ethics**, including any ethical procedures that had to be followed or considered throughout the fieldwork. This included training on detecting signs of distress or trauma among research participants and what to do if this situation should arise.
- **Overview of field logistics** and what a typical day of fieldwork would involve.
- **A thorough grounding in the collection of quantitative and qualitative data.** This included details on how to conduct the literacy and numeracy assessments, how to organise the quantitative survey; how to use the tablets and how to support students to use the tablets.

- **Information on any other protocols** that had to be followed during data collection, such as around sampling during household surveys or replacing cohort members
- **Training on child protection in the gathering, analysis and sharing of information.** CAMFED's Monitoring and Evaluation (M&E) Code of Practice, which forms part of CAMFED's Child Protection Policy, applies to all employees, volunteers and partners, including independent organisations and individuals carrying out research or information gathering on behalf of CAMFED. CAMFED puts the welfare and well-being of children and young people first and is committed to preventing intentional or unintentional abuse or harm to children who work with CAMFED or are in contact with it. Training on CAMFED's Child Protection Policy was provided to all enumerators and evaluation staff and they were required to sign prior to commencement of the field work and to abide by this throughout the evaluation fieldwork.

The training took place over three days on 17th – 19th July 2019; and where possible the training was delivered in an experiential and hands-on approach enabling enumerators to familiarise themselves with the questionnaires using the ODK toolkit, both helping students and school staff to use the tablets and using the tablets themselves to interview others; and practise participatory methodologies including simulation and role play, with hands-on practice in small groups to give instructions or interview each other and troubleshooting.

2.2.4 Qualitative researchers

Qualitative researchers were not recruited from the market for this task. The EE used two teams of two to conduct the qualitative research. Each team comprised of one qualitative specialist, who had extensive experience in qualitative fieldwork (often in educational settings) in developing country settings, and one interpreter. With the permission of the respondents, the qualitative researchers recorded the interviews for later transcription, if permission to record was not granted then notes were taken. No training was given to the qualitative researchers as this was not felt to be necessary, but they engaged in planning and discussion prior to the field research.

2.2.5 During data collection

Data collection timing

Data collection in Tanzania took place from 22 July to 03 August, 2019. The timing was to ensure there was no disruption to the school examination and holiday timetable. Due to the time constraint on reporting, there was no sequencing of the qualitative and quantitative data collection for the evaluation of 5276; data collection happened concurrently.

Child protection

Quantitative study

As part of the enumerator training for the quantitative study, a session was held with the enumerators on the need to ensure strict child protection policies are followed and the reporting mechanisms for any child protection issues that emerged as part of the study, or during the evaluation. This session was led by CAMFED staff and all enumerators had to sign prior to commencement of the fieldwork and abide by the policy throughout the evaluation fieldwork.

To ensure the safety of enumerators, they were provided with appropriate vehicles and experienced drivers. A WhatsApp group was set up to ensure that any problems and challenges could be reported immediately and acted upon appropriately by local CAMFED staff. Expenses were paid which enabled enumerators to stay in safe accommodation.

Data was stored on a secure server where only the evaluators and Camfed had access.

Qualitative research

To protect and respect participants' privacy in the qualitative study, at the beginning of each research activity participants were asked for their permission to record the event which would subsequently be translated and transcribed for analysis. If the interviews could not be recorded, comprehensive notes and record was written by the interviewing researcher.

To ensure the qualitative data collection methods respected and were aligned with ethical and child protection standards, qualitative tools were developed in accordance with the FM guidance. The EE can confirm that the qualitative research teams followed and conducted themselves respecting these ethical guidelines.

Whilst developing and conducting the tools, the research teams ensured that participants would not feel pressured to share personal experiences in group settings by clearly stating the purpose of the research activity at the beginning of the FGD or SSI.

The EE recognised that to encourage discussion, creating a safe and comfortable environment was required; interviews and FGDs began with more practical focused topics before moving on to more sensitive subjects. Where researchers felt that a participant wanted to say more but was reluctant to do so in a group, participants were asked if they were willing to share on a one-to-one basis. To ensure they did not feel singled out, others were also invited for an individual interview.

Broaching sensitive topics was done with caution and FGD participants were asked for their perspectives on any changes they thought think they were/were not witnessing among the girls/parents/communities etc. around them generally. They were not required to talk about their own personal experiences or those of specific individuals they knew in front of others. Data on sensitive individual experiences was gathered through individual methods of data collection, for example in-depth interviews.

What re-contact protocols were followed to track cohort girls from baseline? Was this approach successful? Did you have to replace girls due to attrition, and if so, how did you sample these replacement girls?

The same approached used at baseline were employed. Due to the time constraint on reporting, there was no sequencing of the qualitative and quantitative data collection. Data collection happened concurrently. The enumeration teams were divided so much as practical, between school and household teams.

How did sampling of parents/teachers/stakeholders etc. take place? Differentiate by research instrument as appropriate. How was the quality of data assured?

All the schools included at baseline were visited, and in each, head teachers and selected teachers (met at baseline or their replacements if they had moved) were given tablets to complete the self-administered

interviews. This happened as students completed the student interviews and learning tests. The enumerator teams were split into two, with one covering the school and another doing household interviews for the transition outcome.

Qualitative research

Decisions about the exact data needs were informed by analysis of the baseline findings, ongoing monitoring data and through the revised Theory of Change. Qualitative tools were tailored to explore specific outcomes or intermediate outcomes, the role of particular interventions, and/or specific pathways or relationships within the CAMFED 5276's theory of change.

The qualitative research was carried out by international consultants who are highly experienced in the use of qualitative methods, and who adhered to general best practice principles which were reflected in the wording and prompts of the qualitative tools (See Table 6)

It was more important to have deep and rich information from a relatively small sample of people than to have a great deal of potentially shallow information. For this reason, the number of questions asked was taken into consideration; they had to be realistic to answer the purpose of the 5276 midline evaluation. Sufficient time was given to ensure topics can be discussed in depth. For FGDs, clustering three to four main questions under one topic and having up to four topics in a discussion was considered as good practice. In group discussions, time was given for all participants to contribute and the need for discussion among themselves was also factored in. Good practice in setting qualitative data questions was observed at all times.

Table 3: Design elements of qualitative tools

Design of Tools		
	Wording	
	Explore change	Explore changes since the baseline and changes in the lives of the beneficiaries since the project began. Particular focus on the perceptions, feelings and lived experiences of project beneficiaries.
	Focus on a clear timeframe	
	Enable participants to give less biased responses	Avoid leading questions at all times.
	Be easily understood	Ensure we use a familiar language and appropriate level of linguistic complexity that is suitable to each individual or group of participants. This is especially important for the girls, boys and parents.
	Prompt reflection and discussion	In order to prompt reflection and understand the deeper more nuanced changes and situations of individual and groups of participants, all our team members are highly experienced interviewers, competent in the use of a wide range of rapport-building and active listening skills, such as open questions, paraphrasing, follow-up questions, probes, reflecting feelings etc. The whole purpose of the FGD's we conduct, as opposed to group interviews, is to stimulate discussion between group members.

What are the final sample sizes for each of the instruments (quantitative and qualitative)

What were the minimum sample sizes agreed in the MEL framework?

Table 4d: Tool details (FMT 18)

Tool (used for which outcome and IO indicator)	Beneficiary group	Sample size agreed in MEL framework for treatment and (control group) - if appropriate	Actual sample size treatment and (control group) - if appropriate	Remarks: (1) Attrition rate from baseline to midline; (2) Re-contacted sample vs replaced sample (3) Major changes to tools or differences between anticipated and actual sample sizes
Quantitative tools				
Learning tests – SeGRA and SeGMA (used for outcome 1 Learning)	Midline cohort of Form 2 and 3 students;	Intervention:800 (640 by midline) (640 by midline) Comparison: 800	Intervention:736 Comparison: 687	Attrition rates lower than expected, sample sizes higher than calculated.
Student Survey used for outcome 1 learning	Midline cohort of Form 2 and 3 students including repeaters;	As above	As above	
Attitude to Learning Survey used for outcome 1 learning	Midline cohort of Form 2 and 3 students including repeaters;	As above	As above	
Marginality tool	Booster sample of Form 2&3 girls	Only for replacements at Midline		
Teacher survey used for outcome 1 learning	Teachers of cohort students	5 per school including core subject teachers and teacher mentor if possible.	485 in total, or 97% of target.	
Head of School survey used for outcome 1 learning	Head of School	1 per school	1 per school (100 in total)	
Head of Household Survey used for outcome 2 transition	Head of Household of marginalised girls	1 per transition sample girl. (1692) 850 reached at baseline	1456	Due to an error, the older cohort class was not included in the household survey. This was since corrected at midline.
Primary Care Giver survey used for outcome 2 transition	Primary Care Givers of marginalised girls	1 per transition sample girl.	1459	In order to confirm the transition sample it was important to interview someone in the household for this survey. The EE objected ethically to the need to

				occasionally replace a PCG with a head of household (usually replacing a female voice with a male voice who additionally may not speak with a similar understanding of the marginalised girl). There are no specific figures for where this happened because enumerators tried extremely hard to find the PCG.
Sibling survey used for outcome 2 transition	Sibling of marginalised girls	No targets set	143	
Out of School girl survey used for outcome 2 transition	Marginalised girls who have dropped out of school			
Qualitative discussions				
Focus group discussions and Semi structured interview O1 Indicator 1 & 2 O2 Indicator 1 O3 School Sust. Indicator 1 Interm. Outcomes 1.1 1.2 2.2 2.4 3.1 3.2 4.2 4.3 4.4 5.1 5.2 5.3	CAMFED Bursary girls from Forms 2 and 3 Selected special interest girl	8 per school No target	8 per school No target	Special interest girls were not selected per school but according to the story they wanted or wished to tell
Focus group discussions and Semi structured interview O1 Indicator 1 & 2 O2 Indicator 1 O3 School Sust. Indicator 1 Interm. Outcomes: 1.1 1.2 2.2 2.4 3.1 3.2 4.2 4.3 4.4	Marginalised (non-bursary) girls from Forms 2 and 3 Selected special interest marginalised (non-bursary) girl	8 per school No target	8 per school No target	There were a few cases where a marginalised girls in receipt of bursary was found to be in this group, but this did not happen often. In some cases this happened because the names in the lists we received were discovered to be not up to date; some girls who did not receive the bursary last year were receiving it this year.

5.1 5.2 5.3				
Focus group discussions and Semi structured interview O1 Indicator 1 & 2 O2 Indicator 1 O3 School Sust. Indicator 1 Interm. Outcomes 1.1 1.2 2.2 2.4 3.1 3.2 4.2 4.3 4.4 5.1 5.2 5.3	Boys from Forms 2, 3 and 4	8 per school	8 per school	
Semi structured interviews O1 Indicators 1 & 2 O3 Community Sust. I 1 & 2 O3 School Sust. I 1, 2 & 3 O3 Systems Sust. I 1 & 2 Interm. Outcomes 5.2, 5.3, 5.4	Heads of School Teacher mentor	1 per school	1 per school	
Focus Group Discussion O1 -Indicators 1 & 2 O3 Community Sust. I 1 & 2 O3 School Sust. I 1, 2 & 3 O3 Systems Sust. I 1 & 2 Interm. Outcomes 5.2, 5.3, 5.4	School Board	1 per school	0 or 1 per school	
Focus Group Discussion O1 Indicators 1 & 2 O2 Indicator 1 03 School Sust. Indicator 1 Interm. Outcomes	Teachers	5 per school – at least 3 female & including the teachers of tracked cohort Maths, English	5 per school	Not always possible to get 3 female teachers per school

1.2 2.2 4.3 4.4 5.2 5.3				
O2 indicator 1 O3 Community Sust. Indicator 1 O3 - School Sust. Indicators 1 & 2 Interm. Outcome 1.1 2.3 3.1 4.1 4.2 5.2	Learner Guides	3 per school	0-3 per school	In a few schools there were no learner guides since their "contracts" had expired and CAMFED was in the process of either selecting new LGs or re-contracting the previous LG.
Semi-structured interview or FGD (dependent on availability) O2 indicator 1 O3 Community Sust. Indicator 1 & 2 Interim Outcomes 1.1 1.2 2.2 5.3	Primary care givers	5-6 per school	3-6 per school	Occasionally had PCGs of Marginalised girls who were not in school.
Focus Group Discussion/semi structured interview O3 Community Sust. indicator 1 & 2 O3 School Sust. Indicator 3 O3 Systems Sust. indicators 1 & 2 Interm. Outcomes 2.3	CDC members Community and traditional leaders	2 per district 2 per school	1-3 per district 1-2 per school	Often only the Ward Leader or representative was available
Focus Group Discussion/semi structured interview O3 systems sustainability indicators 1, 2 and 3.	CAMFED Staff Ministry of education staff in each country	1 meeting 1-2 per country	1 meeting 1-2 per country	
Focus Group Discussion/semi structured interview Outcome 2: Transition and Outcome 3: Sustainability	Transition Guide	n/a	4 in total	No students in the cohort group had transitioned and therefore no plan had been made to meet the Transition Guides. However, as some were

IO Indicators 2.1, 2.2, 2.3, 3.1, 3.2.				available we made the decision to meet with them.
Semi structured interview Intermediate Outcomes 1.2 2.1 2.2 2.3 2.4 3.1 3.2 4.1 4.2 4.3 5.1 5.2 5.3 5.4	Dropped out girls	No target but try to meet if possible	Some were met and interviewed for case studies	
Focus Group Discussion Outcome 2: Transition and Outcome 3: Sustainability IO Indicators 1.1, 1.2, 1.3, 2.1, 2.2, 2.3. IO Indicators 2.3, 5.1, 5.4, 5.5	CAMA members	0 per school	0 per school	This will be appropriate for endline, no members of the cohort group had transitioned out of ordinary secondary.
Focus Group Discussion/semi structured interview Outcomes 1, 2 and 3 OI 4.1, 4.2, 4.3, 4.4, 5.2 Outcome 2: Transition OI Indicators 3.1, 3.2, 2.1	School Graduates, non CAMA members	0 per school	0 per school	This will be appropriate for endline, no members of the cohort group had transitioned from ordinary secondary.

2.2.6 Post data collection

Data management protocol

CAMFED had a critical role in enabling the data for the GEC-T 5276 project baseline to be collected in a timely and robust way, learning from some of the survey design and fieldwork management issues encountered in the GEC evaluation. The EE worked closely with CAMFED on data cleaning and processing to ensure the data was generated in an efficient and timely way, while still having independent oversight of each stage of data collection.

In order to ensure that the GEC-T midline data was built to high standards of data quality, the External Evaluator team at CIDT proposed and followed the following data protocols, based on learning from the initial GEC and GECT evaluation process and to meet international standards. The approach has been developed in consultation with a UK-based survey analyst with considerable expertise in processing large and complex datasets, including the Scottish Household Survey and the UK Department for Education's Annual Survey of Childcare and Early Years as well as the WHO Demographic and Health Surveys across a wide range of countries.

The principles underpinning the data processing and analysis approach are objectivity, transparency and methodological rigour. This ensured that the decisions made about the cleaning, processing and analysing of the data involved the education and gender team and are fully documented, with full analysis of the rationale behind, and impact of, different approaches to missing data.

Proposed protocol

1. Once downloaded from the server, CAMFED sent the full raw and cleaned datasets to CIDT by the mutually agreed date. The raw datasets were sent after completion of the survey with cleaned datasets and syntax. These datasets included all cases and variables with no cases deleted, cleaned or otherwise processed. This was verified by the data being provided completely in a completely raw and unedited state, with the expectation that there would be an unbroken sequence of system derived case identifiers produced during the server download. This allowed CIDT to compare raw data with final data produced.
2. CAMFED merged all the data files as necessary, to single datasets so that (1) pupil; (2) household including main carer and sibling; (3) numeracy test scores; (4) literacy test scores; and (5) attendance data; were linked using unique identification information. Additional data fields were used to enable data matching where this is not initially possible (using, for example, location, family name and other triangulation variables to link matching cases with non-matching unique IDs).
3. CAMFED uploaded a full set of cleaned data, with syntax files, for the EE to review.
4. The EE ran a full list of edit and range checks on the data (again, using syntax files) based on the previous GECT evaluation/learning, with additional checks developed to deal with any further data concerns
5. The EE analysed the data and populated both the FM tables and additional tables based on specific themes for the report. The UK-based senior data analyst provided peer review and technical support to the CIDT data analyst.

6. Once completed, the EE will send to CAMFED with the full cleaned datasets, including derived variables and all syntax files.

The data management processes used in the midline evaluation can be seen in the following tables.

Table 5: SeGRA and SeGMA Processes

Step	Activity	Who
1	Enumerators introduce and supervise student completion of SeGRA and SeGMA tests	EE
2	The examination council marks the tests	Exam council
3	Results are recorded in excel sheets	Exam council or data entry clerks
4	Excel sheets passed to EE	CAMFED
5	Further analysis conducted	EE
6	Results aligned with qualitative and quantitative data	EE

Data storage and analysis, including relevant reflections of enumerators and researchers while in the field?

All data collected is stored in the first instance on a secure server at CAMFED and shared with the EE via Google Drive. It is stored in Open Data Kit format (ODK), the platform used for data collection. Data was then exported to Excel, SPSS and Stata for analysis. Data cleaning and analysis was conducted using SPSS. All cleaning and analysis was performed using Syntax, and baseline and midline datasets were combined/merged to facilitate comparisons.

The EE has securely stored data, particularly data which can be traced back to individuals, in password protected files. Personal details (names, address) have been removed at a very early stage in the data processing. If needed for follow-up, this has been stored separately from data. The final datasets will be shared with the CAMFED and after that, the EE will delete files on their hard disks.

Qualitative analytical processes

A Thematic analysis spreadsheet was created in Excel to allow all researchers to input their findings from the transcriptions into the spreadsheet. The spreadsheet was searchable by country, district, school, stakeholder group and tens of variables corresponding both to researcher findings and to indicator descriptions. Teams were assembled to extract data and learning

Was qualitative data transcribed and translated? If so, was translation verbatim or summarised?

Qualitative data was transcribed from the recordings verbatim. Where the language of interview was not English, these were additionally translated. The accuracy of translations was generally sufficient for the qualitative researchers and where sensitive issues were translated and transcribed, further enquiry was made from the language of interview to the English by speakers of both languages. The transcriptions will be shared with the FM once anonymised.

Provide the details of how the same beneficiaries will be tracked in the next evaluation point.

The tracking used at midline produced very good results, and will be used again at endline. This involves using the same enumerators as far as possible, and ensuring that household and school surveys are conducted at the same time. Advance information collected by LCs was used to ascertain school-going status of each learner.

2.2.7 Challenges in midline data collection and limitations of the evaluation design

Outline any methodological challenges to the approach (including any biases, attrition etc.) and how these were mitigated. Provide a summary of any limitations and challenges that were faced during the midline evaluation (for both quantitative and qualitative aspects) either pre-fieldwork, during fieldwork, or post-fieldwork.

Data for Project 5276 in Tanzania show low attrition rates (see table below), partly because the cohort was followed up just one year since baseline. The combined sample of marginalised girls in Form 2 and Form 3 is sufficiently powered to compare between baseline and midline (minimum 360 required). However, as the younger cohort will be assessed for learning at endline, replacements collected at midline will be used for comparing midline to endline. As part of midline analysis, a check was made to see if adequate power will be projected to endline, assuming current attrition levels. A booster sample was collected and will be used to increase the midline sample for comparisons with endline only.

		Female				Male			
		Form 2 (Form 1 at baseline)		**Form 3 (Form 2 at baseline)**		**Form 2 (Form 1 at baseline)**		**Form 3 (Form 2 at baseline)**	
		Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised	Less Marginalised	Marginalised
Intervention	Literacy	15%	8%	9%	19%	3%	22%	5%	17%
	Numeracy	13%	6%	12%	20%	1%	20%	9%	19%
	Transition		6%						
Comparison	Literacy	10%	17%	22%	19%	24%	18%	28%	19%
	Numeracy	9%	17%	23%	22%	24%	17%	28%	19%
	Transition	0%	10%	0%	0%	0%	0%	0%	0%

Marginality status of re-contacted sample was similar to that observed at baseline (41%) because at midline, a decision was reached not to ask marginality questions again for the re-contacted samples. Attendance data was collected separately from school registers. This information, although being the official record, contains errors that the EE could neither correct nor estimate correctly.

Qualitative research issues

The main limitation for the qualitative research was time and thus the potential failure to address some issues in sufficient depth, particularly sensitive ones that require a long lead in to the focus group discussions or semi structured interviews, in order to help interviewees to feel comfortable. The EE perceived that the FM wanted to understand regional differences and quite substantial numbers of groups were contacted. This entailed a lot of logistics in the field and with the consequence that interviews could not go over time if they were interesting because of the next group waiting or the need to make a journey. An average of 12 meetings and interviews were held over a two day period during the data collection, that is six a day.

Other qualitative research limitations were very difficult to get the right people in the room and to turn away those who had given up their time. In particular, it was hard to meet PCG of marginalised girls we had met, thus being able to directly match up two sets of evidence. It was also difficult to meet with children early in the day because culturally it was disrespectful to keep older people waiting. (especially elders and professionals like CDC, village leaders). Robust negotiations took place in schools to try and secure children for interview early in the day when they were fresh but it was not always possible.

Explain how these challenges affect/may affect the robustness, reliability and comparability of any findings, and the degree to which findings should therefore be caveated.

For the qualitative data there is no issue of robustness, reliability or comparability. For the quantitative data, results for attendance rely on data that has known issues, and therefore, may not be as accurate as needed. However, these issues transcend both intervention and comparison schools, and may, therefore, not pose serious issues for measuring progress.

2.2.8 Representativeness of the learning and transition samples, attrition and matching of intervention and control groups

Report the sample sizes achieved at midline and compare with the sample sizes agreed in the MEL Framework and the sample size at baseline. If the cohort is split, present two separate tables for the learning and transition samples.

Provide details of the evaluation sample breakdown across the treatment and control group in tables 20-23. These tables will need adapting for each project.

Using information from the tables below, section 3 and annex 4, outline how the sample has changed from baseline. For instance, if the evaluation sample selected is fully representative of the wider beneficiary population. If not, why not? Is attrition in line with expectations and does it have an impact on the reliability of findings?

Learning Sample sizes

Sample sizes for measuring learning are provided below. **The midline sample size for learning (literacy, numeracy) is made up of recontacted girls and boys recruited at baseline, including those who were assessed as marginalised and less marginalised.** Both girls and boys in the two cohort grades took the same literacy and numeracy tests at baseline and equivalent tests at midline. The sample sizes indicate the number of students who took literacy and numeracy tests at baseline, and

those from this group that did so at midline as well. The difference between the baseline and midline sample sizes directly relates to the loss to attrition.

Table 6a: Sample size for measuring learning in intervention and comparison schools

		Female					Male			
		Form 2 (Form 1 at baseline)		Form 3 (Form 2 at baseline)		Margi n-alised girls com-bined	Form 2 (Form 1 at baseline)		Form 3 (Form 2 at baseline)	
		Margi n-alised	Less Margi n-alised	Margi n-alised	Less Margi n-alised		Margi n-alised	Less Margi n-alised	Margi n-alised	Less Margi n-alised
Literacy										
Base-line	**Interventi on**	446	576	389	634	835	381	590	387	582
	Compariso n	432	607	418	619	850	404	554	405	548
Mid-line	**Interventi on**	396	512	340	565	736	313	535	337	521
	Compariso n	372	520	315	497	687	313	449	314	417
Numeracy										
Base-line	**Interventi on**	446	576	389	634	835	381	590	387	582
	Compariso n	432	607	418	620	850	404	554	405	548
Mid-line	**Interventi on**	405	526	333	543	738	322	545	330	501
	Compariso n	370	524	305	488	675	316	450	314	417

Source: SeGRA and SeGMA data

At baseline, the two cohort forms were powered together. Specifically, it was assumed that attrition between baseline and endline would be less than 40%. This was checked at midline, and attrition levels observed to be less than 20% (See table below). Comparison between baseline and midline was, therefore, based on the data for students from the combined cohort grades who took tests at both evaluation points.

The attrition rate of the cohort has been measured between baseline and midline and this is shown below. At midline, the samples collected to boost the younger cohort were excluded from all analysis. The table below (Table 16) shows attrition rates measured against availability of literacy and numeracy data required for assessing learning.

Table 6b: Attrition rates

		Female					Male			
		Form 2 (Form 1 at baseline)		**Form 3 (Form 2 at baseline)**		**Marginalised girls combined**	**Form 2 (Form 1 at baseline)**		**Form 3 (Form 2 at baseline)**	
Midline Attrition		Less Marginalised	Marginalised	Less Marginalised	Marginalised		Less Marginalised	Marginalised	Less Marginalised	Marginalised
Intervention	Literacy	15%	8%	9%	19%	12%	3%	22%	5%	17%
	Numeracy	13%	6%	12%	20%	12%	1%	20%	9%	19%
Comparison	Literacy	10%	17%	22%	19%	19%	24%	18%	28%	19%
	Numeracy	9%	17%	23%	22%	21%	24%	17%	28%	19%

Source: SeGRA and SeGMA data

Transition Sample

The transition sample was drawn as a subset of the learning sample. Marginalised girls from both forms made up the Transition Cohort. Transition data was collected from primary care givers (PCGs) through a household survey that also targeted the head of the household and a male sibling. At baseline, transition information for the older cohort was not collected by mistake. This information was then collected at midline, and the sample sizes updated. When data for the older cohort was collected at midline, only girls still in school were targeted. As such, information on which girls dropped out of school (collected from school records) for the older cohort is known, but information on the actual pathway was not collected. This will be corrected at endline.

Table 6c: Transition sample sizes and attrition rates

	Form 2 girls (Form 1 at baseline)			Form 3 girls (Form 2 at baseline)			Combined Transition sample		
	Baseline	Midline		Baseline[1]	Midline		Baseline	Midline	
District:	Count	Count	Attrition %	Count	Count	Attrition %	Count	Count	Attrition %
Intervention	430	397	7.67%	341	332	2.6%	771	729	5%
Comparison	417	385	7.67%	352	302	14.2%	769	687	11%

Source: School data

Both cohort forms make up the joint transition sample. These will both be followed at endline, when the younger cohort will still be in school (Form 4), but the older will have finished (post school plus 1 year). Attrition rates for the younger cohort were about 8% in both intervention and comparison communities. For the older cohort, these were calculated using data collected at midline and were 5% and 11% respectively. **The attrition rates were all lower than thresholds built into the sample size calculation at baseline, and therefore, no replacements were used.**

The girls who could not be reached at midline will still be reached at endline, so that their transition status can be determined. Data for the transition cohort was collected from the household survey which was conducted alongside the school survey. Attrition in the cohort has been calculated as the percentage of households who were not successfully reached at midline.

The sample Sizes proposed in the MEL framework are presented below. At baseline, the target of 800 marginalised girls in intervention and comparison school each was surpassed, and an attrition rate of 20% assumed between baseline and midline. Therefore, at midline, the expected number of marginalised girls in intervention and comparison schools was 640 each. The actual numbers were 736 (intervention) and 687 (based on the literacy sample sizes). Therefore, the agreed sample sizes were reached.

	Total number of students in the sampled schools	Assumed no. of boys in the sampled schools	Assumed no. of girls in sampled schools	Expected number of marginalised girls in sampled schools

[1] Data collected at midline

	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Intervention	4,000	3997	2,000	1918	2,000	2079	800	852
Comparison	4,000	3988	2,000	1941	2,000	2047	800	839
Total	**8,000**	**7985**	**4,000**	**3859**	**4,000**	**4176**	**1,600**	**1,692**

Table 7: Recontacted evaluation sample breakdown (by region) (FMT20)

District	Intervention		Comparison	
	Count	Column N %	Count	Column N %
Female				
Dodoma Municipal Council	0	0%	720	17%
Geita Town Council	0	0%	879	21%
Ilala Municipal Council	1361	33%	0	0%
Musoma Municipal Council	0	0%	482	12%
Nyamagana Municipal Council (Comparison)	0	0%	799	19%
Nyamagana Municipal Council (Intervention)	807	20%	0	0%
Shinyanga Municipal Council	490	12%	0	0%
Singida Municipal Council	639	16%	0	0%
Tabora Municipal Council	800	20%	0	0%
Temeke Municipal Council	0	0%	1041	25%
Ubungo Municipal Council	0	0%	243	6%
Total	4097	100%	4164	100%
Male				
Dodoma Municipal Council	0	0%	560	15%
Geita Town Council	0	0%	720	19%
Ilala Municipal Council	1200	31%	0	0%
Musoma Municipal Council	0	0%	484	13%
Nyamagana Municipal Council (Comparison)	0	0%	803	21%
Nyamagana Municipal Council (Intervention)	786	20%	0	0%
Shinyanga Municipal Council	465	12%	0	0%
Singida Municipal Council	639	16%	0	0%
Tabora Municipal Council	800	21%	0	0%
Temeke Municipal Council	0	0%	1041	27%
Ubungo Municipal Council	0	0%	238	6%
Total	3890	100%	3846	100%

Table 8: Evaluation sample breakdown (by grade) (FMT21)

	Comparison		Intervention	
Form	Count	Column N %	Count	Column N %
Female				
Form 2 (From 1 at baseline)	2067	51%	2039	50%
Form 3 (Form 2 at baseline)	1948	48%	2014	49%
Dropouts	51	1%	27	1%
Total	4066	100%	4080	100%
Male				
Form 2 (From 1 at baseline)	1884	50%	1938	50%
Form 3 (Form 2 at baseline)	1811	49%	1908	49%
Dropouts	41	1%	25	1%
Total	3736	100%	3871	100%

Table 9: Evaluation sample breakdown (by age) (FMT 22)

	Comparison		Intervention	
Age Group	Count	Column N %	Count	Column N %
Female				
6 to 8 years	0	0%	0	0%
9 to 11 years	1	0%	3	0%
12 to 13 years	383	18%	421	21%
14 to 15 years	1304	63%	1317	64%
16 to 17 years	374	18%	287	14%
18 to 19 years	22	1%	21	1%
20+ years	0	0%	1	0%
Total	2084	100%	2050	100%
Male				
6 to 8 years	0	0%	0	0%
9 to 11 years	0	0%	0	0%
12 to 13 years	199	10%	234	12%
14 to 15 years	1093	57%	1146	59%
16 to 17 years	528	27%	495	25%
18 to 19 years	103	5%	69	4%
20+ years	5	0%	5	0%
Total	1928	100%	1949	100%

Table 10: Evaluation sample breakdown (by disability) (FMT 23)[2]

	Comparison Baseline	Comparison Midline	Intervention Baseline	Intervention Midline
Female				
Students with one or more forms of disability	18%	5%	17%	4%
Sight related disability	7%	1%	6%	1%
Hearing related disability	5%	0%	5%	0%
Walking related disability	6%	2%	5%	1%
Memory or cognitive disability	7%	3%	6%	2%
Selfcare related disability	5%	1%	4%	1%
Communication related disability	4%	1%	3%	1%
Students with sickness problem	3%	18%	3%	13%
Male				
Students with one or more forms of disability	14%	5%	14%	4%

[2] The way the Washington Group questions were asked changed between baseline and midline, resulting in a reduced and more accurate representation of students with disability.

Sight related disability	5%	1%	5%	2%
Hearing related disability	4%	1%	4%	0%
Walking related disability	4%	1%	4%	1%
Memory or cognitive disability	5%	3%	6%	2%
Selfcare related disability	4%	2%	4%	2%
Communication related disability	3%	1%	2%	0%
Students with sickness problem	2%	16%	3%	16%

Data source: School Survey.

Describe how well intervention and control groups (cohort girls) match on respondents' characteristics and prevalence of barriers to education. Present relevant data using samples of girls re-contacted at midline (cohort girls), as well as any relevant finding from the baseline.

The data on disability should be taken with a bit of caution: in both intervention and comparison districts at midline, the way the questions were asked was changed, in order to increase accuracy of reporting. As can be seen on the table below, many students (150 in comparison, 139 in intervention) who had indicated a form of disability changed their position at midline.

		Condition (Intervention/Comparison)			
		Comparison		Intervention	
		Disability Status of Students (baseline)		Disability Status of Students (baseline)	
		Not Disabled	Students with one or more forms of disability	Not Disabled	Students with one or more forms of disability
		Count	Count	Count	Count
Disability Status of Students (reported at midline)	Not Disabled	468	150	539	139
	Students with one or more forms of disability	27	28	24	18
	Total	495	178	563	157

2.2.9 Contamination and compliance

There was no evidence of contamination of the control group. Septate analysis was done with direct beneficiaries within the cohort and results show that they performed better on learning.

2.2.10Learning and transition outcomes estimation

Discuss any adjustments that need to be made to the estimation of the learning and transition outcomes because of lack of matching, attrition bias or small cohort samples. Adjustments may include the following:

Using a cross-sectional approach (instead of a cohort approach);

Using multi-variate regressions controlling for characteristics that are systematically different between treatment and control groups (conditional model instead of an unconditional model);

Using statistical matching;

Using inverse probability weighting in regression analysis to mitigate attrition bias.

Regression analysis for survey weighting

The baseline survey datasets were not weighted to take account of any design effects or disproportionate sampling as this was not appropriate. The FM report template indicates that there may be a need to use inverse probability weighting in regression analysis to mitigate attrition bias, where some students who participated in the baseline survey did not take part in the midline survey.

Additional information on reasons for leaving the cohort (collected at midline) will be used to inform the (logistic) regression analysis used. Specifically, reasons for attrition (such as transferring) can be used to check what other variables can be used for the regression model. In this particular example, the interest would be to explore the predictors of students who are likely to transfer (and therefore leave the cohort in most cases- unless they transfer and remain reachable).

FM guidance outlines the requirement for regression analysis to take account of non-response at midline, with full regression analysis results provided for learning and transition outcomes. The approach adopted to the regression analysis is:

- Using a variable to indicate participation at midline (for learning, participation includes taking literacy and numeracy tests).
- Identifying drop outs in the baseline datasets (using the unique student id and running bivariate analysis to identify key determinants of survey drop-out.
- Running logistic regression to produce the model with the best fit, with those variables that best predict survey response at the mid-line; and assigning attrition weight (the inverse of the predicted probability of responding).

The weighting model that has been developed for use is based on a number of significant correlations (ie determinants of dropouts). The list of (individually) significant correlations used in the weighting model includes:

- Ability to pay fees
- The school
- Age
- Performance on literacy, numeracy
- Whether family skips meals,
- Marginalisation
- Attendance and

A generalised linear model (Generalised Estimating Equations in SPSS) has been used to check the goodness of fit of the weighting method. Weights have been normalised using a simple method[3].

Difference in Difference (DiD) estimates

[3] See for example
https://pdfs.semanticscholar.org/5b8a/d817627949a6a33628a86466b889f23d5df0.pdf page 9

The FM guidance requires that simple cohort estimates of the Difference in Differences (DiD)[4] estimators are presented, as well as those weighed to take account of sample attrition (based on the attrition weighting approach outlined above). DiD estimates will be calculated in SPSS using a linear regression of learning scores and a logistic regression of transition based on –

- A= dummy variable to identify intervention (=1) and comparator (=0)
- B= dummy variable to identify mid-line (=1) and baseline (=0)
- C= dummy variable for midline intervention (A x B)

The regression coefficients are the difference in differences combining the time-period and group membership (C). These will be presented with associated statistics (CI, mean, standard deviation).

All data will be analysed in SPSS and/or Stata, and the syntax used will be made available. The syntax will update the raw baseline and midline datasets so that they speak to each other as much as possible. It is necessary for DiD analysis that we are comparing data that has the same parameters and has been edited in the same way.

[4] The DiD is a technique used to measure the effect of a treatment at a given period in time in comparison to a control group. It estimates the difference between the pre-post (i.e. baseline and mid-line), within-subjects differences of the treatment and control groups.

Annex 4 Tables

Table 24-Tanzania (girls)

		Marginality status of learner based on CAMFED criteria							
		Less Marginalised				Marginalised			
		Gender				Gender			
		Female				Female			
		Type of the District				Type of the District			
		Intervention		Comparison		Intervention		Comparison	
		Type of the survey		Type of the survey		Type of the survey		Type of the survey	
		Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline
		Column N %	Column N %	Column N %	Column N %	Colum n N %	Column N %	Column N %	Column N %
Orphan-hood status of students	Double Orphan	2.0%	2.1%	1.7%	1.7%	4.2%	4.6%	4.3%	4.9%
	Single Orphan	18.2%	18.2%	15.9%	16.0%	27.1%	27.0%	21.8%	22.2%
	Not Orphaned	79.7%	79.7%	82.3%	82.3%	68.7%	68.5%	73.9%	73.0%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Living With Both Parents	Not living with both parents	50.6%	50.9%	50.5%	50.6%	63.4%	63.5%	66.7%	67.3%
	Living with both parents	49.4%	49.1%	49.5%	49.4%	36.6%	36.5%	33.3%	32.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Female headed house-holds	Male headed household	33.7%	34.0%	32.6%	32.8%	43.6%	43.6%	45.5%	45.9%
	Female headed household	66.3%	66.0%	67.4%	67.2%	56.4%	56.4%	54.5%	54.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mariage Status	Married	0.0%	0.0%	0.0%	0.0%	0.7%	0.2%	1.1%	0.5%
	Not Married	0.0%	0.0%	100.0%	0.0%	99.3%	99.8%	98.9%	99.5%
	Total	0.0%	0.0%	100.0%	0.0%	100.0%	100.0%	100.0%	100.0%
Mothers	Mothers	0.0%	0.0%	0.0%	0.0%	1.4%	0.5%	0.7%	0.2%
	Not Mothers	0.0%	0.0%	100.0%	0.0%	98.6%	99.5%	99.3%	99.8%
	Total	0.0%	0.0%	100.0%	0.0%	100.0%	100.0%	100.0%	100.0%
Mothers 16	Mothers under 16	0.0%	0.0%	0.0%	0.0%	0.9%	0.5%	0.3%	0.2%
	Status not known	0.0%	0.0%	100.0%	0.0%	99.1%	99.5%	99.7%	99.8%
	Total	0.0%	0.0%	100.0%	0.0%	100.0%	100.0%	100.0%	100.0%
Mothers 18	Mothers under 18	0.0%	0.0%	0.0%	0.0%	1.4%	0.5%	0.7%	0.2%
	Status not known	0.0%	0.0%	100.0%	0.0%	98.6%	99.5%	99.3%	99.8%
	Total	0.0%	0.0%	100.0%	0.0%	100.0%	100.0%	100.0%	100.0%
Parents ability to pay school fees	Parents have little or no diffculty	94.2%	94.3%	93.0%	92.8%	87.0%	87.2%	88.8%	88.7%
	Parents have difficulty with paying fees or child has been sent away more than once	5.8%	5.7%	7.0%	7.2%	13.0%	12.8%	11.2%	11.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Household house has	98.7%	98.7%	98.4%	98.3%	89.6%	89.7%	89.9%	89.7%

Roofing material type	good roof ie concrete asbestos etc								
	Household house material depicts poverty ie mud grass leaves etc	1.3%	1.3%	1.6%	1.7%	10.4%	10.3%	10.1%	10.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Land Owner-ship	Househol owns land alone or jointly	0.0%	0.0%	66.7%	0.0%	62.8%	68.3%	54.8%	55.4%
	Household does not own land, or status unknown	0.0%	0.0%	33.3%	0.0%	37.2%	31.7%	45.2%	44.6%
	Total	0.0%	0.0%	100.0%	0.0%	100.0%	100.0%	100.0%	100.0%
Wall material type	Household house has good walls ie cocnrete or tiles	82.9%	82.8%	84.4%	84.1%	58.8%	59.1%	61.9%	61.6%
	Household house wall material depicts poverty ie earth and wood	17.1%	17.2%	15.6%	15.9%	41.2%	40.9%	38.1%	38.4%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meals frequency	Household does not skip meals often	69.6%	69.8%	65.1%	65.0%	37.0%	37.1%	30.3%	30.3%
	Household has skipped meals on some days	30.4%	30.2%	34.9%	35.0%	63.0%	62.9%	69.7%	69.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
English as the language of instruction	Do not have difficulties learning in English	58.8%	50.7%	58.7%	49.7%	51.3%	47.8%	56.6%	51.0%
	Have difficulties learning in English	41.2%	49.3%	41.3%	50.3%	48.7%	52.2%	43.4%	49.0%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
House-hold income status	Household has regular income	64.1%	64.0%	62.2%	62.2%	40.8%	40.8%	38.6%	38.4%
	Household does not have regular income	35.9%	36.0%	37.8%	37.8%	59.2%	59.2%	61.4%	61.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Use of language of instruct-tion other	Teacher uses other LoI other than English	59.8%	68.3%	66.3%	72.4%	51.5%	57.8%	57.7%	66.1%
	Teacher does not use other	40.2%	31.7%	33.7%	27.6%	48.5%	42.2%	42.3%	33.9%

than English	LoI other than English								
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.00 %
Economic status of learner	NOT economically marginalised	100.00 %	100.00 %	100.00 %	100.00 %	93.50%	93.40%	94.10%	93.90%
	Economicaly marginalised	0.00%	0.00%	0.00%	0.00%	6.50%	6.60%	5.90%	6.10%
	Total	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %	100.00%	100.00 %	100.00 %
Education Status of Head of House-hold	Head of Household is literate	92.40%	92.60%	92.30%	92.40%	81.00%	80.30%	87.40%	86.70%
	Head of household is illiterate	7.60%	7.40%	7.70%	7.60%	19.00%	19.70%	12.60%	13.30%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 25 Tanzania (Girls)

		Marginality status of learner based on CAMFED criteria							
		Less Marginalised				Marginalised			
		Female				Female			
		Intervention		Comparison		Intervention		Comparison	
		Midline	Baseline	Midline	Baseline	Midline	Baseline	Midline	Baseline
PCG says fairly or very unsafe travel to schools in the area	Safe, very safe or dont know	0.0%	0.0%	50.0%	0.0%	56.8%	57.3%	70.1%	68.6%
	Fairly or very unsafe	0.0%	0.0%	50.0%	0.0%	43.2%	42.7%	29.9%	31.4%
	Total	0.0%	0.0%	100.0%	0.0%	100.0%	100.0%	100.0%	100.0%
Safety travelling to or from school	Student feels safe traveling to or from school	81.3%	94.9%	85.4%	95.4%	68.2%	90.2%	78.2%	92.1%
	Student DOES NOT feel safe traveling to or from school	18.7%	5.1%	14.6%	4.6%	31.8%	9.8%	21.8%	7.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Chore burden and use of free time	Student decides what to do with free time ie low chore burden	88.1%	88.2%	88.9%	89.0%	71.5%	71.3%	75.6%	75.6%
	Student has high chore burden and	11.9%	11.8%	11.1%	11.0%	28.5%	28.7%	24.4%	24.4%

	spends most free time on chores								
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
19. I get the support I need from my family to stay in school and perform well	Disagree or strongly disagree	14.7%	8.7%	14.6%	9.3%	31.9%	21.4%	27.7%	23.7%
	Strongly agree or agree	85.3%	91.3%	85.4%	90.7%	68.1%	78.6%	72.3%	76.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Propotion of students attending school for LESS THAN half of the time	Students who attend school for more than half of the time	1.3%	0.4%	4.4%	0.6%	1.5%	0.4%	2.4%	0.0%
	Students who attend school for less than half of the time	98.7%	99.6%	95.6%	99.4%	98.5%	99.6%	97.6%	100.0%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Propotion of students attending school for MORE THAN 85% of the time	Students who attend school for less than 85% of the time	26.4%	26.5%	20.6%	23.5%	28.8%	31.9%	21.1%	28.1%
	Students who attend school for more than 85% of the time	73.6%	73.5%	79.4%	76.5%	71.2%	68.1%	78.9%	71.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Safe at School	Student feels UNSAFE at school	34.5%	6.0%	24.3%	3.5%	36.0%	8.8%	28.9%	6.0%
	Student feels safe at school	65.5%	94.0%	75.7%	96.5%	64.0%	91.2%	71.1%	94.0%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Seats at school	Student feels there are inadequate seats at school	34.3%	23.0%	41.7%	29.7%	37.7%	31.6%	42.3%	28.1%
	Student feels there are adequate seats at school	65.7%	77.0%	58.3%	70.3%	62.3%	68.4%	57.7%	71.9%

	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Move Around School	Difficult to move around at school	19.5%	13.4%	14.5%	11.4%	26.4%	20.8%	18.8%	16.2%
	Not difficult to move around at school	80.5%	86.6%	85.5%	88.6%	73.6%	79.2%	81.2%	83.8%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
No Amenities	Adequate Amenities	99.3%	96.5%	99.2%	100.0%	99.0%	98.8%	99.2%	98.4%
	Lack of adequate amenities in school (e.g., toilets)	0.7%	3.5%	0.8%	0.0%	1.0%	1.2%	0.8%	1.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Effect of teachers on students	Teachers make students feel welcome in the classroom	90.3%	88.0%	91.9%	85.8%	89.8%	81.4%	91.3%	84.9%
	Teachers DO NOT make students feel welcome in the classroom	9.7%	12.0%	8.1%	14.2%	10.2%	18.6%	8.7%	15.1%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Teacher treatment of boys and girls	Teachers treat boys and girls the same	63.6%	73.0%	67.0%	74.5%	58.7%	64.6%	58.9%	70.3%
	Teachers treat boys differently to girls	36.4%	27.0%	33.0%	25.5%	41.3%	35.4%	41.1%	29.7%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Annex 8: Key findings on Output Indicators

This annex should be completed by the project.

The Evaluator should hand over any output-related data to the project to enable the project to populate the following tables.

Fill in the table below with every Output Indicator, means of verification/sources, and the frequency of data collection. Please include output indicators for which data collection has not yet taken place and state when data collection for these will take place.

Table 1: Output indicators

Logframe Output Indicator	Means of verification/sources	Collection frequency
Number and Indicator wording	List all sources used.	E.g. monthly, quarterly, annually. NB: For indicators without data collection to date, please indicate when data collection will take place.
Output 1: Girls continue to the completion of junior secondary school and progress to upper secondary, further education, entrepreneurship or employment		
Output 1.1: Number of marginalised girls receiving financial support to complete junior secondary (annual) Disaggregated by age, district and disability (by type and severity).	Disbursements information from CAMFED financial information, cross-checked with monitoring by CDCs.	Per term
Output 1.2: Number of young women school graduates (GEC beneficiaries) attending the Post-School Life Skills Training Programme (annual)	Transition Guide reports and attendance registers kept by Transition Guides, checked at monitoring visits by District Programme Coordinators (DPC) and CAMFED staff.	Quarterly
Output 1.3: Number of young women school graduates (GEC beneficiaries) receiving support to take up places in upper secondary, vocational training and tertiary education (annual) Disaggregated by age, district and disability (by type and severity).	CAMFED programme records, cross-checked by monitoring visits by programme staff. Details about support is stored against individual students' records in the Programme Database.	Per term/ Per semester
Output 1.4: Number of girls and young women (GEC beneficiaries) who dropped out of school due to reasons including pregnancy and/or early marriage receiving support to attend formal or informal	Disbursements information from CAMFED financial information, stored in the Programme Database. Cross checked with school and transition programme attendance registers by Transition Guides, DPCs and CAMFED Staff.	Per Term/Semester

education (e.g. school, informal revision centres, vocational training, life skills training programme) (annual). Disaggregated by age, district and disability by type and severity)		
Output 2: Girls benefit from targeted learning resources and literacy initiatives		
Output 2.1: Number of learning materials distributed to schools to support students' learning (cumulative) (c.f. IO indicators 4.3 and 4.4 which will use mixed methods to measure and explore the frequency and nature of use as well as the benefit derived from using the learning materials) Disaggregated by district	CAMFED programme records. Triangulated by monitoring by CDCs and surveys and qualitative research at Evaluation Points.	Per term
Output 2.2: Proportion of students (by gender) in the target classes who participate in life skills training assisted by a Learner Guide Disaggregated by district.	Data collected by district-level DPC. Learner Guides will be required to report on their activity, which the DPCs will verify with the partner schools. Triangulated by surveys and qualitative research at Evaluation Points to explore the life skills training from the perspective of students and teachers.	Per term
Output 2.3: Number of literacy/English language initiatives held in schools (annual) (Mixed methods research to be applied at Midline and Endline) Disaggregated by district	Data collected by Teacher Mentors. Triangulated by monitoring by CDCs and surveys and qualitative research at Evaluation Points.	Per term
Output 3: Young women volunteer as Learner Guides and Transition Guides in their schools and communities in support of marginalised children's and young women's education and transition		
Output 3.1: Number of young women who are currently active as a Learner Guide (annual) Disaggregated by age and district	Data collected by DPC based on monthly reporting by Learner Guides/Transition Guides and crossed checked with the partner schools.	Monthly
Output 3.2: Proportion of young women trained who complete the full duration of their commitment to be a Learner Guide/Transition Guide*	Data collected by District Programme Coordinators. Learner Guides/Transition Guides will be required to report on their activity, which the DPC will verify with the partner schools. Triangulated by surveys and qualitative research at	Monthly

*Learner Guide is an 18-month commitment and Transition Guide is a 12-month commitment (Mixed methods research to be applied at Midline and Endline) Disaggregated by age, district	Evaluation Points to explore the experience of being a Learner Guide/Transition Guide, the challenges and benefits.	
Output 3.3: Number of out-of-school girls reached by Learner Guides (annual) (Mixed methods research to be applied at Midline and Endline) Disaggregated by district	Data collected by District Programme Coordinators based on monthly reporting by Learner Guides. Triangulated by surveys and qualitative research at Evaluation Points.	Annual
Output 4: Robust, engaged local capacity and collaboration in support of marginalised children's education		
Output 4.1: Proportion of schools with a child protection policy in place (c.f. IO 5 which will use mixed methods to measure and explore the nature and implementation of school policies on child protection as well as students' understanding, perceptions and behaviour) Disaggregated by district	Monitoring of schools by CDCs, triangulated with surveys and qualitative research at Evaluation Points.	Annual
Output 4.2: Proportion of teacher mentors trained who are actively providing information on the welfare of marginalised girls (annual) Disaggregated by district	CAMFED Programme Database and information held in the National Offices. 'Actively providing information' is defined as submitting at least one termly monitoring report over the past year.	Annual
Output 4.3: Number of community initiatives run by PSGs' to support marginalised children (annual) (Community initiatives may include activities such as school feeding, material support to marginalised children, school facilities improvement) (Mixed methods research to be applied at Midline and Endline) Disaggregated by district	Monitoring by CDCs, triangulated with surveys and qualitative research at Evaluation Points.	Per term/semester

Output 4.4: Number of district-level stakeholders actively participating in Community Development Committee (CDC) initiatives to support children's welfare and protection (annual). Disaggregated by gender and districts	CDCs' meeting reports, triangulated by CAMFED staff monitoring visits and qualitative research at Evaluation Points	Per term/semester

Report on the midline values/midline status of each Output Indicator in the table below. Reflect on the relevancy of the Output Indicator for your Intermediate Outcomes and Outcomes and the wider Theory of Change based on the data collected so far. Are the indicators measuring the right things? What do the midline values/midline status mean for the implementation of your activities?

Table 28: Midline status of output indicators

Logframe Output Indicator	Midline status/midline values Relevance of the indicator for the project ToC	Midline status/midline values
Number and Indicator wording	What is the contribution of this indicator for the project ToC, IOs, and Outcomes? What does the midline value/status mean for your activities? Is the indicator measuring the right things? Should a revision be considered? Provide short narrative.	What is the midline value/status of this indicator? Provide short narrative.
Output 1: Girls continue to the completion of junior secondary school and progress to upper secondary, further education, entrepreneurship or employment		
Output 1.1: Number of marginalised girls receiving financial support to complete junior secondary (annual) Disaggregated by age, district and disability (by type and severity).	This output contributes to IO 2- Economic Empowerment. Marginalised girls receive support to overcome cost as a barrier to education. 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. (Outcome 2 -Transition) Since attendance in school is a pre-requisite for learning, targeted financial support also indirectly achieves improved learning outcomes. Outcome 1 – Learning)	This is on track and Year 2 targets have been met. 7,009 girls in Tanzania received financial support to complete junior secondary in the 2018 academic year. These is against the target of 7,009.
Output 1.2: Number of young women school graduates (GEC beneficiaries)	This output contributes to IO2 – Economic Empowerment and IO3 – Life skills. Marginalised girls have enhanced skills and increased	This is on track.

attending the Post-School Life Skills Training Programme (annual)	perceptions of their ability to succeed in the next stage of their transition. Through the transition programme, secondary school graduates find support to identify their own transition pathway and progress to a secure and productive young adulthood. (Outcome 2 - Transition)	200 school graduates started the Transition Guide programme in Q8, against a target of 0.
Output 1.3: Number of young women school graduates (GEC beneficiaries) receiving support to take up places in upper secondary, vocational training and tertiary education (annual) Disaggregated by age, district and disability (by type and severity).	This output contributes to IO2 – Economic Empowerment. Secondary school graduates receive support to overcome cost as a barrier to furthering their education. (Outcome 2 – Transition.) 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. (Outcome 2 – Transition.) Through enabling enrolment in and completion of further education, targeted financial support also indirectly achieves improved learning outcomes. (Outcome 1 – Learning)	This indicator is not yet operational and will be reported on in Year 3 of the project when the first cohort of direct beneficiaries will have progressed to this stage of education.
Output 1.4: Number of girls and young women (GEC beneficiaries) who dropped out of school due to reasons including pregnancy and/or early marriage receiving support to attend formal or informal education (e.g. school, informal revision centres, vocational training, life skills training programme) (annual). Disaggregated by age, district and disability by type and severity)	This output contributes to IO 2-Economic Empowerment. Marginalised girls and young women receive support to overcome barriers to education and have enhanced skills and increased perceptions of their ability to succeed in the next stage of their transition (IO3 – Life skills). Targeted financial support addresses poverty-related barriers as well as the significant pressures girls face around early pregnancy and marriage. Marginalised girls and young women receiving targeted support are able to attend formal or informal education and thus progress to a secure and productive adulthood. (Outcome 2 - Transition) Through enabling enrolment and attendance in formal or informal education, targeted financial support also indirectly achieves improved learning outcomes. Outcome 1 – Learning)	There are (intentionally) no targets for this output indicator; it is for tracking only. In Year 2 of the project none of the direct beneficiaries were supported to attend formal or informal sessions as initiatives to support girls who have dropped out are planned to start from in Year 3. These include supporting girls to start vocational courses and Qualifying Test examinations.
Output 2: Girls benefit from targeted learning resources and literacy initiatives		

Output 2.1: Number of learning materials distributed to schools to support students' learning (cumulative) (c.f. IO indicators 4.3 and 4.4 which will use mixed methods to measure and explore the frequency and nature of use as well as the benefit derived from using the learning materials) Disaggregated by district	This output contributes to IO4 – Quality of teaching/classroom practice. Learning sources distributed in schools contribute to an enabling learning environment. Girls who have access to quality learning materials demonstrate improved learning outcomes. (Outcome1 - Learning)	29,160 MBW books, LG and TG books, Maths and English textbooks and workbooks and dictionaries were distributed. This is against a target of 87,405 MBW books and study guides. CAMFED responded proactively to the significant delay in the approval of the low-cost study guides by the Tanzania Institute of Education (TIE) by implementing an alternative multi-component learning improvement strategy including initiatives such as morning talks, debates and study groups which are designed to improve the learning outcomes of literacy and numeracy for marginalised girls. As a replacement for the low-cost Study Guides, CAMFED purchased Literacy and Numeracy curriculum text books already approved by TIE, for immediate use in the under-resourced schools reached by the project. However, the unit cost of these textbooks and the dictionaries was higher than the cost of study guides would have been and so the target was not reached.
Output 2.2: Proportion of students (by gender) in the target classes who participate in life skills training assisted by a Learner Guide Disaggregated by district.	This output contributes to IO2 – Economic Empowerment and IO3 – Life skills. Marginalised girls have enhanced skills and increased perceptions of their ability to succeed in education and the next stage of their transition (Outcome 2 - Transition). They have increased self-esteem and self-confidence.	This is on track and Year 2 targets have been met. An average proportion of 87% of the target classes participated in life skills training by a Learner Guide, which is above the target of 74%.
Output 2.3: Number of literacy/English language initiatives held in schools (annual) (Mixed methods research to be applied at Midline and Endline)	This output contributes to IO4 – Quality of Teaching/classroom practices - with additional, interactive whole-school initiatives in school to improve literacy and English language learning such as competitions and debates. The interventions will have a positive impact on English literacy levels among target students and on the reading culture within partner schools for all students. It will assist Form 1s with the transition from primary to secondary school where the language	This is on track and Year 2 targets have been met. Literacy/English language initiatives have been held in 93 schools in Year 2 as planned.

Disaggregated by district	of instruction changes from Kiswahili to English. (Outcome 1 – Learning)	
Output 3: Young women volunteer as Learner Guides and Transition Guides in their schools and communities in support of marginalised children's and young women's education and transition		
Output 3.1: Number of young women who are currently active as a Learner Guide (annual) Disaggregated by age and district	This output contributes to IO4 – Quality of Teaching/classroom practices. Learner Guides support marginalised girls in their learning, as well as other girls and boys enrolled. Their presence in schools contribute to an enabling learning environment for marginalized girls. Through the support and mentoring of Learner Guides, marginalised girls have improved self-esteem and self-confidence, which lead to improved learning outcomes (Outcome 1 - Learning)	This is on track and Year 2 targets have been met. The number of currently active LGs was 321 for Year 2 of the project against the target of 318. The number of currently active TGs was 45, with a target of 44.
Output 3.2: Proportion of young women trained who complete the full duration of their commitment to be a Learner Guide/Transition Guide* *Learner Guide is an 18-month commitment and Transition Guide is a 12-month commitment (Mixed methods research to be applied at Midline and Endline) Disaggregated by age, district	This output contributes to IO4-Quality of Teaching/classroom practices. The Learner Guide programme will be introduced in the target districts to support girls' participation in secondary school, and will include the delivery of the My Better World curriculum in cohort classes. Their presence in schools and communities contribute to enabling learning environment for marginalized girls (Outcome 1 - Learning) Young women who have completed school will be supported into positions of leadership through work with the cohort as Learner Guides, providing important role models of educated women in communities where these are lacking, and advocates for girls' education and protection in communities to help them transition. (Outcome 2 – Transition)	This indicator is not yet operational. The target is not applicable at this stage because the LG programme only started in December 2017 and the TG programme will start in January 2019 so both will be reported on in Year 3 when the first LGs and TGs will have passed 18 months and 12 months respectively since starting the role.
Output 3.3: Number of out-of-school girls reached by Learner Guides (annual) (Mixed methods research to be applied at Midline and Endline)	This output contributes to IO1 and IO2, supporting out-of-school girls to attend formal or informal education. Learner Guide activity will stretch beyond the school environment and into the community, where they will reach out-of-school girls to provide them with mentoring, role-modelling and learning support. (Outcome 2- Transition)	This is on track and Year 2 targets have been met. The number of currently active LGs was 321 for Year 2 of the project against the target of 318. The number of currently active TGs was 45, with a target of 44.

Disaggregated by district		
Output 4: Robust, engaged local capacity and collaboration in support of marginalised children's education		
Output 4.1: Proportion of schools with a child protection policy in place (c.f. IO 5 which will use mixed methods to measure and explore the nature and implementation of school policies on child protection as well as students' understanding, perceptions and behaviour) Disaggregated by district	This output contributes to IO 5 (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. (Outcome 1 – Learning)	This is on track and Year 2 targets have been met. Out of 143 schools visited, 103 were found to have a child protection policy in place and 100 of them had posted it in a public area. Therefore, 70% of those schools had a CPP according to CAMFED's definition, against a target of 50%.
Output 4.2: Proportion of teacher mentors trained who are actively providing information on the welfare of marginalised girls (annual) Disaggregated by district	This output contributes to IO2, IO4 and IO5. Marginalised girls will receive in-school support from Teacher Mentors trained to monitor girls' welfare, alongside school and community support systems to reinforce girls' safety and wellbeing. Teacher Mentors will be trained in partner schools in child protection and psychosocial support to marginalised girls, placing them as a focal point for child protection. This will contribute to a safe and enabling learning environment for all students (Outcome 1 – Learning and Outcome 3 - Sustainability)	This is on track and Year 2 targets have been met. All Teacher Mentors in the 144 partner schools are actively providing information on the welfare of marginalised girls. The Year 2 target for this indicator is 90%.
Output 4.3: Number of community initiatives run by PSGs' to support marginalised children (annual) (Community initiatives may include activities such as school feeding, material support to marginalised children, school facilities improvement)	This output contributes to IO2, IO4 and IO5. PSGs are trained to identify and support girls' welfare and learning. They are encouraged to implement initiatives that address barriers to attendance, for example guidance and counselling, school feedings and providing material support. Through capacity-building, PSGs are empowered to support marginalised girls' needs and be able to identify ways to support them through their education (Outcome 3 – Sustainability).	This is on track and Year 2 targets have been met. There are 91 Parent Support Groups currently running a community initiative, compared to the target of 54.

(Mixed methods research to be applied at Midline and Endline) Disaggregated by district		
Output 4.4: Number of district-level stakeholders actively participating in Community Development Committee (CDC) initiatives to support children's welfare and protection (annual). Disaggregated by gender and districts	This output contributes to IO2, IO4 and IO5. CDC initiatives include reporting on the welfare of marginalised girls including any disabilities children are living with; following up on abuse cases reported; and, community outreach on the importance of education and child protection and training School Committees and PSGs on this. Good practices and programmatic lessons learnt are discussed. Programme stakeholders collaborate to support the welfare and learning of marginalised girls, including reporting on any disabilities identified. Sustainability is premised on the infrastructure of local partnerships that is capacitated to support girls' education for the longer term. CAMFED will build the institutional capacity of existing local structures leading to the better targeting and management of resources to support marginalised girls and thereby enhancing prospects for sustainability. This includes engagement of local education authorities as well as other local government institutions including health, social welfare and police, school authorities and community groups. (Outcome 3 – Sustainability)	The reach of 124 CDC members is slightly lower than the target of 127. CDC members are defined by their positions at the district level so some of these titles/positions are not relevant in every district. Missing the target on this indicator is therefore not of concern to CAMFED.

List all issues with the means of verification/sources or the frequency of data collection which require changes or additions.

Table 3: Output indicator issues

Logframe Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
Number and Indicator wording	E.g. inappropriate wording, irrelevant sources, or wrong assumptions etc. Was data collection too frequent or too far between? Or no issues?	E.g. change wording, add or remove sources, increase/decrease frequency of data collection; or leave as is.

Output 1: Girls continue to the completion of junior secondary school and progress to upper secondary, further education, entrepreneurship or employment		
Output 1.1: Number of marginalised girls receiving financial support to complete junior secondary (annual) Disaggregated by age, district and disability (by type and severity).	No Issues	Leave as is
Output 1.2: Number of young women school graduates (GEC beneficiaries) attending the Post-School Life Skills Training Programme (annual)	No Issues	Leave as is
Output 1.3: Number of young women school graduates (GEC beneficiaries) receiving support to take up places in upper secondary, vocational training and tertiary education (annual) Disaggregated by age, district and disability (by type and severity).	No Issues	Leave as is
Output 1.4: Number of girls and young women (GEC beneficiaries) who dropped out of school due to reasons including pregnancy and/or early marriage receiving support to attend formal or informal education (e.g. school, informal revision centres, vocational training, life skills training programme) (annual). Disaggregated by age, district and disability by type and severity)	No Issues	Leave as is
Output 2: Girls benefit from targeted learning resources and literacy initiatives		
Output 2.1: Number of learning materials distributed to schools to support students' learning (cumulative) (c.f. IO indicators 4.3 and 4.4 which will use mixed methods to measure and explore the frequency and nature of use as well as the benefit derived from using the learning materials) Disaggregated by district	No Issues	Leave as is
Output 2.2: Proportion of students (by gender) in the target classes who participate in life skills training assisted by a Learner Guide Disaggregated by district.	No Issues	Leave as is
Output 2.3: Number of literacy/English language initiatives held in schools (annual) (Mixed methods research to be applied at Midline and Endline)	No Issues	Leave as is

Disaggregated by district		
Output 3: Young women volunteer as Learner Guides and Transition Guides in their schools and communities in support of marginalised children's and young women's education and transition		
Output 3.1: Number of young women who are currently active as a Learner Guide (annual) Disaggregated by age and district	No Issues	Leave as is
Output 3.2: Proportion of young women trained who complete the full duration of their commitment to be a Learner Guide/Transition Guide* *Learner Guide is an 18-month commitment and Transition Guide is a 12-month commitment (Mixed methods research to be applied at Midline and Endline) Disaggregated by age, district	No Issues	Leave as is
Output 3.3: Number of out-of-school girls reached by Learner Guides (annual) (Mixed methods research to be applied at Midline and Endline) Disaggregated by district	No Issues	Leave as is
Output 4: Robust, engaged local capacity and collaboration in support of marginalised children's education		
Output 4.1: Proportion of schools with a child protection policy in place (c.f. IO 5 which will use mixed methods to measure and explore the nature and implementation of school policies on child protection as well as students' understanding, perceptions and behaviour) Disaggregated by district	No Issues	Leave as is
Output 4.2: Proportion of teacher mentors trained who are actively providing information on the welfare of marginalised girls (annual) Disaggregated by district	No Issues	Leave as is
Output 4.3: Number of community initiatives run by PSGs' to support marginalised children (annual) (Community initiatives may include activities such as school feeding, material support to marginalised children, school facilities improvement)	No Issues	Leave as is

(Mixed methods research to be applied at Midline and Endline) Disaggregated by district		
Output 4.4: Number of district-level stakeholders actively participating in Community Development Committee (CDC) initiatives to support children's welfare and protection (annual). Disaggregated by gender and districts	No Issues	Leave as is

Annex 9: Beneficiaries tables

This annex should be completed by the project.

Describe the project's primary target groups in terms of age range, grades, country/region, characteristics, and expected exposure to interventions over the course of the project.

Provide the target number of girls' beneficiaries (direct learning and transition beneficiaries) and the monitoring data that support this number (for example, in-school population numbers, number of schools, number of communities etc.). Describe the method for calculating the number, any assumptions made.

Describe how the project defines educational marginalisation for its context and how this definition has been applied to selecting beneficiaries. What proportion of direct beneficiaries are estimated as still meeting this definition of educational marginalisation (if known) and how has this been verified? (See GESI addendum for Midline Template - Dec 2018 for the FM marginalisation framework and terminology)

Are boys receiving project interventions? How are these boys selected?

Present and justify any difference to baseline.

Please fill in the tables below. Individuals included in the project's target group should be direct beneficiaries of the project.

Table 30: 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.	7,009	7,009	These are marginalised, in-school girls. The project enables them to successfully continue to the completion of junior secondary school and, for those enrolled in Form 2 or above in the 2018 academic year, to progress to upper secondary, further education, entrepreneurship or employment. Beneficiaries under this project are marginalised by virtue of their gender and location, experiencing significant economic and socio-cultural barriers to education.

Table 31: Other beneficiaries

Beneficiary type	Number	Comments
Learning beneficiaries (boys) – as above, but specifically counting boys who will get the same exposure and therefore	0	All boy beneficiaries benefit indirectly (counted below under

be expected to also achieve learning gains, if applicable.		'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.	54,943	These are boys who are enrolled in an intervention school and so 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.	54,205	These are the less marginalised girls who are enrolled in an intervention school and so benefit indirectly from activities aimed at achieving learning outcomes for marginalised girls.
Teacher beneficiaries – number of teachers who benefit from training or related interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided.	1,229	142 female and male Teacher Mentors will receive training on active teaching and learning approaches, guidance and counselling, safeguarding and child protection. 532 subject teachers will be trained on active teaching and learning approaches. 555 Learner Guides, comprising 369 MBW-focused Learner Guides and 186 Transition-focused Learner Guides will receive training for their role. 277 of these Learner Guides will also receive training in business skills and 122 will be trained in identifying and selecting marginalised girls.
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	69,179	1,436 stakeholders, (108 CDC members, 144 Teacher Mentors, 557 Most Vulnerable Children Committee Members, 78 Ward Executive Officers, 144 Head Teachers and 369 Learner Guides trained by Midline and 36 LGs will be trained in Q11 as replacement) will be trained in identifying and selecting marginalised girls. (These Learner Guides are counted as teacher beneficiaries above.) 2880 stakeholders in 144 schools will attend project and learning data dissemination meetings to develop school-based improvement action plans. (576 of these stakeholders will also participate in the training in identifying and selecting marginalised girls, including 144 Learner Guides who are counted as teacher beneficiaries above.) 196 Parents Support Group (PSG) members will receive training in financial management and child protection, who will pass on their training to a further 450 PSG members. 270 stakeholders will attend the district-level project launch and regional partnership meetings,

		and learning forums and visits. (108 of these stakeholders will also participate in the training in identifying and selecting marginalised girls.) Approximately 65,000 community members will be reached through community awareness forums on gender-based violence.

- Tables 32-35 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 girls in the last row of Tables 32-35 should be the same – these are just different ways of identifying and describing the girls included in the sample.

Table 1: Target groups - by school

School Age	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Lower primary			
Upper primary			
Lower secondary	✔	7,009	513
Upper secondary			
Total:		**7,009**	**513**

Table 2: Target groups - by age

Age Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Aged 6-8 (% aged 6-8)			
Aged 9-11 (% aged 9-11)			
Aged 12-13 (% aged 12-13)	✔	**581 (8.3%)**	**61 (11.9%)**
Aged 14-15 (% aged 14-15)	✔	**3,636 (51.9%)**	**260 (50.7%)**
Aged 16-17 (%aged 16-17)	✔	**2,441 (34.8%)**	**175 (34.1%)**
Aged 18-19 (%aged 18-19)	✔	**333 (4.8%)**	**17 (3.3%)**
Aged 20+ (% aged 20 and over)	✔	**15 (0.2%)**	**0 (0.0%)**
Unknown Age	✔	**3 (0.0%)**	**0 (0.0%)**
Total:		**7,009**	**513**

Table 3: Target groups - by sub group

Social Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Disabled girls (please disaggregate by domain of difficulty)	✔	**1,444 (20.6%)**	**94 (18.3%)**
Orphaned girls	✔	**1,813 (25.9%)**	**171 (33.3%)**
Pastoralist girls			
Child labourers			
Poor girls	✔	**7,009 (100%)**	**513 (100%)**
Other (please describe)			
Total:		**7,009**	**513**

Table 4: Target groups - by school status

Educational sub-groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Out-of-school girls: have never attended school			
Out-of-school girls: have attended school, but dropped out			
Girls in-school	✔	**7,009 (100%)**	**513 (100%)**
Total:		**7,009**	**513**

Describe how the project defines educational marginalisation for its context and how this definition has been applied to selecting beneficiaries. What proportion of direct beneficiaries are estimated as still meeting this definition of educational marginalisation (if known) and how has this been verified? (See GESI addendum for Midline Template - Dec 2018 for the FM marginalisation framework and terminology)

The 5276 GECT project built on the foundations laid by Building Resources Across Communities (BRAC) at primary level and in communities by introducing successful strategies for supporting girls' enrolment, retention and progression at secondary level developed under CAMFED's GEC1 in Tanzania.

Challenges were encountered initially in tracing the 7,009 girls who had benefited from BRAC's intervention under GEC1, and who were in need of financial support to remain in or transition to secondary school. CAMFED expected that the list availed by BRAC at the beginning of the project would enable the identification of the full cohort supported under GEC1. However, the data provided enabled us to initially track 3,046 girls out of the 7,009 girls who were previously supported by BRAC. No records were available either at school or district level to identify the 3,963 girls from the original BRAC cohort who had not successfully transitioned to secondary schools. Therefore, in close partnership with schools, communities and local leadership, we were able to complete the process of identifying the full cohort of girls who had been reached through BRAC activities and who are now benefiting directly from the project, including through financial support to continue their education.

The methodology used to identify the original cohort of 'BRAC' girls included consultation with schools, communities and local leadership and, in some cases, making home visits. Through this process we were able to identify the following beneficiaries for financial support:

- Already in secondary school: 43% of total target of 3,046
- Joining/joined secondary school in January 2018 – 57% - 3,963 marginalised girls

The girls receiving support under the current project are marginalised by virtue of their gender and location, living in poor, under-served peri-urban communities where they face a variety of interrelated barriers to participation and progression in education, including high levels of household poverty, and high rates of early pregnancy and marriage. Early marriage and pregnancy are among the key causes of female student drop out, and the target regions for this project have some of the highest rates in Tanzania: in Shinyanga and Tabora, 59% and 58% of girls are married before age 18, respectively – the two highest rates in the country.[1] In Tanzania, girls in school are forced to take pregnancy tests and those who are found pregnant are expelled and are not allowed to finish their studies after giving birth.

On the supply side, barriers include the distance between home and school (and associated risks), poor resourcing of schools and lack of trained teachers especially females who act as positive role models to marginalised girls. The context in the peri-urban outer districts targeted by the project reflects the more negative impacts of rapid urbanisation and significant rural-urban migration including high poverty rates, poor housing, under-resourced and under-funded systems, and poor infrastructure, which are linked to lower levels of participation and attainment in education. A particular challenge in peri-urban areas, including the districts of Dar es Salaam region targeted by this project, is transport to school – no organised government transport exists, and distances girls must travel to and from school are often significant. Cost barriers rise in the transition to secondary school: while Circular 5, issued by the government in November 2015 to implement the 2014 Education and Training Policy, removed direct costs of education in terms of fees, other school-related costs remain (hostel fees, food, sanitary wear, uniform, books), as do risks to girls' safety, with secondary schools often located further from their homes. Under[2]-funding and under-resourcing of schools compromises education quality that is exacerbated by the switch in language of instruction from Swahili to English at the primary-secondary transition point,[3] and an academic curriculum that lacks resonance with young people's reality, undermining girls' ability to participate, engagement in school, and self-esteem. Girls do less well than boys at school – in 2015 64.6% of Tanzanian girls passed their Primary School Leaving Exam (PSLE),

[1] Tanzania DHS, 2010

[2] Tanzanian Education Sector Analysis found that 65% of students have learning difficulties as they start secondary school. [4] Tanzania BEST, 2016

versus 71.6% of boys.[3] Despite the recent removal of the fees barrier at secondary level, the array of direct and indirect cost barriers girls face, together with low levels of English literacy (given that primary school is entirely taught in Swahili), mean that girls who do pass the PSLE struggle to transition to secondary school and succeed there.

Table 36: Beneficiaries matrix

Outcomes	In-school girls - Secondary	Girls who have completed lower secondary school	In-school boys	Teachers Beneficiaries (Teacher Mentors/Learner Guides/Transition Guides)	Broader Community Beneficiaries (MVCCM, WEC/WEO CDCs, PSGs, CAMA Members)
Learning	✔		✔		
Transition	✔	✔			
Sustainability	✔	✔		✔	✔
IO 1: Attendance	✔	✔	✔		
IO 2: Economic Empowerment	✔	✔			
IO3: Life-Skills	✔	✔	✔		
IO4: Quality of teaching and classroom practices	✔		✔	✔	
IO5: School related gender based violence	✔		✔	✔	✔

Once the project has provided information as per the guidance box and tables 30-35 above, the External Evaluator must:

- Review the numbers and methodology proposed by the project. Comment on the counting methodology, the assumptions that are made, the expected quality of the data underpinning the final numbers (e.g. project own monitoring data and government data).
- Was data collected, e.g. in the school survey, that enables to verify any of the assumptions made by the project in calculating the beneficiary numbers? Examples of such data would be: size and number of communities, size and number of schools, size and number of classrooms, size and numbers of girls clubs, number of disabled girls, number of girls at risk of dropping from school, dropouts in the last year etc. Present any of these data and compare them with the project. monitoring data. You can use the sample data collected and presented in Annex 3 to elaborate.
- When the available evidence is considered, do the proposed beneficiary numbers look reliable? Why yes or why not?

[3] BEST survey, President's Office of Regional and Local Government (PO-RALG), 2016

COMMENTS BY THE EXTERNAL EVALUATOR

The EE has reviewed the methodology used by CAMFED to calculate the number of stakeholders. The EE understands that CAMFED has worked in collaboration with national ministries of education and local /district education departments, through the CDC, to verify the numbers.

The numbers of the beneficiaries are is now fairly static, and so the numbers that have been presented are those already in receipt of support and participating in the programme.

The identification of the current cohort of direct beneficiaries was complicated but during the qualitative visits in Tanzania the process was explained and many people were involved in ensuring marginalised girls were selected.

Yes the proposed beneficiary numbers look reliable to the extent that reliable records are in place to accurately measure them in country.

Annex 14: Learning Test Pilot and Calibration

CAMFED's objective for learning under GEC-T is for marginalised girls to achieve significantly improved learning outcomes. Learning is being measured in terms of literacy and numeracy using tests developed for the evaluation. Learning for girls enrolled in junior secondary school are measured using a GEC Secondary Grade Reading Assessment (SeGRA) and a GEC Secondary Grade Mathematics Assessment (SeGMA) that conform to the framework provided by the Fund Manager. In line with the framework, each assessment comprises three Sub-Tasks of increasing difficulty, with Sub-Task 1 designed to be appropriate for Grade 5/6, Sub-Task 2 for Grade 7/8 (in Tanzania: Grade 7/Form 1) and Sub-Task 3 for Grade 9/10 (in Tanzania: Form 2/Form 3). The Monitoring, Evaluation and Learning (MEL) Framework anticipates that all cohort members at each evaluation point will complete all three Sub-Tasks for both SeGRA and SeGMA. Students can obtain a maximum of 12 points per Sub-Task, with a maximum of 36 points for the assessment overall.

Structure of the SeGRA and SeGMA assessment tools:

SeGRA					
	Content	**Number of items**	**Distribution of points**	**Maximum points available**	**Time allowed**
Sub-task 1	Longer, more complicated comprehension paragraph, with more analytical questions	9	6x 1 point 3x 2 points	12 points	20 minutes
Sub-task 2	Longer, more complicated comprehension paragraph, with more inferential questions	8	5x 1 point 2x 2 points 1x 3 points	12 points	20 minutes
Sub-task 3	Short essay construction	1	1x 12 points	12 points	20 minutes
SeGMA					
	Content	**Number of items**	**Distribution of points**	**Maximum points available**	**Time allowed**
Sub-task 1	Advanced multiplication and division (fractions, percentages), space and shape (geometry), measurement (distance, length, area, capacity, money), presentation questions	9	6x 1 point 3x 2 points	12	20 minutes
Sub-task 2	Algebra questions	10	8x 1 point 2x 2 points	12	20 minutes
Sub-task 3	Data interpretation and sophisticated word problems, solved using complex, multiple operations including algebra	7	2x 1 point 5x 2 points	12	20 minutes

The SeGMA (Numeracy) and SeGRA (Literacy) assessment tools were developed by the National Examination Council of Tanzania (NECTA). Three versions were developed: for the baseline, midline and endline surveys. The baseline version was used in July 2018 for the baseline survey. In advance of the baseline survey, a pilot survey was conducted of the baseline version on the basis of which the tool was approved for use by the Fund Manager.

The midline and endline versions were developed by NECTA in February 2019 in order to be equivalent to the baseline version of each tool. These versions were reviewed and then approved for piloting by the Fund Manager in March and April 2019. The pilot survey took place in April 2019. (Further details about the pilot results are provided below.) The results of the pilot survey were compiled by CAMFED and submitted to the Fund Manager in May 2019, along with recommendations for how to deal with the issues raised by the pilot survey. It was agreed with the Fund Manager that the issues with the tools identified through the pilot survey could be addressed by NECTA and then the revised versions reviewed by the FM, without the need for re-piloting.

The finalised versions of the SeGRA and SeGMA tools, for both the midline and endline surveys, were approved for use by the Fund Manager on 10th July 2019. The approved midline versions of the SeGRA and SeGMA assessment tools were administered under exam conditions in the school-based survey part of the midline survey in July 2019. The completed papers were then marked by NECTA examiners.

The Pilot Survey

The pilot survey for the midline and endline versions of SeGRA and SeGMA took place on 17th April 2019. Students were recruited from two schools in Kibaha in the Pwani region and the other in Kigamboni in the Dar es Salaam region, neither of which was part of the intervention or comparison sample. A total of 171 students in Forms 2, 3 and 4 participated in the piloting of SeGMA and 178 for SeGRA. The table below shows which versions of the tools each group of students completed in the pilot survey.

Grade	Baseline	Midline	Endline
Form 2	✓	✓	-
Form 3	✓	-	✓
Form 4	✓	✓	-

The gender of students was 58% females and 42% males (SeGRA) and 47% females and 53% males (SeGMA). Students ranged, in the case of SeGMA, from 13 to 20 years of age with a mean of 15.69 years and, in the case of SeGRA, from 13 to 19 years of age with a mean of 15.60 years. The assessments were administered in exam conditions, with an hour allocated for each version of the assessment (based on 20 minutes per Sub-Task). The papers were marked by NECTA examiners against the marking schemes developed by NECTA.

Below is a summary of the pilot survey findings for each tool together with CAMFED's recommendations to the Fund Manager for the next steps and whether they were suitable for use in the midline and endline surveys. The pilot survey findings were submitted to the Fund Manager on 24th May 2019.

SeGRA – Midline version:

- Headline findings from the analysis of the midline tool:
  - The midline tool showed **strong internal consistency reliability** indicating that it provided sufficient information for the construct being measured.
  - The distribution of overall scores for both Form 2 and Form 4 had a **negative skew**.
  - The overall scores and Sub-Task scores had **wide ranges** and the means showed that the Sub-Tasks were **correctly ordered in regards to difficulty**.
- Analysis of the calibration of the midline tool to the baseline tool:
  - For Form 2 participants, there was a **medium or strong correlation** between the baseline and midline tools in the overall assessment and each of the three Sub-Tasks.
  - For Form 4 participants, there was a **weak or negligible correlation** between the baseline and midline tools in the the overall assessment and each of the three Sub-Tasks.
  - 95% confidence intervals for Item scores of baseline and midline tools did not overlap for 9 of the 19 items for both Form 2 and Form 4 groups, suggesting a lack of equivalence. Eight of these nine items were the same for both groups.
- Recommendations with regards to using the midline tool for the midline survey:
  - The midline version of the **SeGRA tool performed moderately as an assessment of learning for the sampled Form 2s, while it performed poorly for the sampled Form 4s**.
  - Comparison of the sampled Form 4s' scores against the scores from the baseline survey suggests that the Form 4s sampled for the pilot survey were not representative of Form 4 students in general. It could be argued therefore that their results should be disregarded.
  - Nonetheless, even with the Form 2s, almost half of the Items lacked equivalence between the baseline and midline versions.
  - **We therefore recommend that NECTA reviews and redevelops these nine Items to strengthen their alignment with the baseline tool.**

In response to these findings, the Fund Manager asked:

- Would you have any insight what could explain lack of correlation between the SeGRA baseline and midline tools for Form 4 participants (Pearson coefficients), what this means in terms of the level of difficulty of these two versions and whether this has any implications for the midline test version?

The project provided the following responses:

- CAMFED noted in the pilot survey analysis that the SeGRA scores of the sampled Form 4 participants were not representative of Form 4 students in general. This was evident from the floor effect that was observed for Sub-Task 3 in both the baseline and midline tools for Form 4s (not Form 2s), which was not observed among the Form 4s when the baseline tool was used with the much larger tracked cohort in the baseline surveys.
- Looking closer at the SeGRA scores, CAMFED found that approximately half of the Form 4 students were awarded a notably different overall score for the two tools, however there was not a consistent pattern to indicate that one tool was more difficult than the other. This is reflected in the similar mean scores for the baseline and midline tools (of 15.38 and 16.15 respectively) combined with the lack of correlation.
- One possible explanation for this could be that students did not give equal effort to each tool in the pilot survey, possibly because they did not maintain their level of effort for the second tool. (The data collection does not provide information about which test was

completed first, but the pilot was structured so that half of the Form 4 students completed the baseline first and the other half completed the midline first.) This sort of pattern could produce results with similar means but no correlation, as we see here.

- In conclusion, CAMFED does not feel the results indicate a significant difference in the level of difficulty of the two versions and we consider that the actions we recommended at the end of the analysis – to redevelop individual items that lacked equivalence – will be sufficient to strengthen the tool for use in the midline.

SeGRA – Endline version:

- Headline findings from the analysis of the endline tool:
  - The tool showed **strong internal consistency reliability** indicating that it provides sufficient information for the construct being measured.
  - The overall scores produced a distribution with a **high degree of symmetry**.
  - The overall scores and Sub-Task scores had **wide ranges** and **did not generate any floor or ceiling effects**. The means showed that the Sub-Tasks were **correctly ordered in regards to difficulty**.
  - All but one item was found to correlate with the overall score.
- Analysis of the calibration of the endline tool to the baseline tool:
  - There was a **medium or strong correlation** between the baseline and endline tools in the overall assessment and each of the Sub-Tasks.
  - The mean scores for Sub-Tasks 1 and 2 showed strong similarity between the baseline and endline versions, however, in the case of Sub-Task 3, the participants, on average, achieved notably higher scores in the endline tool than in the baseline tool.
  - 95% confidence intervals for Item scores of baseline and endline tools did not overlap for 10 of the 19 items, suggesting a lack of equivalence for these Items.
- Recommendations with regards to using the endline tool for the endline survey:
  - The midline version of the **SeGRA tool performed moderately as an assessment of learning for the sampled Form 3s.**
  - However, more than half of the Items lacked equivalence between the baseline and endline versions.
  - **We therefore recommend that NECTA reviews and redevelops these ten Items to strengthen their alignment with the baseline tool.**

SeGMA – Midline version:

- Headline findings from the analysis of the midline tool:
  - The tool showed **very strong internal consistency reliability** indicating that it provides sufficient information for the construct being measured.
  - The distribution of overall scores for **Form 2s had a high degree of symmetry**, while for **Form 4s it had a positive skew**.
  - The overall scores and Sub-Task scores had **wide ranges** and the means showed that the Sub-Tasks were **correctly ordered in regards to difficulty**.
  - **Sub-Task 3 produced a floor effect** for Forms 4 only. Apart from this, the overall and Sub-Task scores **did not generate a floor or ceiling effect** for either Form.
  - All but one item, the easiest Item in the assessment, was found to **correlate with the overall score**.
- Analysis of the calibration of the midline tool to the baseline tool:

    - For both Form 2 and Form 4 participants, there was a **strong or very strong correlation** between the baseline and midline tools in the the overall assessment and each of the Sub-Tasks.
    - 95% confidence intervals for Item scores of the baseline and midline tools overlapped for 24 of the 26 Items, suggesting a general equivalence between the tools at Item level.
- Recommendations with regards to using the midline tool for the midline survey:
    - The midline version of the **SeGMA tool performs strongly as an assessment of learning according to many criteria**. In its current form, it could be used to assess the attainment of the tracked cohorts and measure change compared with the baseline.
    - However, there is an opportunity to further strengthen the midline tool with relatively minor amendments to the two Items for which the pilot survey identified a lack of equivalence between the baseline and midline versions of the tool.
    - **We therefore recommend that NECTA reviews and redevelops these two Items to strengthen their alignment with the baseline tool. We believe the minor nature of these amendments will not require a further pilot survey. Once these amendments have been completed, the midline version of the SeGMA tool for Tanzania will be fit-for-purpose and can be used in the midline survey.**

In response to these findings, the Fund Manager asked:

- Sub-Task 3 produced a floor effect for Forms 4 only - Would you have any insight on what might explain this? Was this the case at BL for F4 in the learning cohort?

The project provided the following responses:

- As with SeGRA, CAMFED noted in the analysis that the SeGMA scores of the sampled Form 4 participants were not necessarily representative of Form 4 students in general. Again, while a floor effect for Sub-Task 3 was observed for the Form 4s who completed the baseline and midline tools in the pilot, a floor effect was not observed when the baseline tool was used previously with the learning cohort during the baseline survey. This was our justification for saying that the Form 4s sampled for the pilot were not representative.
- It is worth noting that we do not observe the same pattern as described above for the SeGRA pilot sample that might indicate that the students did not give equal effort to each tool in the pilot survey.
- In this case, there was a strong positive correlation between baseline and midline Sub-task 3 scores for Form 4s (Pearson correlation coefficient of 0.68), which suggests that the versions of the Sub-task are equivalent.

<u>SeGMA – Endline version:</u>

- Headline findings from the analysis of the endline tool:
    - The tool showed **very strong internal consistency reliability** indicating that it provides sufficient information for the construct being measured.
    - The distribution of overall scores had a **high degree of symmetry.**
    - The overall scores and Sub-Task scores had **wide ranges** and **did not generate any floor or ceiling effects**. The means showed that the Sub-Tasks were **correctly ordered in regards to difficulty**.
    - All but two Items were found to **correlate with the overall score**.
- Analysis of the calibration of the endline tool to the baseline tool:
    - There was a **strong correlation** between the baseline and endline tools in the overall assessment and each of the Sub-Tasks.

    - The mean scores in the overall assessment and each of the Sub-Tasks were similar in the baseline and endline tools.
    - This was also observed at Item level – 95% confidence intervals for Item scores of baseline and endline tools overlapped for 25 of the 26 items, suggesting a general equivalence between the tools at Item level.
- Recommendations with regards to using the endline tool for the endline survey:
    - The endline version of the **SeGMA tool performs strongly as an assessment of learning according to many criteria**. In its current form, it could be used to assess the attainment of the tracked cohorts and measure change compared with the baseline.
    - However, there is an opportunity to further strengthen the endline tool with a relatively minor amendment to the one Item for which the pilot survey identified a lack of equivalence between the baseline and endline versions of the tool.
    - **We therefore recommend that NECTA reviews and redevelops this Item to strengthen its alignment with the baseline tool. We believe the minor nature of these amendments will not require a further pilot survey. Once this amendment has been completed, the endline version of the SeGMA tool for Tanzania will be fit-for-purpose and can be used in the endline survey.**

Annex 16: External Evaluator declaration

Name of Project: 5276 Learn, Lead, and Succeed

Name of External Evaluator: Centre for International Development and Training

Contact Information for External Evaluator: p.n.dearden@wlv.ac.uk

Names of all members of the evaluation team:

- **CIDT: Patt Flett, Rachel Roland, Prof Philip Dearden, Daniela Baur, Prof Rachel Slater, Mary Surridge**
- **Development Data: Tendayi Kureya**
- **Women and Girls Inclusive: Dr Allyson Thirkell, Mandy Littlewood, Charlotte Pallangyo**

CIDT certify that the independent evaluation has been conducted in line with the Terms of Reference and other requirements received.

Specifically:

- All of the quantitative data was collected independently (: __PND__)
- All data analysis was conducted independently and provides a fair and consistent representation of progress (__PND__)
- Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed (PND___)
- The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided by _CIDT (PND____)
- All child protection protocols and guidance have been followed (PND___)
- Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (PND____)

Professor Philip Dearden

_____

(Name)

_CIDT_____

(Company)

4th November 2019

_____

(Date)

Annex 17: Project Management Response

This annex should be completed by the project.

This annex gives the project the chance to prepare a short and concise management response to the evaluation report before the report is published.

What is the project's response to the key findings in the report? Make sure to refer to main conclusions (Section 6)

- 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?

- This should include critical analysis and reflection on the project theory of change and the assumptions that underpin it.

We are extremely encouraged and motivated by the headline results of the midline which show gains in girls' learning across the project, including exceeding numeracy and literacy targets for Form 2, and significant impacts of the project on girls' attendance and transition. However, we are disappointed with the way in which the positive results of the project have often been reported by the External Evaluator (EE) in an almost negative tone and as a project we have had to look beyond their initial analysis to understand the key messages the EE is trying to convey.

The sustainability findings between baseline and midline of Community (0-2), School (1-2) and System (1-2) show that all targets have been well met. This is a commendable result from a programme that started from a low base, particularly in the community and school indicators. The results show the enthusiasm with which the programme has been received in these new districts and how CAMFED's governance model and community structures have been welcomed by key stakeholders as a mechanism that has built on existing district, school and community structures to drive forward systemic change at the grass-roots level.

We are confident that the assumptions underlying our Theory of Change (ToC) still hold true. CAMFED's ToC has been developed to address poverty as the underlying barrier to girls' access to education and as the core problem in the ToC. We recognise the pivotal role that the provision of the GEC-T bursaries plays in addressing the critical aspect of poverty and access to education of marginalised girls and the success of the project. Our learning interventions have been specifically targeted to improve learning outcomes and learner performance in resource constrained school environments; the transition programme is providing critical post-school opportunities for young GEC-T graduates with the BTEC programme showing considerable achievements to date; our engagement with National Advisory Committees (NACs) and the Community Development Committees ensures that our programme is driven by duty bearers who are able to influence change at national, school and district level with child protection and safeguarding of students as their prime focus and improvements to student learning such as the scaling of the Learner Guide Programme and embedding of this in operational good practice at school level.

We are continually testing our assumptions through using the evidence from our regular and routine programme monitoring and through our engagement with Miniseries, NAC, the CDCs including community, district and school key stakeholders to be seek clarification that (a) our programme design is working effectively and (b) make any necessary adjustments to our programme to improve our interventions at grassroots level. For example, recognition of the benefits to students of the Learner Guide programme has led to a commitment from all Ministries for the LG programme to be embedded within school structures including official timetabling as part of the school weekly time table.

*Further insights made by the EE in this midline report suggest that the revised ToC '*does not include any of the activities nor maps out how these work synergistically to contribute to outputs. For example, given the problem that the project seeks to address is identified as "Poverty" the diagram does not show the crucial role that the provision of bursaries plays in the empowerment of marginalised girls and the success of the project. Indeed, without the provision of the needs-based financing (bursaries), many marginalised girls would not be able to remain in school'.

We agree with this finding in that the ToC does not include lower level activities as it is in keeping with the principles of a ToC where other key project documents such as the project logframe and workplan clearly define the specific project outputs, outcomes, intermediate outcomes and activities that are designed to achieve these and address the barriers faced by marginalised girls.

The changes that we have made to our CAMFED GEC-T ToC are mainly presentational, in terms of pulling out the 'hidden' or 'missing' middle referred to in the baseline recommendations. The revised ToC is based on the original three cope hypothesis which we strongly feel are still valid and relevant to the project delivery and outcomes. The revised ToC is now interconnected and linked to indicate how we expect the outcomes to be achieved over the short, medium and long term as a result of project implementation. The EE confirmed in the midline report that the ToC is 'a powerful representation of how all the project components are directed at empowering women, with the downward arrows indicating how they will give back and support other girls. It also indicates some of the barriers and that all the assumptions identified in the project ToC have not substantially changed since baseline' CAMFED concurs with this evidence.

We do not plan to undertake a further detailed review of the revised ToC but will ensure that that we modify it to reflect the critical role that the provision of bursaries plays in the empowerment of marginalised girls and the success of the project.

What is the project's response to the conclusions and recommendations in the report?

- 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.

· Does the external evaluator's analysis of the projects' approach to gender, social inclusion and disability correspond to the projects' ambitions and objectives? Please respond to opportunities highlighted by the evaluator to be more transformative in your approach.

MEL framework recommendations

Recommendation 1.
The midline Head of School survey asked whether the school provided any targeted financial support for marginalised girls and how this operates; however the responses do not provide information to show how the support is organised or the funding allocated. It is recommended that the endline Head of School survey questions might be further refined to identify to what extent such activities are embedded in a school plan, developed with participation of staff, students, and local community members, and with robust targets to be met.

Project response: *We will take action as recommended by the External Evaluator during the endline evaluation planning process.*

Enhancing the enabling environment for inclusive GESI education

Recommendation 2:
Supporting teaching and learning: teaching and learning materials
A key outcome of the project is to improve learning and teachers have received training in participatory teaching approaches as well as textbooks to support this. Little time has elapsed since the training but as yet, based on both the quantitative and qualitative findings there has not been a substantial change in classroom practice. Even so, learning results have improved. However, class sizes have grown and continue to grow faster than the construction of classrooms. Teachers are daunted by trying participatory approaches with large groups of students and students do not have adequate textbooks to use them for study, leading teachers to rely on writing notes for students to copy. While many of these things are outside the control of CAMFED it is suggested that:

- personal copies of textbooks be given to direct beneficiaries which they return at the end of the school year
- increased copies of textbooks for English, Mathematics and Science be provided to schools based on their current student to textbook ratio to enable sharing of 1:3 per class
- provision of e-readers similar to those in GECT 5101 with full curriculum materials and interactive activities for key subjects

Project response: *We agree that additional learning resources will improve student learning outcomes and performance. However, additional text books and e-readers to increase the text-book pupil ratio and or provide individualised copies of textbooks to students is resource intensive and will require additional funding. We will therefore seek opportunities to (a) continue to emphasise the issue of lack of adequate learning resources at school level to the MoEST and (b) endeavour to seek additional funding from other donors to target provision of these learning resources to improve learning outcomes.*

Recommendation 3:

Supporting teaching and learning: professional development

Teachers are aware of the benefits of using participatory approaches but are daunted by the task of using these approaches in large classes and the fear of students not having the information they need to pass their exams. While they have attended training, after time they fall back on familiar approaches. The following activities could support long term change, some of which can be undertaken in collaboration with MoEST:

- written guidelines and examples of practical activities for teachers that can support them to implement more active learning in their classroom (by subject)
- school based CPD system implemented to support ongoing sharing of ideas
- district based CPD opportunities provided through local teacher educators
- effective monitoring by Head of School to ensure that teachers write lesson plans, mark students books and remain in class for the entire lesson (all things that often did not happen regularly)
- participatory school improvement planning with a focus on strategies for improving learning and wellbeing of students

The Ministry of Education, Science and Technology (MoEST)[1] is developing a framework for school-based continuous professional development and modules for teachers' continuous professional development (CPD); these are being piloted collaboratively with UNICEF. This is an excellent opportunity for CAMFED to support the MoEST and benefit their schools by ensuring their schools are among the first to pilot or use these materials in the schools they support. There are also a number of documents developed by MoEST that have been developed to support school management and these can be used as a starting point to provide mentoring support to headteachers to improve the performance of their school.

Project response: *We feel that in making this recommendation the EE still misunderstands CAMFED's remit in relation to the training and CPD of teachers and Heads of School, discussed extensively at baseline and since. The training and CPD of teachers and the training and monitoring of Heads of School is primarily the responsibility of the MoEST and is closely regulated. CAMFED works through a signed Memorandum of Understanding (MoU) which guides our partnership in working with the MoEST to improve learning outcomes in schools. It is also beyond the contracted scope and budget of this project to provide structured training and CPD for teachers across all schools. We collaborate with the MoEST 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 draw on our collaborative partnership with MoEST to influence teacher training and CPD priorities and collaborate with them on delivery. In Year 2, of the project period we were able to work with the MoEST to extend training beyond Teacher Mentors to selected subject teachers. We will continue to advocate and lobby MoEST at system and policy level in relation to the need for all teachers to be adequately trained in competency-based training and for Heads of School to also receive further training, CPD and monitoring from MoEST.*

Recommendation 4:

Reduction of corporal punishment

While corporal punishment is legal in Tanzania, there are strict rules on its use and these rules are being broken daily. There are also plans for corporal punishment to be abolished in schools. In the current Education Sector Development Plan (2016/2017 - 2020/2021)[1], Component 5 has a strategy for the abolition of corporal punishment with the planned result that, "Teachers are using alternative ways of disciplining children." This is a very positive step and we believe this gives CAMFED the mandate and responsibility to use its influence to educate students, teachers, HoS, caregivers and other government officials that (a) any corporal punishment that takes place must be within the law and to know the precise rules governing corporal punishment; and, (b) understand that MoEST seeks to abolish corporal punishment. We suggest that CAMFED could:

- support the CDC to draft an agreement detailing the legal procedures for corporal punishment and a commitment to the abolition of corporal punishment and ask headteachers and teachers to publicly sign that they will follow those guidelines
- monitor the frequency and use of corporal punishment through the Learner Guides and report progress to the CDC
- provide guidance on positive behaviour management strategies for teachers, including punishments that support learning and do not require students to miss valuable learning time in the classroom
- encourage the CDC to reward schools that use positive behaviour management strategies through recognition at district level

Project response:

Project response: The CAMFED Child Protection Policy and Code of Practice state a clear commitment to the protection of the rights of the child and enshrines the protection of the child against all forms of child abuse. This includes corporal punishment as a form of physical abuse which relates to actual or likely physical injury to the child or failure to prevent physical injury or suffering to a child: the child protection policy contains a dedicated annex on this. CAMFED has used this Child Protection Policy to

train key stakeholders in the safeguarding and protection of children within schools and supported Heads of School and staff in CAMFED partner schools to develop their own school-level Child Protection Policies. During the midline evaluation the EE observed that despite schools having developed their Child Protection Policies excessive use of corporal punishment was still prevalent in CAMFED partner schools. Corporal punishment is still allowed to be legally administered in schools in Tanzania and we recognise that the EE found instances of corporal punishment being implemented in clear contravention of what is legally allowed.

The schools we work with are owned by the ministry of education, which operates within the existing national law, and where corporal punishment takes place it is carried out by Ministry-employed teachers or school staff under the protection of the law. The boundaries of legal responsibility are a clear impediment to what CAMFED is able to do in tackling corporal punishment; since in Tanzania the practice is not illegal we have been unable to influence authorities sufficiently to stop it entirely, despite sustained campaigns. We recognise corporal punishment as one of a number of safeguarding issues that we encounter as an organisation and have a role in tackling and we are active in developing and enacting strategies to combat it. We take full advantage of our status as a longstanding, trusted partner of the Ministry of Education, at national and district level, to lobby the government itself and its district and school staff (including teachers) against the use of corporal punishment and to promote alternative approaches to discipline.

Recommendation 5:

Community action by PSGs and Ward Officers to protect and support girls

In some areas, the Ward Officers and PSGs have begun to take action regarding the behaviour of boda boys, educating them and making them aware of the law. This could become more widespread and systematic with the support of the CDC. Much of the emphasis has been on educating girls to protect themselves, but more needs to be done to ensure that local community members, particularly women, are vigilant regarding the behaviour of these boys and report any poor behaviour to the local street leader. PSGs and Ward Officers can play a role in educating the local community during meetings. Another area where support is needed and can be supported through community action and change of attitude is the refusal of bus drivers to allow students on to the buses. Again, through community sensitisation at meetings, churches and other places where people gather, community members can be encouraged to ensure that students are not left at the bus stop; that they should be able to board the bus if they are at the stop before others.

To maintain the motivation of PSGs will require support through public recognition of their efforts. Again this can take place through the CDC and be in the form of praise and recognition at meetings to raise awareness of other members of the public regarding the work the PSGs carry out.

Project response:

A safeguarding issue highlighted in the midline report relates to safety of girls on their journey to and from school, which remains a significant challenge and barrier to equitable access to education across project districts. In peri-urban districts, a common scenario we have encountered is that a learner can be living in one district but studies in another district, and transport (including safety on public transport) can therefore be an issue. We have been actively working with Key stakeholder to reduce the number of incidents that girls experience with boda boys on their journey to and from school.

Actions we are taking to address this challenge include:

1. *We have revised the amount and processes for providing adequate funding for bus fares. Teacher Mentors (TMs) have been instrumental in calculating the exact amount required per learner for their bus fare and this is issued per week by the TMs to ensure the bus fares are used for the intended purpose and to mitigate safeguarding issues caused by handing cash to girls.*
2. *Learners have been encouraged to travel in pairs or groups on journeys to and from school.*
3. *Learners have been advised to only use and travel with recognised transport providers, and supported to understand what this means.*
4. *The Ward Officers and PSGs have begun to take action regarding the behaviour of boda boys, educating them and making them aware of the law. We are envisaging his could become more widespread and systematic with the support of the CDC. Much of the emphasis has been on educating girls to protect themselves, but more needs to be done to ensure that local community members, particularly women, are vigilant regarding the behaviour of these boys and report any poor behaviour to the local street leader.*

   PSGs and Ward Officers can play a role in educating the local community during meetings. Another area where support is needed and can be supported through community action and change of attitude is the refusal of bus drivers to allow students on to the buses. Again, through community sensitisation at meetings, churches and other places where people gather, community members can be encouraged to ensure that students are not left at the bus stop; that they should be able to board the bus if they are at the stop before others.

Recommendation 6:

Hunger

The quantitative student survey found that 70% of marginalised girls in intervention districts had skipped meals on some days. The qualitative discussions found that many students leave home early in the morning and by staying for extra classes at school arrive home in the evening; six of the ten schools visited during the midline qualitative study have started to provide food but charge fees for this which many students cannot afford or can afford irregularly. This makes the situation worse for the most marginalised as they are not only hungry but see their peers eating. However, in one school visited, the PSG identified some of the poorest students who were then provided with free meals. Two schools have prohibited students from taking their own food to school and have stopped all other access to cheap food from local traders. It is suggested that CAMFED encourages CDCs to hold discussions with schools and PSGs to stop practices which prevent students who cannot afford the school lunch from eating during the day. It is also suggested that CAMFED identify ways they can increase the number of marginalised children who can access food at school. A number of PSGs are looking into how they can provide food at school, further support from CAMFED in the form of training and grants would strengthen this.

Project response: As a project, we recognise and identify hunger as being one of the critical barriers which prevents a large majority of students, especially marginalised girls, from being able to attend school regularly and to concentrate effectively in class to improve their learning outcomes. To mitigate this we have worked with PSGs to encourage school feeding programmes to be established.

In most of the schools where PSGs have school feeding programmes the priority is given to marginalised students. Even in the schools where the PSGs operate restaurants they allow marginalised students to eat. As a project, we have as yet not encountered such a scenario where marginalised students are excluded. For example Eagle PSG in Majani ya Chai Sec School sell snacks to students but all marginalised students are given snacks and are not required to pay for them. However, when the findings of the midline survey are disseminated to NAC, the CDC and district officials we will again highlight and raise this issue of school feeding and the link between student well-being as highlighted by the midline findings.

Recommendation 7:

Bicycle maintenance

Distance to school was identified as a barrier for many students. CAMFED provided bicycles that would support these students to come to school. The EE found that girls were often without the use of their bicycle because it had a puncture or needed other repairs. Very few girls were able to carry out simple repairs and maintenance. Bicycles are provided but with no puncture repair kit or bicycle pump for inflating tyres. One possibility is for parents who know how to maintain and repair bikes to volunteer to teach the girls to repair and maintain their bicycles at least once every month. CAMFED is considering the best way forward to address this challenge such as providing repair kits to each school and forming students clubs trained to do simple repairs as part of their extra-curricular activities. PSGs could be engaged to help with repairs as part of their support to children.

Project response: *We support this recommendation by the EE and recognise that bicycle maintenance is a critical issue to the effective use of bicycles to address the issue of distance to and from school. As the EE has highlighted we are providing repair kits to each school and forming student clubs trained to do simple repairs as part of their extra-curricular activities. We will also work with PSGs to encourage them to support the on-going maintenance of bicycles.*

Recommendation 8:

Wrap-around care of marginalised children

The CDC plays an important role in bringing together a wide range of actors from across government offices and the local community. However, we believe that the support they provide needs to be more strategically planned and structured in order to achieve the desirable level of transformation. CDCs can be supported to develop plans which focus on providing a more holistic support system for marginalised girls and boys; ensuring that they have access to counselling and appropriate health care and advice as well as support to remain in school. Such a plan would include the setup or strengthening of community financing models. The plan would be developed and implemented in partnership with current nascent support systems, i.e. the Learner Guides, Teacher Mentors, Parent Support Groups (PSGs), CAMA as well as existing government structures, such as school management committees, Street Leaders, Ward Officers and social services and other NGOs operating in the district to identify the role that each can play to provide a wraparound support for the marginalised children.

Project response: *The CDCs are a multi-stakeholder district level structure and as highlighted by the EE, they play a critical role in bringing together a wide range of actors from across government offices and the local community. They are district-level committees that coordinate and steer CAMFED programmes. The CDC members are duty bearers of the programme providing a critical link with government and non-formal institutions and have representation from ministries, traditional leaders, school authorities, and civil society organisations. CDCs are integrated with district education structures and draw together*

- *District Education Officers*
- *CAMA representatives*
- *Victim Support officers*
- *Local representatives from local Government Ministries*
- *Social Welfare Officers*

The civil society infrastructure that CAMFED purposefully develops mobilises a cross-section of stakeholders to become activists for girls' education. In every partner district, CAMFED establishes, trains and empowers this key working group, the CDC, that meets monthly to address challenges encountered by students at CAMFED partners schools. It acts as a unique and powerful point of synergy for relationships across government and non-formal institutions, community members, traditional leaders, and religious leaders. Anchored by the District Education Office (usually represented by the District Education Manager), it also brings together key heads of other ministries and departments at the district level, which deal with children and youth including the District Social Welfare Officer, the District Health Officer, representatives from schools, the police and the judiciary. Also represented are senior traditional authorities, religious leaders and CAMA. This broad representation mobilizes a multi-sectoral approach to issues related to keeping girls in school. The specific roles CDC members undertake to support the delivery of CAMFED's programmes for students and for young women are so enmeshed with their day to day responsibilities that CDC work is often locally regarded not as part of CAMFED programs, but rather as professional activities supported by CAMFED.

The support given by the CDC to schools, the community and the district is led by a strategic group of key stakeholders who are able to influence policy and decision making. However, we will discuss this recommendation made by the EE both internally and with a cross-section of CDC members to on providing a more holistic support system for marginalised girls and boys.

Recommendation 9:

A programme for marginalised girls in school and post-school living with a disability

One or more forms of disability amongst the population are preventing marginalised girls from progressing to and within secondary school. CAMFED does provide for medication or other forms of support for 35 girls living with a disability within the targeted financial support in GECT 5276. However, many girls with disabilities do not transition from primary to secondary school. It is therefore, recommended that CAMFED considers supporting district education departments to identify education pathways for marginalised girls living with disabilities who attend primary schools in CAMFED supported districts. This would increase both the number of girls getting a secondary education and improve the quality of that education.

Project response: *The EE has highlighted an important issue of marginalisation for girls in CAMFED partner schools which is a concern that CAMFED shares. Since the baseline, CAMFED Tanzania has taken measures to support marginalised girls with disabilities to access education by (a) revising the form used by girls to indicate their needs to include specific needs relating to disability (b) providing necessary linking with appropriate supporting agencies (c) amended a monitoring form used with supported girls to collect data using the Washington Group questions on disability to inform where more support is required for those with additional needs and (d) to involve other organisations to support girls living with disabilities or to advocate at Ministry level for greater levels of support. Learner Guides are actively working with the community groups to help them differentiate and consider the needs of disabled students in their outreach. We will however, continue to focus our efforts in this regard and to advocate for and lobby at both national and district level for alternative learning pathways for girls living with a disability to enable them to access a secondary level of education.*

Recommendation 10

Collaborative Whole School Planning

The current target of, "Proportion of School Improvement Plans that include an action to promote child protection" needs to be more explicit about how the plan is developed. We feel that it would be more effective if the target changes to, "Proportion of School Improvement Plans that include an action to promote child protection which requires the engagement of school and community representatives in its identification and implementation."

Project response: *We support this recommendation made by the EE. However, we will discuss this further as a team and if necessary adjust the wording of this target and then present this to the FM for approval.*

What changes to the logframe will be proposed to DFID and the Fund Manager?

We plan to reflect with our internal Evaluation Steering Group over the coming weeks on any necessary changes to the logframe as a result of the midline findings; we would also like to take account of feedback from the FM in that discussion, too.

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[1] United Republic of Tanzania, Education Sector Performance Report 2017/2018