



# COUNTRY BRIEFING: TANZANIA



GEC-T	Camfed International	88,061 beneficiaries targeted
GEC-T	Camfed Tanzania	7,009 beneficiaries targeted

The GEC has two GEC-T projects working in Tanzania.

Camfed Tanzania operates in the peri-urban districts of Dar es Salaam, Mwanza, Shinyanga, Singida, Tabora and focuses on the transition from primary to secondary school. Camfed International operates in the rural districts of Morogoro, Iringa, Tanga and the coastal regions of Tanzania and focuses on completion of secondary school. Both projects have been significantly impacted by the COVID-19 pandemic, especially school closures.

During the quarter July to September 2020, projects provided direct contact with and support to over 7,000 girls through their COVID-19 response activities. These activities have focused on keeping girls safe through the provision of masks and PPE, raising awareness of COVID-19 and protection measures such as social distancing, and by providing sanitary and wellbeing materials such as sanitary pads, soap and essential toiletries. 99.7% of junior secondary and 100% of upper secondary students who were supported by Camfed and attending school prior to COVID-19 school closures reported back and attended schools once they re-opened.

PROJECT NAME	WINDOW	LEAD PARTNER	PROJECT START DATE	PROJECT CLOSE DATE
<u>Girls learn, succeed, and lead</u>	GEC-T	Camfed Tanzania	1 August 2017	31 December 2021
<u>The ultimate virtuous cycle of girls' education</u>	GEC-T	Camfed International (Tanzania, Zambia and Zimbabwe)	1 April 2017	31 December 2021

During the quarter July to September 2020, projects provided direct contact with and support to over 7,000 girls through their COVID-19 response activities.



Project data is based on reporting from May to October 2020

Since the start of the second phase of the GEC<sup>1</sup> (2017-2025), projects in Tanzania have reported the following achievements up to June 2020:



**4,432**

teachers trained, male and female



**4,432**

stakeholder engagement meetings held



**53,335**

textbooks distributed



**4,190**

computers/tablets provided

## Achievements

**Camfed Tanzania:** Girls are demonstrating good learning progress in literacy and numeracy, with higher levels than comparison groups. There is evidence that economic empowerment activities have been well-received and successful. The bursaries appear to be well-tailored for girls' needs. In terms of sustainability, the opportunity to gain a BTEC qualification through work experience for all Learner Guides has the potential to be particularly impactful (**Camfed** Learner Guides are **Camfed** alumni who work with current students as mentors and facilitators of the My Better World curriculum). This pathway is seen as a way of linking to the next level of education or to temporary employment in government or other organisations.

**Camfed International:** Girls' learning levels have increased in both literacy and numeracy. Literacy levels were 3.4% higher than the comparison group, and numeracy levels were 6.7% higher. One potential driver of the good learning results, and especially numeracy results, is the uptake of new teaching methods. 83% of teachers in intervention areas said they had adopted new teaching methods or activities in the past two years, compared with 70% of teachers in the comparison group. In fact, teaching quality overall is high, with teacher mentors and learner guides performing well against active teaching targets. Attendance rates of girls have seen a good increase from the beginning of the project: 44.1% to 70.4% (against a target of 55%). As with the **Camfed Tanzania** project, the CAMA network approach is proving sustainable and impactful as it becomes embedded into community and school structures; on average **Camfed** alumni go on to support over four other girls to complete primary or secondary school.

## Challenges

The projects in Tanzania continue to face challenges that have risen as a result of COVID-19, as well as some which pre-date the pandemic:

- The fact that corporal punishment is legal in schools continues to present a barrier and child protection risk throughout Tanzania. As schools are government owned, the projects' influence is limited to advocacy work to tackle the issue. The projects have launched campaigns and made efforts to build networks to share best practice with regards to positive disciplining.
- As in many contexts, the outbreak of COVID-19, which resulted in the partial lockdown of the country, exacerbated pre-existing social risks. Following school closures, girls faced increased risks to their safety and wellbeing as a result of gender-based violence (GBV), exploitation, early marriages, teenage pregnancies and dropout.
- Schools around the country reopened in June, but the prolonged closure of schools is likely to negatively impact the achievement of learning outcomes.

<sup>1</sup> The first phase of the GEC ran from 2012-2017 and provided quality education for over a million marginalised girls. The GEC is now in its second phase (2017-2025), with up to 41 projects in 17 countries. The second phase is enabling existing GEC beneficiary girls to complete primary school and transition to secondary education, technical vocational training or employment. Within the second phase, a second cohort of girls are also being supported through the Leave No Girl Behind funding window, which consists of interventions for highly marginalised, adolescent girls who are out of school.

## Recent highlights

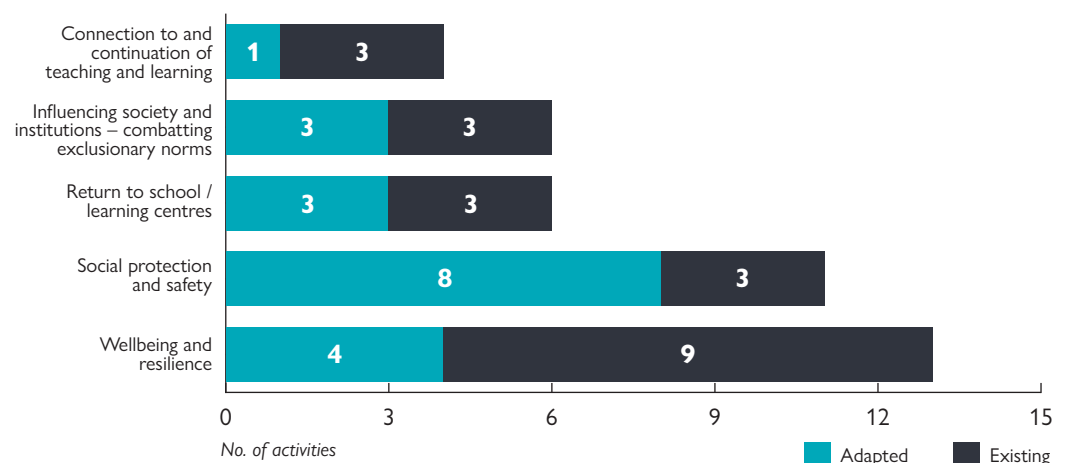
**Camfed** received recognition for the strength of their programmes when they won the Yidan Prize for Education Development in September 2020. This is an annual global prize which recognised **Camfed's** pioneering work in education retention and learning.

Projects have now pivoted their activities to best meet the needs of the beneficiary girls. *Figure 1* outlines the types of activities projects have implemented and indicates the proportion of these that are existing, adapted or completely new to projects. Some highlights from these activities include:

- **Camfed** were able to leverage and mobilise their networks to support girls' safety, wellbeing and learning, by integrating with existing structures, government bodies, schools and community development groups. The projects have provided sanitary products and COVID-19 prevention materials
- **Camfed** have used technology to engage with learners and share materials. For example, learner guides created WhatsApp groups to maintain contact with girls
- The projects provided 64 grants as well as safe spaces in hostels to facilitate evening study with improved electricity, camping facilities, hand washing and improved plumbing, and more desks and chairs to enable social distancing, to ensure access to these amenities would not represent an additional barrier to girls engaging with learning and catching up in the evenings.
- **Camfed** have strong delivery structures and engagement at community level, using an individualised approach to address student's specific needs. The CAMA network and community groups keep in touch with girls through face-to-face visits to share educational materials. This engagement has contributed to the extremely high levels of attendance amongst **Camfed** support students post-lockdown.
- 100% of **Camfed** beneficiaries passed their October exams following the projects' work to get learners back into schools through enrolment/back to school campaigns.
- **Camfed** have supported the government's teacher training strategy which promotes active learning through three 10-day cycles of training, cascaded by trained teachers to others in their schools. The impact of this training is monitored by government quality assurance teams as part of their regular quality assessment school visits.
- The project negotiated with the KIVA loans programme to initiate an interest free grace period during COVID-19, revised repayment terms, and an innovative social interest payment scheme for young women with KIVA loans

All projects have put in place safeguarding protocols and procedures specifically to ensure that their COVID-19 responses are safe for girls, other beneficiaries and staff members. Safety, as well as learning, continues to be a top priority for all GEC projects.\*

**Figure 1: COVID-19 Response activities in Tanzania<sup>2</sup>**



\* Please see the safeguarding section on the COVID-19 page of the GEC website for materials and guidance provided to projects: <https://girlseducationchallenge.org/#/article/covid-19-response>. The GEC expects our projects to be compliant with our 14 minimum standards on safeguarding.

<sup>2</sup> Projects began implementing the COVID-19 response activities in Q2 2020 and will continue or be adapted in accordance with the evolving COVID-19 situation in each context and in agreement with the FM.

## Coordination and collaboration

The projects have engaged with various external agencies to maximise the response to COVID-19, including government structures, the CAMA network, community groups, schools, teachers and mentors. The Planning for School Excellence approach is now established across all 144 partner schools and driving improvements in schools by bringing together Heads of School, teachers, parents, CAMA members students and local leaders.

One of **Camfed's** flagship elements is the My Better World (MBW) curriculum which includes materials on life skills and self-study. This has been recognised and endorsed by the Tanzania Ministry of Education. **Camfed** are multiplying the impact of this curriculum by training government paid teachers to deliver it.

**Camfed** has been working closely with the National Advisory Council which is made up representatives from various government departments (health, education, welfare) and chaired by the district education office. Strengthened partnership with the Higher Education Student Loan Board resulted in a three-fold increase in the number of student loan applications by **Camfed**-supported girls.

## Lessons learned

- Collaboration with the Centre for Universal Education at the Brookings Institute, as part of the Real Time Scaling Lab, is bringing together local and national government and civil society institutions to explore options for scaling of the Learner Guide programme into national education systems in Tanzania and learn lessons for other countries.
- During COVID-19, projects have successfully engaged community groups to reach girls and continue learning where access to TV, mobile phones, internet and radio is limited.
- Teachers need training on how to assess learning and offer effective remedial support to students to sustain their learning and/or catch up where opportunities to learn have been missed.

## Priorities from January 2021

Schools have reopened and projects are now focusing on providing bespoke support to the girls, along with remedial and catch-up classes. Projects will support girls to continue to attend school in a safe manner, provide training for Learner Guides, teacher mentors and headteachers. The projects will continue its work on sustainability and influencing work through engagement with community groups, the local education group and government agencies such as the NAC. **Camfed** will also explore how it can improve equitable outcomes for all girls, with a focus on how it can better assess and enhance support for learners with disabilities.

.....  
**Contact:** [uk\\_girls\\_education\\_challenge@pwc.com](mailto:uk_girls_education_challenge@pwc.com) | [www.girlseducationchallenge.org](http://www.girlseducationchallenge.org)  
.....

**Girls'  
Education  
Challenge**



The Girls' Education Challenge is a project funded by the UK's Foreign, Commonwealth and Development Office ("FCDO"), formerly the Department for International Development ("DFID"), and is led and administered by PricewaterhouseCoopers LLP and Mott MacDonald (trading as Cambridge Education), working with organisations including Nathan Associates London Ltd. and Social Development Direct Ltd. This publication has been prepared for general guidance on matters of interest only and does not constitute professional advice. You should not act upon the information contained in this publication without obtaining specific professional advice. No representation or warranty (express or implied) is given as to the accuracy or completeness of the information contained in this publication, and, to the extent permitted by law, PricewaterhouseCoopers LLP and the other entities managing the Girls' Education Challenge (as listed above) do not accept or assume any liability, responsibility or duty of care for any consequences of you or anyone else acting, or refraining to act, in reliance on the information contained in this publication or for any decision based on it.